INFLUENCEOF PRINCIPALS' LEADERSHIP STYLESON STUDENTS' DISCIPLINE INSELECTED PUBLIC SECONDARYSCHOOLS INNJORO SUB-COUNTY, NAKURU COUNTY, KENYA

BY

KathariDamianoNjeru

A Dissertation Submitted to the Department of Development Studies in the School of Social Sciences in Partial Fulfillment of the Requirements for the Award of a Master in Development Studies from St. Paul's University.

September 2017

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DECLARATION

This Dissertation is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of the College.

SIGNATURE OF STUDENT DATE……..

Word Count: **22,061**

I/We confirm that the work reported in this dissertation was carried out by the student under my/our Supervision.

SIGNATURE OF SUPERVISOR 1 _____

DATE_____

SIGNATURE OF SUPERVISOR 2 _____

DATE_____

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DEDICATION

This Dissertation is dedicated to my wife Virginia Mugure and children James, Anne, Daniel and Peter for their support and prayers.

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ACKNOWLEDGEMENT

I thank God for the strength, grace and divine ability that He gave me to start and complete my Masters Studies. This dissertation was prepared under the guidance of Dr. David Gichuhi and Dr. James Kuriaof St. Paul's University. I would like to express my gratitude to them for their wise counsel, encouragement, availability and direction without which this work would not have been possible. I am indebted to Graduate school, St. Paul's University for giving me an opportunity to pursue myMaster'sdegree. Also to my colleagues, who helped to shape the dissertation. My sincere thanks also go to the principals of selected secondary schools in NjoroSub-Countywho participated by providing information required during my data collection.

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ABSTRACT

The Kenyan vision 2030 envisages to achieve various goals including improving the quality of education, increasing the enrollment rates as well as increasing the transition and completion rates. The attainment of these goals is highly dependent on the discipline of the students which affects academic performance which is influenced by the principals' leadership styles. The aim of the study was to investigate the influence of principals' leadership styles on students' discipline in selected public secondaryschools in Njoro Sub-County. The objectives of this study sought to: investigate the influence of principals' participative leadership style on students' discipline in selected public secondaryschools, determine the influence of principals' task oriented leadership style on students' discipline in selected public secondary schools, examine the influence of principals' laissez faire leadership style on students' discipline in selected public secondaryschools and evaluate the influence of principals' transformational leadership style on students' discipline in selected public secondary schools in Njoro Sub-County. The study adopted a descriptive survey design. The study was carried out in NjoroSub-Countyin five administrative divisions namely Njoro Central, Lare, Kihingo, Mauche and Mau-Narok. The target population wasthe 10,855 students in all the 38selected public secondaryschools. The formula by Creswell was used to determine the study sample size of 154 students. Stratified random sampling procedure was used to sample 154 students from the study population. Data was collected using interview schedule and questionnaires. Reliability of the instruments was estimated using Cronbach's alpha coefficient formulae and was found to be 0.819. This was an indication that the instruments attained a reliability coefficient above the required threshold and were therefore deemed as acceptable and suitable. The data obtained was analyzed using descriptive statistics and inferential statistics using Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to describe the principals' extent of use of participative, task oriented, laissez faire and transformational leadership styles as well as levels of students' discipline. Ordered logistic regression and Pearson's correlation coefficient analysis was used to determine the influence of principals' participative, task oriented, laissez faire and transformational leadership styles on students' discipline in Njoro Sub-County. The study results revealed that participative, laissez faire and transformational leadership styles have a significant positive influence on student's discipline while task-oriented leadership style have a significant and negative influence on student's discipline. The more participative, non-interfering and transformational the principals' leadership style is, the better the students' discipline. The study recommends that principals should embrace the use of participative, laissez faire and transformational leadership styles in their bid to instill more discipline on the part of their students. Principals should however endevour to reduce the use of task-oriented leadership style since the leadership style has a significant negative influence on student's discipline.

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ACRONYMS

EFA	:	Education for All
G&C	:	Guidance and Counseling
ROK	:	Republic of Kenya
KCSE	:	Kenya Certificate of Secondary Education
MDGs	:	The Millennium Development Goals
MOE	:	The Ministry Of Education
UK	:	The United Kingdom
UNESCO	:	The United Nations Education and Scientific Organization
USA	:	The United States of America

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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

In the recent past, a lot has been written on the issue of discipline amongsecondary school students and how it affects the learning process as well as the progress of their academic work. One school of thought has suggested that policies on discipline do not have differing results(Schoonover, 2009). Others have argued that suspending students from school will not curb future bad behavior (Nichols, 2004). The academic rating of a school will be high if that school has effective disciplinary measures. Gawe, Vakalisa and Jacobs (2001) have suggested that in order to achieve excellent academic performance, corporate learning is important.

Nevertheless, in addition to the idea that superior discipline will assist in bringing good academic results for the schools, excellent discipline will also aid in attaining the schools' goals as well as raising the aspirations of the students and increase the level of responsibility among students (Dunham, 1984). Deviant behavior among the students can be lessened if there exists effective discipline measures in the school. Students discipline helps to ensure a better transition into responsible adulthood in the future. Parents and guardians occasionally enroll their students in institutions that have sound discipline, which leads to better academic performances.

In most secondary schools, there is a trend of late coming to school which contradicts the set rules of the schools. Many students are found exiting the school before the set time, most of them leave their books at home or even fail to submit their assignments; worse still others do not recognize the structures of school authority and may even go against any attempt to take disciplinary action on them. Teacher's truancy and insubordination of school authority affects their discharge of duties and in turn break the Teachers Service Commission code of conduct compromising the work ethics (Muchiri, 2008). Mohapi(2014), asserts that when there is poor discipline and obstinacy among the teaching fraternity, the quality of teaching will also be adversely affected. The concept of freedom and rights has generally watered down or downgraded the fact that there is also need for discipline and fulfillment of duties and responsibilities by the teachers as well as the students. The notion of freedom should not be at the expense of discipline and dignity in the schools.

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Globally, people are rejecting poor leadership and demanding more participatory and democratic approaches (Read, Pat, & Barbara, 2005). Students have in the past protested against political regimes, conditions in schools or society as a whole (Mbiti, 2007). The quality of the school in any given nation is predicated on the workings of the internal mechanisms that are geared towards enhancing discipline among the students. An effective strategy would be one that looks at how the institution is led by the principal. At the core, leadership places the principal of the school at the center of constantly relaying the schools vision as well breaking down the mission to the teaching fraternity, the students and all other stakeholders. The principal is further responsible for checking and tracking the general performance of specific students with the aim of improving their performance and also checking on their behavior with regard to discipline issues. This promotes an ideal environment for learning. Nonetheless, there exists the issue of leadership and the general student body discipline. Murphy and Beck (2002), assert that for some time and again, secondary school principals have been challenged on the strategies that they employ to ensure discipline and that ideal programs are put in place to enhance student discipline.

According to Cotton (2003), there are several traits that a principal can have that would significantly enhance student's discipline. Some of these include; that the principal should have a clear vision and focus on the student, the learning goals should be explicit, and an existence of high aspirations for the students. The principal should be able to have a good and affable relationship with the people who have an interest in the school. There should be great communication channels with the stakeholders, accountability, and a participatory approach that recognizes the role of all the stakeholders, a system that allows the principal to be accessible to all andmust endeavor to establish an admirable culture for the school. There should also be a system that allows for feedback from all parties and should allow space for the teachers to have some autonomy without losing sight of the vision. An effective system would also allow for great record keeping, tracking activities and progress that would lead to improvement (Cotton, 2003). Furthermore, widespread research in the developing countries, Kenya included, has shown that there are some leadership styles that tend to have more positive outcomes as far as the students' discipline is concerned

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(Mbogori, 2012).

In the United Kingdom (UK) the styles principals used impacted greatly on students' discipline. For example, students' politics has existed since 1880s with the formation of students' representative councils to represent students' interests towards a leadership style used by principals (Koechler, 1992). The movement varied in subject size and success, with all kinds of students in both public and private educational institutions participating. In the United States of America (USA), students' discipline problems have been experienced in the past years. According to Hallingerand Heck (2002), student activism in USA is often understood as associated towards change in the American Educational System. Currently, many countries all over the world are adopting the regulation on "*No Child is Left Behind by 2020"* whichwas ratified in January 2002 in the United States of America (USA) (Newmann, King & Young, 2000).

Students' discipline problems are experienced all over developing nations in Africa. Khanbab (2010) noted that in Uganda striking of secondary school students was rampant and was aimed at seeking attention, protest against authority and dictatorial leadership. In the recent past, hardly did a term pass before a school would go on strike breaking the schooling pattern (Fiona, 2005). Nsubunga (2008) on his paper presented at the 5th ACP conference in Uganda on developing teacher leadership highlighted that the school administration had a duty to disseminate information to the students especially on issues pertaining to them if students' unrest was to be contained.

However, Kenya relies more on the type of leadership majorly used in itskey public institutions. In Kenya, the question of students' indiscipline in the secondary schools remains an issue of concern that has elicited a lot of discussions on many platforms. Incidents of students' indiscipline have led to unfortunate incidences such as the rape of innocent girls, assault of students and teachers, schools and property being destroyed and a myriad other harmful happenings (RoK, 2001). Data has shown that there has been an increase in the indiscipline cases since 1999. There is however a trend that indicates that certain regions of the country are worse affected and this warrants an examination. For example, in the period between 2000 and 2001, a paltry 8% of all the country's secondary schools had issues related to violence (RoK, 2001;

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Nasibi, 2013). According to Muchiri (2008), through inefficiency of the principals, indiscipline results lead to much learning time wasted in many public schools in Kenya.

Mbogori (2012) noted thatprincipals' leadership styles could have an effect on the discipline of the students. In this study, it was revealed that the style of leadership that a principal will adopt will invariably affect the levels of discipline among the students. Mbogori (2012) also noted that for the principals to do well in dealing with the challenge of indiscipline, they ought to embrace effective styles of leadership. Majority of principals use democratic, autocratic and Laissez faire styles of administration in that order in their leadership style. Everard and Morris, (1996) describe several leadership styles thus; dictatorial, paternal leadership, and leadership that is consultative. It is suggested that these various styles have a role to play in ensuring discipline.

While acknowledging that there have been several studies on leadership styles in the education sector, there has been minimal attempt to measure the relationship between the leadership styles and outcomes in education (Njuguna, 2008). This situation makes it difficult to advance any leadership style as the ideal or best practice in the leadership of the education institutions and more specifically in the secondary schools. This study seeks to examine the impact of certain approaches in leadership on the discipline of students in Njoro Sub-County, Kenya.

1.2 Statement of the Problem

The year 2016 will stand out in the Kenyan history as there was a systematic fire incidents affecting over 70 secondary schools in the country (Daily Nation, 2016). The government says more than 6,000 students have been sent home in the fire incidents that were reported in Kisii, Meru, Machakos, Kericho, TharakaNithi, Embu, UasinGishu, Nyamira, Siaya, Kitui, Nakuru, Migori, Muranga, Kiambu, Kilifi and Bungoma Counties. Some principals who have over stayed at their stations, clan politics and indiscipline have been cited as part of the possible causes of the fires (The Standard, 2016). This appears to be the height of the strikes and destruction of school property that characterize the second term in many schools in Kenya. In fact, between 2009 and 2010, 11% of Kenya's secondary schools had a challenge of indiscipline that was of a violent nature (Nasibi, 2013). Inefficient school leadership and lack of

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discipline among the students have been cited as some of the causes of unrest in schools (Mbogori, 2012; Muchiri, 2008, Bii, 2014). Following massive fire destruction of several schools by students in the year 2016, the head of state blamed the school administrators on their leadership styles. In the wake of such massive destruction of school property, it is therefore important to investigate how principals' leadership styles influence discipline in selected public secondary schools in NjoroSub-County. Effective leadership is central to the effective management of educational institutions. Education administration is indeed the guiding platform within which human resources and students are able to integrate objectively in achieving better results. Crowther (2000) noted that good leadership style in any institution is evidenced by improved students' discipline, while inadequate leadership style leads to poor students' discipline. Strong administrative leadership of the principal is the key variable that binds together all elements of an effective school. A number of studies have proved that leadership styles can influence organizational performance (Keller, 2006; Lee & Chuang, 2009; Saowalux&Peng, 2007). Since schools are organizations by themselves, leadership styles by the principals can therefore influence students' discipline. From this consideration, this study was intended to evaluate the influence of some selected approaches of principals' leadership styles on students' discipline in selected public secondary schools.

1.3 Purpose of the Study

The purpose of this study was to investigate the effect of principals' leadership styles on students' discipline in selected public secondary schools in Njoro Sub-County.

1.4 Objectives of the Study

1.4.1 General Objective

The aim of this study was to investigate the influence of some selected approaches of principals' leadership styles on students' discipline in selected public secondary schools in Njoro Sub-County, Kenya.

1.4.2 Specific objectives

The specific objectives of the study sought to:

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i. Investigate the influence of principals' participative leadership style on students' discipline in selected public secondary schools in NjoroSub-County.
ii. Determine the influence of principals' task oriented leadership style on students' discipline in selectedpublic secondary schools in NjoroSub-County.
iii. Examine the influence of principals' laissez faire leadership style on students' discipline in selected public secondary schools in Njoro Sub-County.
iv. Evaluate the influence of principals' transformational leadership style on students' discipline inselected public secondary schools in Njoro Sub-County.

1.5 Research Questions

i. What is the influence of principals' participative leadership style on students' discipline in selected public secondary schools in NjoroSub-County?
ii. What is the influence of principals' task oriented leadership style on students' discipline in selected public secondary schools in NjoroSub-County?
iii. What is the influence of principals' laissez faire leadership style on students' discipline in selected public secondary schools in NjoroSub-County?
iv. What is the influence of principals' transformational leadership style on students' disciplinein selected public secondary schools in Njoro Sub-County?

1.6 Significance of the Study

The study may assist education stakeholders to identify leadership styles that are important when planning for strategies that would help principals in selected public secondary schools to improve students discipline in schools. The results alsomay assist education stakeholders improve student academic performance which goes hand in hand with discipline. The findings of the study may also give an insight on the extent to which the principals influence teachers' and students' performance in the attempt to achieve quality results in KCSE examinations by maintaining discipline. The study findings may help school administration to guide students to channel their grievances and minimize rampage and damage of school property.

1.7 Scope of the Study

This study aimed at investigating the influence of principals' leadership styles on students' discipline in selected public secondaryschools in Njoro Sub-County. It is one of the Sub-Counties in Nakuru County. The Sub-Countyis about 713.30 square

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kilometers in size with a population of approximately 184,859 people as per the 2009 Population Census (see Appendix C). The selected public secondaryschools make up about 80% of the secondary schools in Njoro Sub-County. They therefore made the best target population for this study as it is aimed at investigating the influence of principals' leadership styles on students' discipline in selected public secondaryschools in Njoro Sub-County.

1.8 Limitations of the Study

i) During the study most of the respondents who were approached were reluctant in giving information fearing that the information sought might be used to intimidate them or portray a negative image of their leadership. The researcher overcame the problem by explaining to them the main objective of the study was purely for academic purposes and assured them that the information they gave would be treated with utmost confidentiality. This assisted the participants to have a clear understanding of the aim of the study and exercise their rights to participate or not.

ii) The study was carried out in Njoro Sub-county,Nakuru County, Kenya. Therefore, generalization of the findings to other areas of the country should be done with utmost caution since different schools differ from one another with respect to the principals' leadership styles and students' discipline issues.

1.9 Assumptions of the Study

The assumptions in this study were that all the respondents provided correct information and answered the questions objectively. It was also assumed that the schools had updated records of students discipline and grievances and how they were handled.

1.10 Definition of Terms

Leadership styles - According to Omolayo (2007), leadership style is the pattern of behaviors engaged in by the leader when dealing with his/her subjects such as teachers, students, parents and employees. In this study, leadership styles refer to differences in school principals' characteristics that define their way of getting things done in their institutions

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Laissez faire leadership – This refers to a type of leadership style that represents the absence of interference to the members of an organization during decision making. In this type of leadership style the head of an organization does not use his authority in dictating what to be done.

Participative leadership refers to a type of leadership style in which members of the group takes a more participative role in the decision - making process.

Transformational leadershiprefers to a style of leadership where a leader is predominantly involved in inspiring the organizational members, even more than their own self-interest. In this type of leadership style, the head has a great influence on the part of the followers.

Task Oriented leadershiprefers to where the institution head formulate and execute all major decisions concerning what, when, where, by who and how to be done.

Principalleadershiprefers to the pattern or ways of doing things by the principal in pursuit of his or her duties in the school setting.

Discipline - According to Kimani (2013), disciplinerefers to the state of physical or mental orderliness in a learner as a result of desirable learning externally imposed by rules punishment and rewards. Discipline may also be considered as the training of the mind for self-control and respect to authority (Ndung'u, 2012).

Student discipline – This refers to learners' state of physical or mental orderliness that result to desirable learning.

1.11 Summary of Chapter One

This chapter highlighted the background information of the study, statement of the problem, purpose of the study, objectives of the study, general and specific objectives, research questions, and significance of the study, scope of the study, limitations of the study, assumptions of the study and definition of terms.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews concepts and empirical studies touching on principals' leadership styles and how they influence discipline of students. The theoretical framework presents the theories upon which the study was basedwhile the empirical literature review presents what other researchers have gathered regarding the study variables. The study variables which are in line with the study objectives are conceptualized into a framework. The chapter also presents the research gap as well as a summary of the reviewed literature.

2.2 Theoretical Framework

This study was based on the contingency, transformational, functional and integrated psychological theory of leadership effectiveness. The four theories are discussed in the following sub-sections.

2.2.1 The Contingency Theory of Leadership Effectiveness

This study was guided by the contingency theory of leadership effectiveness by Fiedler (1967). This theory comprises of the trait theory and situational theory. The theories perceive that leadership is a strategy through which the capability of a leader to practice influence relies on the group task and the extent in which the personality of a leader fits the group. This theory specifically deals with leadership style, leadership effectiveness and organizational goal achievement. Fiedler states that effective organizations are those that achieve their set goals while effective leaders are those that match the right leadership style with the right organization or group situation in order to achieve the organization goal. The study operationalized goal attainment to mean registering high level of students' discipline as measured by the number of indiscipline cases being reported in a school as well as incidences of unrest in schools. From this it should be noted that the concepts leadership styles, leadership effectiveness and organizational goal achievement or effectiveness which the theory addresses are core in this study justifying the application of this theory in the study.

In addition Fiedler's theory has been used to determine the principal's leadership effectiveness and styles in educational institutions in Kenya (Okumbe, 2001 and

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Ochiel, 2008) and elsewhere (Hoy &Miskel, 1982). This theory is considered appropriate because it embraces both the trait and situational theories besides addressing leadership styles. Fiedler notes that a leader is a person who is charged with the responsibility of delegating tasks or anyone who is charged with the responsibilities of doing these activities when there is no other person to perform the responsibility. Fielder compares the efficiency of the leaders to issues. A leader is the individual who is given the task of directing and coordinating task-relevant activities, or the one who carries the responsibility for performing these functions when there is no appointed leader. Fiedler relates the effectiveness of the leader to aspects of the favorableness of the situation and the characteristics of the leader. The characteristics of the leader which form the basis of his leadership style greatly influence the effectiveness of a leader.

The correct style that a leader chooses is dependent on the interaction of internal and external factors within the organization. Basing on the characteristics of a leader, Fiedler came up with two main styles of leadership thus the task oriented leadership style and the relationship oriented leadership style. Task-oriented (autocratic) leaders' primary concern is to ensure employees perform at the highest levels and the style is more appropriate in disastrous and extreme situations. Relationship oriented (democratic) leaders are concerned with developing good relationships with employees and seek to be liked by the employees. These leaders focus on quality inter-personal relationships within the organization.

In his theory Fiedler stipulates that factors of the situation determine leadership effectiveness and he identified three factors as leader- member relationship, task structure and the position power. Leader- member relationship refers to the extent to which the followers like, trust and are loyal to their leader. When the leader- member relation is good, the situation is favorable for the leader to achieve organizational goals. The task structure determines the extent to which workers or subordinates know what is to be accomplished and how to go about it. It determines the standards to which work is performed. When the task structures are high, the situation is favorable for leading and when it's low the workers are unsure of what is expected of them. This makes the situation unfavorable for leading.

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The amount of legitimate reward and cohesive power a leader possesses by virtue of occupying a given position in an organization is a determining factor in leader effectiveness. Leadership is effective when position power is strong as the leader has legitimate, cohesive, reward, expert and charismatic power. The degree to which a leader influences the hiring, firing, discipline, promotions and salary increases determines his effectiveness.

Fiedler, therefore believes that a leader can become more effective by altering the three variables of position power, task structure and leader-member relations. All individuals can become effective leaders if they chose the most appropriate situation to apply their leadership style. Therefore, to realize high academic achievement in schools, principals should identify the situational factors within the school community and then choose an appropriate leadership style to apply in each situation. Fiedler's conclusions can be summarized as follows (Okumbe, 2001): 1) A leader faces a very favorable situation that is easy to control if the leader is assigned power and authority; the tasks to be carried out by the work group are clearly defined and structured and the leader is well liked and trusted by the group members. 2) A leader faces a very unfavorable situation that is less easy to control. Where formal authority is not clearly defined, there exists ambiguity in the tasks to be performed and where there is no high degree of trust or liking for the leader by the subordinates. 3) The best strategy for the leader in either very favorable or very unfavorable conditions is to be directive and task oriented. 4) The best strategy for the leader in moderately favorable or moderately unfavorable condition is to be more supportive or lenient.

Following the discussion on Fielder's theory of leadership styles and effectiveness, it can be deduced that organizations themselves can do a great deal to help leaders be effective by ensuring that power and authority are clear and certain tasks are clearly defined. In Kenya, this has been recognized and enforced as indicated in the Republic of Kenya Sessional Paper No 3 of 2014. Leadership effectiveness, therefore, will depend as much on the organization as on the leader. Since the government has put appropriate legislation in place for the management and quality assurance in schools, students' discipline in all secondary schools will heavily be influenced by leadership effectiveness of the principals. It is also worthy to mention that fielder's theory is widely applied by various leaders in ensuring organizational goal achievement.

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2.2.2 Transformational Theory of Leadership

Bass (1985), proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader's participation in transforming the employee's perception in order to raise their devotion in the institution. The school of thought gives much attention to how individual relates at place of work and the exact leadership style being employed. Here the leader understands the feelings and emotions of his or her staff. The leader also does some minimal supervision, thus, in the process motivates the staff to work harder. The staff on the other hand take him or her as a source of motivation and therefore pledges their devotion and commitment.

According to Ali (2012), leaders' personal quality is to persuade and influence their sub-ordinates into working towards the set goals of the organization. They use their skills, knowledge, principles, integrity and trust in transforming all those around them. They are also effective depending on the worker situation. That is, does the situation warrant room for the personal qualities of the leader such as benevolence, participation and exercising self-control? If it is favorable, then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. They also use the information from the workers' background to manipulate their thinking. They are familiar with the cultural traditions of the individual workers and put them into consideration especially if the group is heterogeneous. The leader's position of acceptance by the workers is also very important. It is from the trust and confidence that the workers have in the leaders that leads to them to accepting him. This results in the leader's self–actualization and recognition of one's own dependence and on others. The leader is also able if he satisfies the employee's needs, that is, both group individual needs accordingly whereby at times, he or she has to balance between the task needs, the group needs and the individual needs the transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization and employee's.

Workers trust in a leader who exhibits his competence, effectiveness and results. This makes the workers gain confidence and trust in the leader. The leaders should be focused in their work towards goal attainment. In this theory, the leaders display many techniques they use in transforming the workers, for example direct and intimate communication with workers. The leaders exhibit a friendly and face-to-face

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interaction with the workers. He listens to them and provides solutions to their problems or involves them in problem solving methods. They are easy to access, cheerful, pleasant and upbeat in their outlook. The leaders explain to the workers the importance of their contribution to the welfare of the organization by encouraging their participation and in delegating duties. These leaders make emotional appeals to the workers by striking the right balance between the employee's needs and goals in a given situation (Lee & Chuang, 2009; Fry, 2003).

Leaders use other informal leaders in controlling a wayward worker by being supportive to the informal group socially, emotionally or otherwise, which in turn comes handy in dealing with the problematic workers. The transformational leader also uses the workers high level of enthusiasm and commitment towards achieving the goal by showing concern and believes in the worker's unseen potentials interacting with them and seeking help on behalf of the whole group. Therefore the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and enthusiasm. The theory thus shows that a principal (leader) cannot be effective without the cooperation of the teachers (workers) behind him and it is upon himself/herself to get their commitment and confidence through the outlined tactics of the transformational theory and hence improve on students' discipline (McGrath & MacMillan, 2000).

2.2.3 Functional Theory

Functional leadership theory is a very important theory especially instrumental when touching or pointing out the character of a leader believed to lead institutional effectiveness (Hoy &Miskel, 2001). This theory cites that the main piece of work for a leader is to focus on important to the staff that requires to be taken into consideration and thus the central work of a leader can be viewed as a success when he or she have resulted into the staff's efficiency and unity or harmony (Hackman & O'Connor, 2005). Functional leadership theory has most often been applied to team leadership.

2.2.4 Integrated Psychological Theory of Leadership

According to integrated psychological theory of leadership is an effort to incorporate the strengths of the older theories and at the same time highlighting their

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weaknesses.This is attained by the theory's introduction of a new component on the zeal for the leaders to come up with leadership presence, perceptions and other behavioural characteristics by practicing psychological mastery (Mullins, 2005).

Grint, (2004) noted that Integrated Psychological theory model comprises of the public leadership, private leadership and lastly personal leadership. According to the model the public leadership and also private leadership assumes the character or behavior that takes into account the four aspects of leadership. These aspects include inspiring the group purpose, progress and outcomes, working together as a team, and personal selection and motivation. The public leadership looks at the character used in persuading a group of people. On the other hand private leadership looks at the character required to influence persons one to one. Personal leadership deals with an individual development on the higher leadership presence, knowledge and skills (Grint, 2004). Self-mastery is instrumental in developing an individual's leadership, constructing cordial bonds, dissolving one's limiting beliefs and habits, thereby enabling behavioral flexibility as circumstances change, while staying connected to one's core values.

2.3Empirical Literature Review

This section consists of a review of the literature relating to the variables in the study. It gives a critical look at the students' discipline in secondary schools as well as the influence of the principals' participative, task oriented, laissez faire and transformational leadership styles on students' discipline. The major aim is to understand what other researchers have concluded regarding the variables of the study.

2.3.1 Students' Discipline in Secondary Schools

Mbiti (2007) defines discipline as the moral capacity or disposition which when ingrained in the human capacity, becomes a powerful habit for self-control. Jeng (2011) noted that students' disciplinemust incorporate aspects of training of the mind and character to the learners, an activity that cultivate self-control and obedience. The main reason why students attend school is to receive good education. Sound education can only be provided when there is discipline in schools. Jeng (2011) pointed that discipline is one of the most key characteristics of learners not only in school but also in homes and everywhere in the world. Most educators agree that discipline is the one

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thing that can make or break a school, for without it, a teacher's finest efforts may go to zero. According to Mbiti (2007) the nature of indiscipline take various forms which include demonstrations, unrests, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, gross insubordination, absenteeism, lateness, bullying and laziness.

According to the task force on students' discipline and unrests in secondary schools, learning institutions have been faced with increased cases of student unrests (MOEST, 2001). The issue of learner indiscipline has taken center stage for a long time internationally and regionally. For example, in India, Khanbab (2010) laments that schools and colleges in India have become an abode of indiscipline to the extent that examinations have to be conducted with the help of the police. He blames it all on poor study habits by students, incompetent teachers and political leaders who incite students against the government. Recent research in the U.S.A has documented that bullying is a common and potential damaging form of violence among students, which not only harms its intended victims and the perpetrators, but also has a chilling effect on the school climate, thereby indirectly affecting the ability of all students to learn to the best of their abilities (Limber & Nation, 1997).

African countries have not been spared either. In one incident, some students of Shama Senior High School in Ghana were suspended for publicly watching pornography within the schoolon13th March, 2011. Kwajo (2011), reports that the students had downloaded the pornographic materials onto their mobile phones, and were consequently handed an internal suspension with hard labour. In another incident at Wesley Girls' Senior High School, sexual advances being made to the girls by some male teachers in the school compelled the angry students to vehemently protest on 18thJune, 2011and they were sent home (Kwajo, 2011). In the year 2012, fifty students of Blessed Sacrament Kimanya secondary school in Masaka district, Uganda were expelled for alleged academic and criminal indiscipline which involved gambling, smoking marijuana and sneaking from school to go to the dance halls (Bindhe, 2012). In the same year, in Kabale- Uganda, Brainstorm High School expelled seventy students following clashes between the students and the teachersdue to night roll calls, after it was alleged that some students had sneaked out of school (Kushaba, 2012).

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Kenya has not been spared the menace either. The rampant students' riots and destruction of school property has been with us over the years and there are no signs it is about to abate. According to the Report on the Causes, Effects and Remedies of Indiscipline in Secondary Schools in Central province, MOEST (2000) reported that public day secondary schools were the most involved in the unrests. On the 1st of June, 1999, at Kiangoma mixed secondary school, the students attempted to burn a dormitory, but the fire was put out. According to studentsthe unrestwas aimedat testing the new principal. On 28thJune, 1999;NgoranoMixed Secondary School in Nyeri, staged a walk-out and stole farmers' sugarcane. They were protesting against caning in their school.

However, in 2008, things took a turn for the worse. In that year, the country witnessed a resurgence of unrests in secondary schools, which were very violent and destructive, Kenya National Assembly (KNA, 2008). It was in this light that the Parliamentary Committee on Education, Research and Technology on the Inquiry into students' unrests and strikes in secondary schools was established, (KNA, 2008). It sought to find out what had really gone wrong to warrant students to act in the manner that they did, such as burning dormitories with their own properties and even fellow students inside, (KNA, 2008).

2.3.2 Participative Leadership Style and its Influence on Students' Discipline

Participative leadership is defined as the process of executing joint decisions by the leadertogether withthe subordinates (Somech, 2005).Participative leadership style also referred to as interactive or democratic leadership is characterized by cooperation and collaboration (Somech, 2010). This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. This leadership style also stresses on collective participation in making policies (Leithwood&Prestine, 2002).Decisions concerning an institution are achieved through conclusive agreements and effective communication from various stakeholders within the institution. The leader tries as much as possible to make everyone develop a feeling that he or she is instrumental in the institution (Amanchukwu, Stanley &Ololube, 2015).

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According to Boden (2004), humans are social beings and as such they should work in partnership. The presence of others tends to improve performance. There is no human being who is perfect when performing duties as his scope may have various limitations. Mbiti (2007) argues that school leadersmust be participative in order to be effective in curbingindiscipline and disobedience among students in any learning institution. Participative leadership promotes both effectiveness and efficiency in running the daily affairs of learning institutions. According to Paulsen and Martin (2014),effective leadership is essential in schools. Miles (2005) noted that participation leads to greater success and less resistance in management. It is important to note that participative management assumes that knowledge and expertise are widely distributed throughout work groups and that decisions are best made by those close to or most conversant with the participation problem addressed.

Hallinger (2002), Koonnaree (2009) and Saowanee (2005) argued that successful school leaders are associated withstrong personalities, dynamic and democratic. Kipkoech (2014) noted that leaders that consultative, team players and participatory make effectiveschool administration. School culture is highly dependent on the school leadership which involves inculcating good moralbehaviors that instill discipline among leaners in school. It also involves creating a school culture that students and parents identify with and have trust in.When students are disciplined and the staff is highly motivated, then the school is likely to achieve academic excellence.

According to Crowther (2000), effective schools promote more dynamic and decentralized approach to leadership which leads to school improvement. This means the principal's role is to delegate authority. Giving other people genuine authority does not mean enfeebling oneself, encouraging others to give creative leadership does not mean abdicating from having ideas of one's own, giving others real responsibility does not mean leaving them to sink or swim, but rather to support them in developing the best possible way of going forward (Huber, 2002).Effective leadership is therefore associated with democratic style of leadership. It involves clarification of the vision, nurturing expertise, supporting health relationships and improving communication as well as participation within an organization.

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David and Gamage (2007) observed that school administration can build faith and trust in parents and teachers through democratic leadership style.The survey focused on the effectiveness of democratic school administration and management. The survey was in one school division in Philippines. The study revealed that like in Philippines, the Kenyan schools that embrace a democratic kind of approach raises the level of faith to their stakeholders who comprise the parents, teachers and also the students.

Olembo (2006) advocates for democratic leadership style forprincipalwhich combines; self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The principal should be aware of the techniques that work in which situations and those that backfire. Mungai (2001) noted that achieving better and conducive learning environment depends fundamentally on improvements in leadership and management of the institution. Although there are other many factors affecting the same, leadership still remains the main determinant of indiscipline in school.

Participatory management looks at members of an organization as important players in running of that organization, without whose involvement in an organization administration may hamper its efficient and effective functioning. In participation, all groups should view decisions made through a joint venture as representation of what transpired. For participation to be appreciated by students, parents and teachers, they should feel that they exerted some influence on the outcome. Lienhart and Willert(2002)noted that equalization of power occur when communication between the stakeholders, teachers and studentsis more supportive towards principals, and more devoted to the schools' mission and vision.

In a school setting, members have very different functions in organization administration. There is an obvious difference in formal power position between students and principals. In addition, there are differences in the power of school members based on expertise and access to relevant information. As much as possible groups should be allowed to function only within their realms. Co-operation is an important factor in participatory management. The advantages of participation cannot be realized without the will to cooperate by both the administrators and the group.

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Yukl, (2010) noted thatparticipation becomes successful when it is voluntary.According to Johansson (2002), principals should not facilitate participation only after succumbing to pressure from teachers and students. Neither should an administrator just for some selfish gains force teachers and students into participation. The purpose of participation is to open up the decision making process without irrevocably separating from it responsibility for making sure that educational objectives are made. Principals should retain their function of approving decisions and policies.

Students or teachers should exercise caution as to allow for participation. Students or teachers consulted do not have final authority over decisions to be enacted (Betts, 2000). Drury and Levin (1994),notes that participatory leadership results four outcomes which thereafter have the ability to contribute to better academic outcomes in students. The four results comprise of increased effectiveness in utilization of resources and staff, increased professionalism of instructors, implementation of curriculum reform and increased stakeholders participation such as the community. Participatory leadership is more preferred because of its effectiveness in the sense that the principal will always get assistance.When every individual within the staff participates to make the leadership task, these tasks can be realized or achieved through other people (Wong, 2003).

2.3.3 Task Oriented Leadership Style and its Influence on Students' Discipline

This leadership style involves directing the individuals to the tasks that need to be accomplished and giving them appropriate instructions in the process. According to Safa (2010), task oriented leadership involves letting those below you understand exactly what is required of them, highlighting clear instructions and directing others to abide by the rules.Kabandize (2004) argues that task-oriented leadership is autocratic and manipulative. Task oriented leadership style can be instrumental in passing on a clear and precise vision and the mission of the institution as well as its goals.On the other hand,Task oriented leadership is viewed as atransformational stylewhere coercion is applied because of its authoritative nature, where the staff may be unwilling to embrace the institutional values.

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Karen, Stephen and Kyla (2004) suggest that leadership entails laying down clear direction for the largest extent of a leader's impact. This is often noted as helping setting guidelines which comprise of finding out and conceptualizing a vision, instilling the acceptance of the group and also building expectation for high performance. A vivid and compelling institutional guideline brings about staff's related motivations. Safa (2010) showed that task oriented leadership has opposing negative effect when it comes to the shared values and the staff's devotion to the quality of their service and positive influence on employees' role clarity.

According to Sonn (2009), leaders who exercise the tasks oriented leadership style use authority and largely rely on the power vested in them and their position to influence their staff. Such heads are usually very strict andmost of the times ensuresthat theirstaff adheres to the laid down rules and regulations to perform the various duties and responsibilities allocated to them.Tasks oriented leadership style can decide to look into what duties and responsibilities one can do.

Myron (2009) noted that one of the characteristics of task oriented leadersis unwillingness to embrace new concepts originating from the subjects. Consequently, such leader embraces people's strength and not their minds. The more a leader embraces task oriented style of leadership, the more a boundary gap is created between the leader and the subjects. This may in turn end up killing the motivation and the morale of the subjects. Kapena (2010) also agrees that the largest limitation of tasks oriented leadership is failure to acknowledge the competence and capabilities of the staff and as a result denying them the privilege to employ their competence and capabilities in organizing and making decisions.

Kapena (2010) noted that stakeholders in teaching fraternity work with different attitudes, which largely rely on the type of leadership style used on them. Laferla (2010) agrees with Kapena (2010) when he observe that, the school principals primary aim should be to motivate their staffs to behave in a way he would like them to behave so as to achieve academic goals. Leaders who employdominative traits on their staff always tend to be inconsiderate of the emotions of their staff. In a high school setup, this situation is not conducive in that leaders should take good care of the students with different abilities which in most of the times call for fast and

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immediate individual attention to address the issue.It should therefore be noted that for there to be a rise in academic outcomes, increased interaction between the three stakeholders, that is, the principal, the teachers and the learners is inevitable. For such to be witnessed, the principal should ensure that there are strategies laid down to raise the motivational levels of the teachers. Laferla (2010) agrees with this notion when he noted that task oriented leaders are concerned with only the work and the successes achieved so as to raise their egos. He further notes thatmost leaders are basically concerned with their own selfish interests and not the state of being of their staff.

Davies (2006) argues that differences in students' behavior and academic outcomes are influenced inter alia by principal's leadership styles. Tasks oriented leadership styles employed by some secondary school principals have been blamed for the rising cases of violence and indiscipline among students, an indicator of negative school climate. Nasri, Ebrahim andHarati (2011) revealed that in schools where principals employ tasks oriented and compulsive style of leadership a considerable percentage of students were victims of bullying, aggression and victimization which reflect the existence of a negative school climate.

In a study on influence of leadership styles on academic performance in secondary schools in Mombasa,Ochieng (2001) pointed out that, low academic outcomes in the Kenya Certificate of Secondary Education were displayed in schools whose principals were rated dictatorial and autocratic. About 76% of the teachers rated their principals' leadership style as autocratic. Although autocratic leadership style may have its advantages in other areas of management, it has a negative influence on the positive school climate as teachers'freedom is infringed.

Staff often disregards the process and give excuses when not satisfied with their work, a situation that sometimes lead to informal grouping for the purpose of exerting opposition to the goals of the school (Hernandez & Seem, 2004). Shore,Tetrick, Taylor, Coyle-Shapiro, Liden and Mclean Parks(2004) warn against tasks oriented style of leadership as leader often disregard consultation, teamwork and participation which negatively influence establishment of a positive school climate. Task oriented leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. Some situations in

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school management require task oriented leadership to enhance efficiency and proper management of the school.

2.3.4 Laissez Faire Leadership Style and its Influence on Students' Discipline

According to Nor, Norliya and Nurhi (2014) observed that in laissez faire leadership style, the leader gives almost all authority and control to the subordinates. The leader leads the organization indirectly, he does not make decisions rather he abides by popular decisions. There is no setting of goals and objectives by the leader. Therefore this style of leadership may be effective with well-motivated and experienced employees. In an investigation of the relationship between laissez faire leadership behaviors of school principals in Australia selected public secondaryschool and seven dimensions of school learning environment, O'Hanlon and Clifton (2004), found Laissez – faire leadership to have positive effects on a number of school learning climates.

Paisey (2002) study on the relationship between the Laissez faire leadership style and the school performance in secondary schools in Tanzania, revealed that principals who have embraced laissez faire kind of leadership style become reluctant. They also tend not to check on those whom duties and responsibilities are delegated to and as a result this leads to decline in the performance.Mbiti (2007) refers to laissez faire leadership style as a free-reign style where the leader does not lead but instead leave the staff to entirely lead and organize themselves.Such a leader empowers his or her staff by giving them enough freedom.The staffs are given freedom to make choices and policies to guide them. This according to contingency theorists can be perceived as failure of the leaders to take charge of the situations (Goleman, Boyatzis&Mckee, 2002). The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Here communication flows horizontally among group members.

Institution where laissez-faire leadership style is practiced, students' discipline has some implications that may be negative and can affect the school working environment (Koechler, 1992). For example, in a situation where students have to sit for examinations during a chosen period there may be opposition in the exercise as well as evaluation and feedback. Such students may also relax due to the prevailing

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situations since they do what they want. This can have adverse influence on the performance of students in KCSE exams.

According to Antonakis and Avolio (2003), laissez faire type of leadership represents the removal of all leadership operation in which the headmakes key decisions through lack of authority use. Likewise, Stewart (2006) and Bass (1985) observed that laissez faire style of leadership is technically the non-taking of actions. Laissez faire leadership style is not healthy forwork effectiveness since the leaders totally avoids responsibilities. Schools where the headsmajorly use this leadership style, normally give the teachers and learners a significant degreeof independence that negative influence the school environment.

In support of laissez faire leadership style in school environment, Okumbe (2001) notesthat the style motivates teachers through the great independence that it offers. This makes them free in making and executing decisions. Teachers with intrinsic motivation often benefit most. However, this kind of motivation is not alwaysgood and can be detrimental in achievement of organizational goals. According to Okumbe (2001) leaders should not only reward and recognize teachers' achievement but also must develop teachers through capacity building as well as promoting teachers on merit. A leaderwho embraces laissez faire style of leadership willingly ignores the needs of teachers because he totally avoids responsibility, a situation that demotivates theteachers. With lowmorale, poor work results which eventually translate toa problem of high labour turnover as well as absenteeism.

Mbiti (2007) in his study of Laissez faire leadership style found out that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates. This type of leadership style is unhealthy to a school set up where a lot of coordinated supervision and care of the students is required.

2.3.5 Transformational Leadership Style and its Influence on Students' Discipline

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According to Bass (1985) transformational leaders achieve their goals by inspiring and motivating followers and encouraging their initiative. They are therefore able to create a shared vision and a sense of purpose among team members. The leader motivates followers by raising their concerns from basic needs to achievement and self-fulfillment; by moving them beyond self-interest to concerns of the group, project or organization. They therefore bring charisma, inspiration, intellectual stimulation and individualized considerations.

Transformational Theory is one of the most current leadership theories. This theory addresses how leaders motivate and inspire their followers to achieve greatness (Northouse, 2007). It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others. A school principal espousing to this leadership style will thus motivate and take care of students' behavior and achieve the school goals (Cole, 2002).

According to Kimani (2013) students' discipline is likely to be high in schools, in which the principal is inspirational, integrative and collaborative, involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. Such studies have led to the conclusion that managing students' behaviour requires a concerted effort of the parents, teachers and school principals as the key players (Kariuki, 2008; Mungai, 2001).

Secondary school principals set the environment for the parents and teachers to play their respective roles effectively (Fullan, 2001) and channel their efforts towards achieving school goals (Griffins, 1994). Students from rioting schools have always cited administrative issues such as high hardiness of the principal and the teachers as the major causes of unrest (Mbogori, 2012). Transformational leadership style, which involves guidance and counseling, helps to raise self-esteem of the students. Such students appreciate themselves and the problems they face in school. However many principals do not use transformational leadership styles. Therefore there is need for capacity building for the principals. To the schools headed by transformational principals, the head, teachers and students use the term "our school" in reference to

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the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making (Ezenne, 2003).

Maslowski (2001) cited that transformative leadership as one that brings about a leader in each and every one. This style is characterized by inspiring the staff, engaging people in learning and dialogue, and helps fill the commitment gap. If strictlyadhered to, this leadership style can lead to moral values that would aid the teaching staff to make valuable and meaningful verdicts within a system such as a school set up. Ylimaki (2006) agrees with the other scholars by noting that leaders who use this leadership style have the ability to arouse the morale of their staff to greater levels especially when it comes to learning institutions.

In his study of Australian schools,Silins (2002) revealed that transformational leadership style leads to a positive progress in learning institutions. He further points out that institutions that embrace organizational learning enhances collaboration among the staffand also put into practice the lessons acquired into use especially in responding to social needs and their environmental demands.

Lam (2004) cites that use of transformational leadership style by principals enable the staff at different levels to develop goals and also get involved in decision making.Newmann, King and Youngs(2000) noted that through transformational leadership style, individuals learn and feel accountable for their acts and are able to influence environmental circumstances on their side. Kurland Pevetz and Lazarowitz (2010) in their study on leadership style and organizational learning revealed that there is a relationship between transformational style and the school vision which is a central issue in reducing the strikes in schools.

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2.4 Conceptual Framework

A conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study.Its purpose is to assist the reader see the proposed relationship. It is a graphical or visual representation that is used to describe the phenomenon under study (Mugenda and Mugenda, 2003). Figure 1 presents a conceptual framework showing the influence of leadership styles on students' discipline in secondary schools.

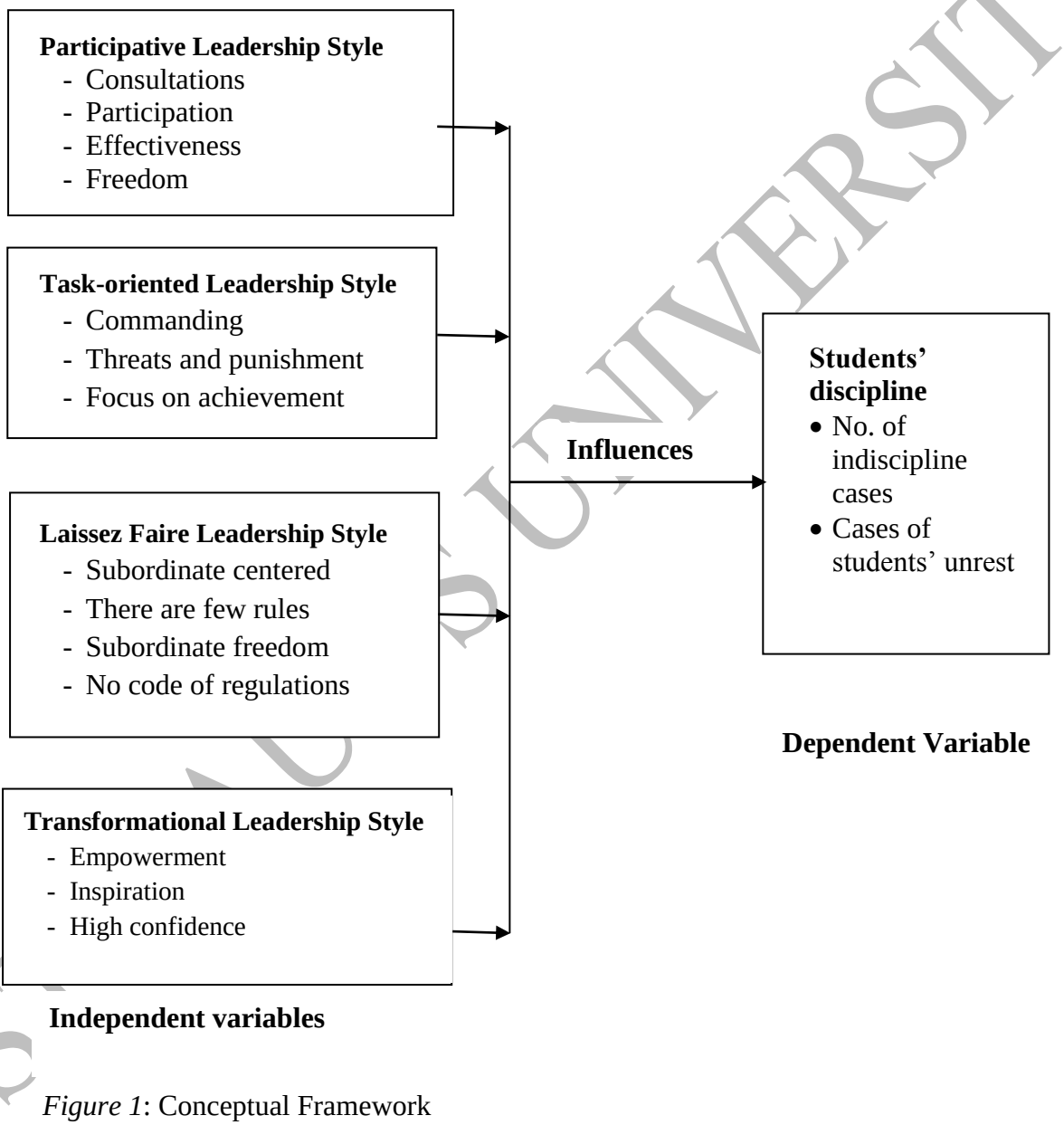


Figure 1: Conceptual Framework

The principal has his/her own leadership styles that are used to interact with the teachers and students. The leadership style could be participative, task oriented, laissez faire, or transformational. These leadership styles affect the teachers and

students in the teaching-learning process which eventually affects the discipline among students in secondary schools.

2.5 Research Gap

Various studies have been carried out to establish the influence of principals' leadership styles on students' discipline. However, a majority of the studies only go as far as identifying the leadership styles being employed and how they influence discipline in schools by highlighting the pros and cons. Kipkoech(2014) concluded that authoritative leadership is not the preferred leadership style in majority of secondary schoolssince it demotivates the teachers. Democratic style of leadership is partially practiced and most of the principals involve teachers in formulation of school policies frequently; free reign (Laissez faire) style of leadership is not favoured in most of the secondary schools. Transformational (charismatic) leadership style is practiced since teachers are highly inspired by their principals in the performance of their work. A number of studies have proved that leadership styles can influence organizational performance (Keller, 2006; Lee & Chuang, 2009; Saowalux&Peng, 2007). Since schools are organizations by themselves, leadership styles by the principals can therefore influence students' discipline. Most of the studies that were reviewed in this study did not address the influence of principals' leadership styles on students' discipline. For this reason, this study embarked on assessing the influence of principals' leadership styles on students' discipline in selected public secondary schools in Njoro Sub-County, Kenya.

2.6 Summary of Reviewed Literature

The major aim of this study is to establish the influence of selected principals' leadership styles on students' discipline in selected public secondaryschools. The major focus of the literature review in this study was the theoretical framework upon which the study is based. This study is mainly based on the contingency theoryof leadership effectiveness by Fiedler (1967). This theory incorporates the trait theory and situational theory. Both trait and situational theoriesview leadership as a process in which the ability of a leader to exercise influence depends upon the group task, situation and the degree to which the leader's personality fits the group. Other theories used in this study include transformational theory, functional theory and integrated psychological theory of leadership. The current chapter also includes a review of

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literature on the influence of principals' participative leadership style on students' discipline where it is clear that the participative leadership style is positively correlated with students' discipline. Literature has also revealed that task oriented leadership style has an effect on students' discipline. It is however not clear whether the effect is positive or negative. It is also clear that laissez faire leadership style has a negative effect on the students' discipline. Literature has also revealed that transformational leadership style has a motivating effect on students' discipline.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a detailed description of the study. It contained the research design, study location, population of the study, sample size, sampling procedures, instrumentation, data collection and analysis.

3.2Research Design

This research adopted a descriptive survey design. This is a present oriented methodology used to investigate populations by selecting samples to analyse and discover occurrences (Oso&Onen, 2008). The design enabledthe study to describe the influence of selected approaches of principals' leadership styles on students' discipline in selected public secondaryschools. This design allowed the researcher to collect data from a large sample and to use it in intensive analysis. It helped the researcher to get respondents' opinions and feelings on issues relevant to the study. The design allowed the researcher to be cost effective as it saves time and money (Bhattacherjee, 2012).

3.3 Study Area

The ideal setting for any study should be easily accessible by the researcher and should permit instant rapport with the key informants (Mugenda&Mugenda, 2003). This study was carried out in NjoroSub-Countywhich is located in the greater NakuruCounty on the eastern edge of the Mau Forest Complex, the largest single forest block in Kenya. NjoroSub-Countyis situated between 35º 28' – 35º 36' E longitude and 0º 13' – 1º 10' S latitude. It also stands at an altitude of 1,800 m (6,000 ft.) above sea level. Temperatures range between 17–22° C, while the average annual rainfall is in the region of 1,000 mm. The Sub-County has five administrative divisions (Njoro, Lare, KihingoMauche and Mau-Narok). In 2009, the population of NjoroSub-County was 87,489 (Sub-County Development Plan, 2014). The main livelihoods of the people of NjoroSub-Countyare saw-milling, cattle-keeping and farming. In the past, the land was covered with forests but due to the expansion of agriculture and the general population growth, these have receded. The Sub-Countywas selected because of its uniqueness as it is characterized by various forms of students' indiscipline. In NjoroSub-County, there are 10,855 students in selected

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public secondaryschools. The study location was chosen because it was convenient to the researcher in terms of accessibility, cost effectiveness and also has a good representation of the target population. See (Appendix C) of the area study map.

3.4 Population of the Study

The target population wasall the 10,855 students in all the 38selected public secondaryschools in NjoroSub-County. The accessible population was all the 10,855 students who are currently in session. The study sample frame was drawn from the accessible population in the three categories of schools; boys' schools, girls' schools and mixed sex schools. Because of time constrain, procedure of data collection and procedure involved in getting through the gatekeepers, it was not possible to involve all the targeted students.

3.5 Sampling Procedures and Sample Size

Stratified sampling is a combination of both random sampling and purposive selection. Under this system the universe was first divided into a number of strata or groups. Then from each group a certain number of items were taken on random basis. Thus, in the selection of strata we used purposive selection method, but in selecting actual from each stratum random method was used. Stratified sampling procedure was used to select; boys' schools, girls' schools and mixed sex selected public secondaryschool. Stratified random sampling was used to select participants from the list of 10,855 registered students who were continuing with their studies in NjoroSub-County. The student respondents were sampled from five administrative divisions in the Sub-County. The formula by Creswell (2007) was used to determine the sample size.

$$n = \frac{NC^2}{C^2+(N-1)e^2}$$

Where:

n = Sample size,

N = Population,

C = Coefficient of variation,

e = Standard error

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For this study, N = 10,855, C=25% (acceptable according to Creswell (2007)) ande = 0.02

$$n = \frac{10{,}855 \times 0.25^2}{0.25^2 + (10{,}855 - 1)0.02^2} = 154.05$$

Therefore, 154secondary school students with all the 5 Curriculum Support Officers (C.S.O) formed a total of 159 respondents. To ensure equal representation of each category of school,stratified random sampling was used to select the respondents for the study. The starting point in applying the stratified random sampling was to determine the number of eligible participants in the study. The population was then divided into constituent subgroups (strata) according to school categories (girls, boys and mixed schools) and subjects were selected from each subgroup using random sampling through the lottery method.The study population was arranged sequentially and assigned identifications corresponding numbers which were marked on separate tabs and put into a container.The numbers were tossed so that they are thoroughly mixed. Then one tab bearing a number was selected from the container, without the researcher seeing it until the required sample size was selected.This ensured that every individual had the same chance of being chosen. According to Creswell (2007) lottery method is applied to ensure that the sample selection is independent of human judgment. Table 1 shows the distribution of accessible population and sample size selected.

Table 1

Distribution of Population and Sample Size

Division	**Number of schools**	**Target population**	**Accessible population**	**Sample size proportion %**	**Sample Size**
Kihingo	7	2516	2516	23.2	36
Lare	8	1548	1548	14.3	22
Mauche	5	1138	1138	10.5	16
Njoro Central	12	4538	4538	41.8	64
Mau-Narok	6	1115	1115	10.3	16
Total	**38**	**10,855**	**10,855**	**100.0**	**154**

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3.6 Instrumentation

Data was collected using interview schedule for the key informants (Curriculum Support Officers (C.S.O) and questionnaires for students developed by the researcher. The test items were designed according to the study objectives.

3.6.1 Interview Schedule for Curriculum Support Officers (C.S.O)

Interview schedules were administered toCurriculum Support Officers (C.S.O) in order to give them an opportunity to elaborate on some issues concerning the influence of principals' leadership styles on students' discipline in selected public secondaryschools in NjoroSub-County. The interview schedule had8 open and 10 closed ended items. According to Creswell (2007), interview schedules have the ability to collect in-depth information from respondents who are well conversant with the subject issue under investigation.

3.6.2 Questionnaire for Students

The study used questionnaires which were administered to the selected 154secondary school students. The questionnaireswere found to be appropriate for the respondents as they could save time and cost of administration. According to Creswell (2007), a questionnaire is a self-report instrument used for collecting information needed. A questionnaire assures a high response rate and minimum of bias, providing necessary explanations and giving the benefit of personal contact (Mugenda&Mugenda, 2003). Another advantage of the questionnaires is that data processing and analysis is faster and cheaper.

The questionnaire comprisedof 33items closed and open ended that sought to investigate the influence of principals' leadership styles on students' discipline. The questionnaire was structured to capture information according to sections, that is,Section A; Demographic information, Section B;Principals' participative leadership style, Section C; Principals' task oriented leadership style, Section D; Principals' Laissez faire leadership style and Section E; Principals' transformational leadership style.

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3.7 Data Analysis

Descriptive and inferential statistics were used for data analysis. Descriptive statistics includesmeans, frequencies and percentages to describe principals'extent of use of different leadership styles participative, task oriented, laissez faire, and on students' discipline. Ordered logistic regression and Pearson's correlation coefficient analysis wereused to determine the influence of principals' participative, task oriented, laissez faire and transformational leadership styles on students' discipline in NjoroSub-County. The following regression equation was used:

$$Y_i = \beta_0 + \beta_i X_i + u_i$$

Where:

Yi are the extent of students' disciplinefor each respondent

Xi are the parameter estimates for the students opinion on the extent of which principals' use participative, task oriented, laissez faire and transformational leadership styles

β0 is the regression constant

βi is the coefficient for principals' use of participative, task oriented, laissez faire and transformational leadership styles

ui are an unobservable error terms; a random disturbance

The Statistical Package for Social Sciences (SPSS) was used to aid in the analysis. To make reliable inferences from the data, all statistical tests were verified at $\alpha = 0.05$ level of significance. Themes were used to analyze the qualitative data. Table 2 provides a summary of the nature of data analysed as well as the method of analysis used in each objective.

Table 2

Summary Table for Data Analysis

Research Objectives	**Independent variable**	**Dependent variable**	**Test statistics**
i. To investigate the influence of principals' participative leadership style on students' discipline in selected	- Principals' participative leadership style	- Students' discipline	- Ordered logistic regression - Pearson's correlation

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public secondaryschools in NjoroSub-County.			coefficient
ii. To determine the influence of principals' task oriented leadership style on students' discipline in selected public secondaryschools in NjoroSub-County.	- Principals' task oriented leadership style	- Students' discipline	- Ordered logistic regression - Pearson's correlation coefficient
iii. To examine the influence of principals' laissez faire leadership style on students' discipline in selected public secondaryschools in NjoroSub-County.	- Principals' laissez faire leadership style	- Students' discipline	- Ordered logistic regression - Pearson's correlation coefficient
iv. To evaluate the influence of principals' transformational leadership style on students' discipline in NjoroSub-County.	- Principals' transformational leadership style	- Students' discipline	- Ordered logistic regression - Pearson's correlation coefficient

3.8 Research Ethics

The researcher sought permission from the relevant authorities as well as the respondents before conducting the research. The researcher also assured respondents that the study was strictly foracademic purposesand confidentiality was taken into account.The results of this study wereshared through feedback meetings with the stakeholders in education in NjoroSub-County.

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CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

The study investigated the influence of some selected approaches of principals' leadership styles on students' discipline in selected public secondaryschools. This chapter presents the results, interpretation and discussion of the findings of the study. The results are presented quantitatively. The responses from the respondents were analyzed using Statistical Package for the Social Sciences (SPSS) version 22.0 for windows.

A total of 154 students' questionnaires were distributed as per the sampling techniques used in the study.148 questionnaires were collected from the respondents making return rate of 97.4% which the study found to be significant enough in achieving its objectives. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. A 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This implies that the response rate in this case of 97.4 percent is very good (Mugenda&Mugenda, 2003). The results from this study have been discussed as per the study objectives.

4.2 Characteristics of the Respondents

The subjects for the study comprised of selected public secondary schools' students in the Sub-County. The study gathered information on the respondents' school attributes that encompassed the type of schools, number of streams and class sizes.

4.2.2 Types of Schools

On the type of the schools, the analysis results are shown in Table 3.

Table 3

Types of Schools

Types of schools	Frequency	Percent
Boys	55	37.2
Girls	70	47.3
Mixed	23	15.5
Total	**148**	**100.0**

Source: Field data

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The results reveal that majority of the students were from girls schools (47.3%) while about 37.2% were from boys schools. It was just 15.5% of the students who were from mixed schools. This implies that majority of the schools in the study area were girls' schools.

4.2.3 Number of Streams

The schools that were studied had varying number of streams. The minimum number of streams was one (1) while the maximum was two(2) as shown in table 4.

Table 4

Number of streams in the sampled schools

Number of streams	Frequency	Percent
1.00	10	6.8
2.00	83	56.1
3.00	55	37.2
Total	**148**	**100.0**

Majority of the schools had two streams as represented by 56.1% of the total sampled schools. About 37.2% of the schools had three streams. It was just 6.8% of the schools that had one stream. This implies that the population in most of the schools could be high.

4.2.4 Class Size

This study was interested in the class sizes of the sampled schools. The results have been summarized in Table 5.

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Table 5

Class Size

Class sizes	Frequency	Percent
20 and Below	5	3.4
21 – 30	8	5.4
31 – 40	110	74.3
41 and above	25	16.9
Total	**148**	**100.0**

Minimum = 2, Maximum = 54, Mean = 54, Std. Deviation = 9.12

Majority of the schools had a class of between 31 – 40 students as represented by 74.3% of the total responses. About 16.9% of the schools had 41 pupils and above per class. Few schools had up to 20 students and 21 - 30 students per class as represented by 3.4% and 5.4% of the total responses.

The classroom conditions are particularly acute in a number of developing countries where large class sizes often swell up and go beyond 100 pupils (Krueger, 2003). The 'Report of the Taskforce on Secondary School Fees 2014' proposed the enforcement of a policy requiring that no class has more than 45 students. It also recommends that each school should only have a maximum of three streams per class. The internationally recommended class size is 40 students per teacher.

4.3.1 Students' response on the common discipline problems experienced in school

Students were to state the common discipline problems experienced in school. The responses were then tabulated in Table 6.

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Table 6: Students' response on the common discipline problems

Discipline cases	Frequency	Percent
Absenteeism	48	32.4
Bullying	94	63.5
Drug abuse	58	39.2
Defying prefects	76	51.4
Examination cheatings	118	78.4
Others	6	5.4
Total	**148**	**100**

Others included: demonstrations, unrests, mass disobedience, deliberate breaching of school rules, stealing, gross insubordination, lateness, bullying and laziness

From Table 6, the common discipline problems experienced in school are examination cheating (78.4%), bullying (63.5%), defying prefects (51.4%), drug abuse (39.2%) and absenteeism (32.4%). Students' discipline is critical to the attainment of school mission and vision. Indiscipline leads to unconducive learning environment and too much learning time being lost in public schools.

4.3.2 Students' view on the discipline at school

To establish the extent ofindiscipline,students were asked to rate the recurrent of incidences of negative behavior within their schools. Data obtained was tabulated in Table 7

Table 7 Students' view on the extent ofindiscipline at school

View	Frequency	Percent
Very Much	21	14.2
Much	34	23.0
Moderate	76	51.4
Low	10	6.8
Very low	7	4.7
Totals	**148**	**100.0**

Students' views indicated that most of the selected public secondary schools in Njoro Sub-County, Nakuru County, Kenya had moderate cases of indiscipline as represented by 51.4% of the total responses. About 23.0% and 14.2% of the student

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respondentsperceived their schools to be having much and very much cases of indiscipline, respectively. According to CSOs, the type of leadership style applied in schoolis critical to the attainment of students' discipline. One of the CSO argued that students' discipline depends on whether the principal'sdiscipline management approach is inclusive or exclusive of teachers' and parents' involvement. Principals are faced with the task of ensuring that students are guided well to make individual reasonable decisions to have smooth running of the school (Barasa, 2007). If the principal's leadership style is bad or when there is no consultation with teachers in issues pertaining to students' discipline in the school, it might be difficult for the school to achieve its objectives (Nsubuga, 2008).

4.3 Principal's use of Participative Leadership Style

This study was interested with the extent to which principals in the sampled schools used participative leadership style. Student respondents were therefore requested to indicate their agreement with a set of six statements. The results are summarized in table 6.

Table 8

Respondents Opinion on Principal's use of Participative Leadership Style

	Yes		No		Total	
Statements	**f**	**%**	**f**	**%**	**f**	**%**
My principal meet with students frequently	70	47.3	78	52.7	148	100.0
My principal involves students frequently in addressing indiscipline	35	23.6	113	76.4	148	100.0
My principal appreciates outstanding students for their exemplary work.	140	94.6	8	5.4	148	100.0
My principal consults with students before making decisions	31	20.9	117	79.1	148	100.0
My principal takes students views when formulating school policies.	60	40.5	88	59.5	148	100.0
My principal has a good work relationship with students.	103	69.6	45	30.4	148	100.0

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Majority of the respondents disagreed to the statement that their principals met with students frequently as represented by 52.7% of the total responses with only 47.3% agreeing to the statement. Similarly, Majority of the respondents disagreed to the statement that their principals involves students frequently in addressing indiscipline as represented by 76.4% of the total responses with only a mere 23.6% agreeing to the statement. To the statement, "My principal consults with students before making decisions", most of the respondents (79.1%) disagreed to it and it was only 20.9% who agreed. In addition, most respondents (59.5%) disagreed that their principals took students views when formulating school policies with just 40.5% agreeing to the statement.

On the contrary, majority of the respondents agreed that their principals appreciated outstanding students for their exemplary work as represented by 94.6% of the total responses (however, 5.4% of the respondents did not agree with the statement). Similarly, most respondents (69.6%) showed agreement to the statement that their principals have a good work relationship with students while 30.4% did not.

The researcher was able to rank the students' opinion on the extent of usage of participative leadership style, by considering their responses about the six set of statements that the researcher had formulated (shown in table 8). The proportion of students' respondents who assessed their principals into various categories for the extent of usage of participative leadership style are depicted in figure 2.

Students perceived their principals as having different levels of usage of participative leadership styles.

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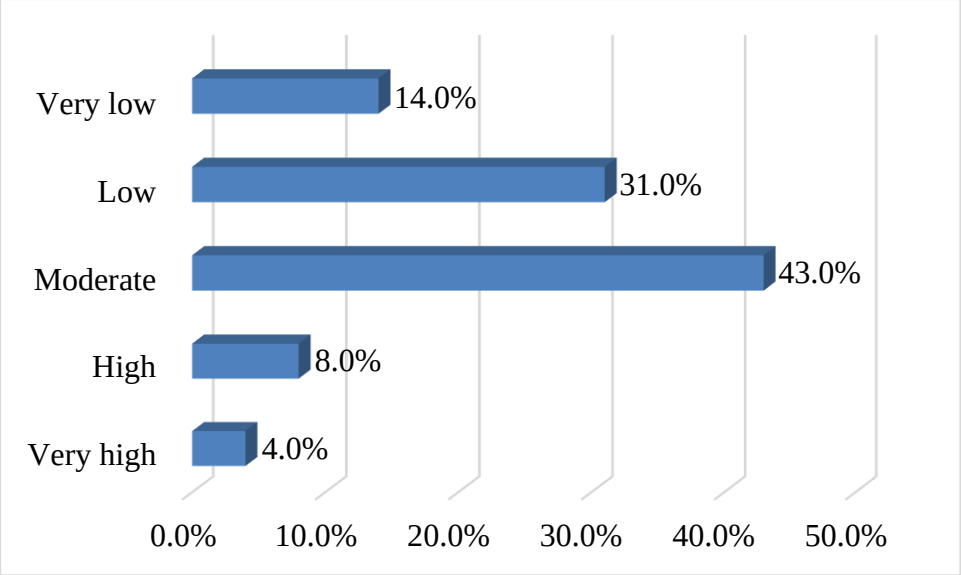


Figure 2. Respondents Opinion on the extent of principals' usage of participative leadership style

Of the total respondents sampled, majority of the students (43.0%) felt that their principals' usage of participative leadership style was moderate. This was closely followed by students who perceived their principals as using participative leadership style in a low extent (31.0%) (Table 8). In addition, other students indicated that their principals use of participative leadership style was very low (14.0%), high (8.0%) and very high (4.0%).

4.4 Principal's use of Task Oriented Leadership Style

Student respondents participating in this study were requested to indicate whether they agreed with a particular set of statements and the results recorded in Table 9.

Table 9

Respondents Opinion on Principal's use of Task Oriented Leadership Style

	Yes		No		Total	
Statements	**f**	**%**	**f**	**%**	**f**	**%**
Supervision of students by the principal is rigorous	95	64.2	53	35.8	148	100
My principal occasionally involve students in formulating school policies	55	37.2	93	62.8	148	100

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relating to discipline						
Students who do not meet the school discipline requirement are punished	133	89.9	15	10.1	148	100
The principal –students relationship is characterized by fear.	98	66.2	50	33.8	148	100
My principal values students' academic achievement than welfare	110	74.3	38	25.7	148	100

The results from table 9 shows that majority of the respondents approved to the statement that supervision of students by the principal was rigorous (64.2% of the respondents agreed and only 35.8% disagreed), students who donot meet the school discipline requirement are punished (89.9% of the respondents agreed and only 10.1% disagreed), the principal –students relationship was characterized by fear (66.2% of the respondents agreed and only 33.8% disagreed) and that the principals valued students' academic achievement than welfare (74.3% of the respondents agreed and only 25.7% disagreed).

On the contrary, majority of the respondents (62.8%) disagreed to the statement that their principal occasionally involved students in formulating school policies relating to discipline with just 37.2% of the respondents agreeing to the statement.

This study sought to know the respondents perception on the extent to which their principals used task oriented leadership style. The results are depicted in figure 3.

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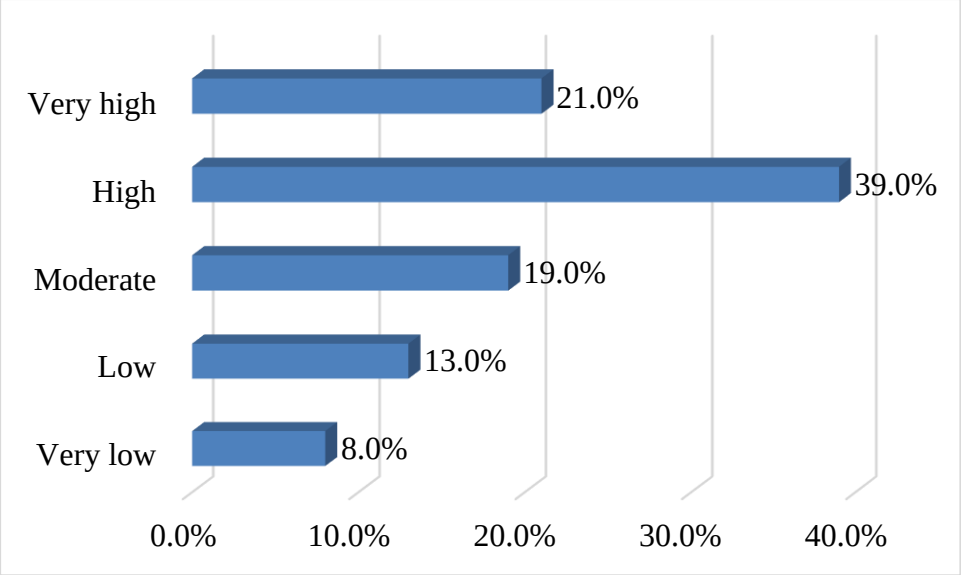


Figure 3. Respondents Opinion on the extent of principals' usage of task oriented leadership style

Generally, students who indicated their principals as using task-oriented leadership style in a great extent (high and very high) were more than those who indicated that the style was used in a small extent (low and very low). Specifically, a cumulative of 60.0% of the total respondents indicated that their principals used task oriented leadership style in a high or very high extent while 21.0% indicated otherwise. Other respondents (19.0%), indicated their principals as using task-oriented leadership style in a moderate extent.

4.5 Principal's use of Laissez Faire Leadership Style

This study used a set of five statements to gauge the students' perception about their principal' leadership style being inclined to be laissez faire. The students' results from the analysis are shown in Table 10.

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Table 10

Respondents Opinion on Principal's use of Laissez faire Leadership Style

	Yes		No		Total	
Statements	**f**	**%**	**F**	**%**	**f**	**%**
My principal expects students to create their own targets and accomplish them on their own	48	32.4	100	67.6	148	100
My principal does not provide students with a set of rules to govern discipline	38	25.7	110	74.3	148	100
My principal delegates duties to students and expects them to be accomplished without supervision.	28	18.9	120	81.1	148	100
My principal expects students to find and correct their own errors	28	18.9	120	81.1	148	100
My principal allows students not to come to school if they so wish	43	29.1	105	70.9	148	100

Majority of the students perceived that their principals were not using laissez faire type of leadership style. Specifically, 67.6% disagreed that their principals expected them to create their own targets and accomplish them on their own. Similarly, 74.3% disagreed that their principals did not provide students with a set of rules to govern discipline, despite being a requirement by the Ministry of Education, Science and Technology. Most students (81.1%) disagreed that their principals delegated duties to them and expected them to be accomplished without supervision with a similar proportion (81.1%) arguing that their principal expected them to find and correct their own errors. Majority of the students (70.9%) also indicated that their principal did not allow them to come to school if they so wish.

In order to quantify the extent of principal's use of laissez faire leadership style, respondents' opinion about a set of five statements was sought. These statements were generated with a view of estimating the extent of principals' use of laissez faire

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leadership style. The proportion of students respondents who assessed their principals as using various extent of laissez faire leadership style are depicted in figure 4.

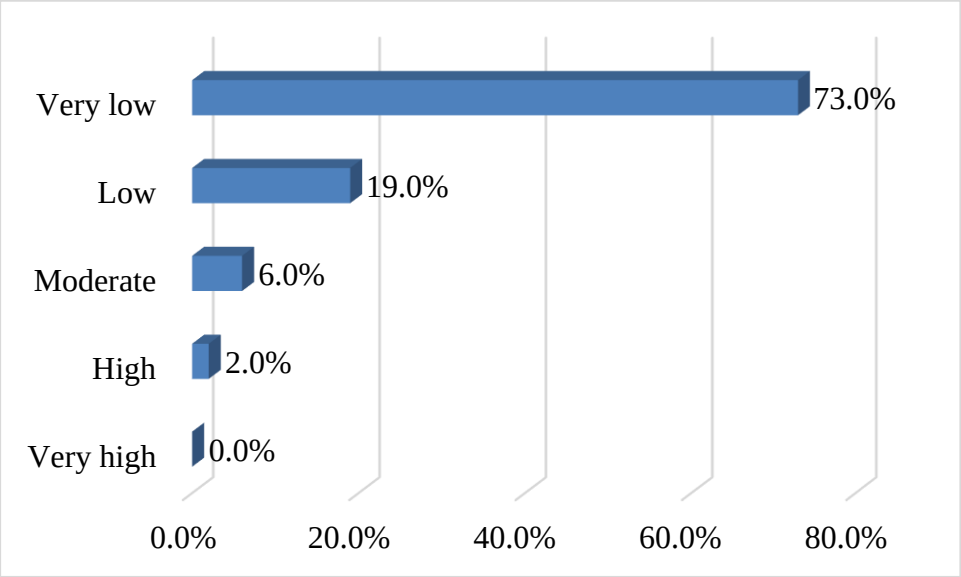


Figure 4. Respondents Opinion on the extent of principals' usage of laissez faire leadership style

Figure 4 shows that most students perceived their principals as using laissez faire leadership style in a very low extent as represented by 73.0% of the total responses. In addition, some of the respondents (19%) indicated their principals to be using laissez faire leadership style in a low extent. Generally, students who indicated their principals to be using laissez faire in a moderate and high extents was 6.0% and 2.0%, respectively. None of the respondent indicated their principals to be using laissez faire in a very high extent.

According to Mbiti (2007), this leadership style is a free-reign style where the leader doesn't lead but instead leave the staff to entirely lead and organize themselves. Laissez faire leadership style may therefore ensure that teachers feel a sense of recognition and motivated at work.

4.6 Principal's use of Transformational Leadership Style

Using a set of five students-directed statements, this study determined the extent in which transformational leadership style was used by principals in the sampled schools. The results are summarized in table 11.

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Table 11

Respondents Opinion on Principal's use of Transformational Leadership Style

	Yes		No		Total	
Statements	**f**	**%**	**f**	**%**	**f**	**%**
My principal meets with the students frequently to discuss school matters	118	79.7	30	20.3	148	100
My principal rewards prefects	138	93.2	10	6.8	148	100
My principal highly inspires students in the course of interacting with them	143	96.6	5	3.4	148	100
My principal has high confidence and trust in students and prefects	128	86.5	20	13.5	148	100
Prefects are motivated in their duties and responsibilities	138	93.2	10	6.8	148	100

Most of the students seemed to agree that their principals were more inclined to using transformational leadership style in the selected schools. Specifically, most of the students (79.7%) agreed that their principals meet with them frequently to discuss school matters. In the same way, 93.2% and 96.6% of the students agreed that their principals rewarded prefects and highly inspired students in the course of interacting with them, respectively. About 86.5% of the students indicated that their principal had high confidence and trust in students and prefects while 93.2% noted that prefects are motivated in their duties and responsibilities.

In order to quantify the extent of principal's use of transformational leadership style, respondents' opinion about a set of five statements was sought. These statements were generated with a view of estimating the extent of principals' use of transformational leadership style. The proportion of students respondents who assessed their principals as using various extent of transformational leadership style are depicted in figure 5.

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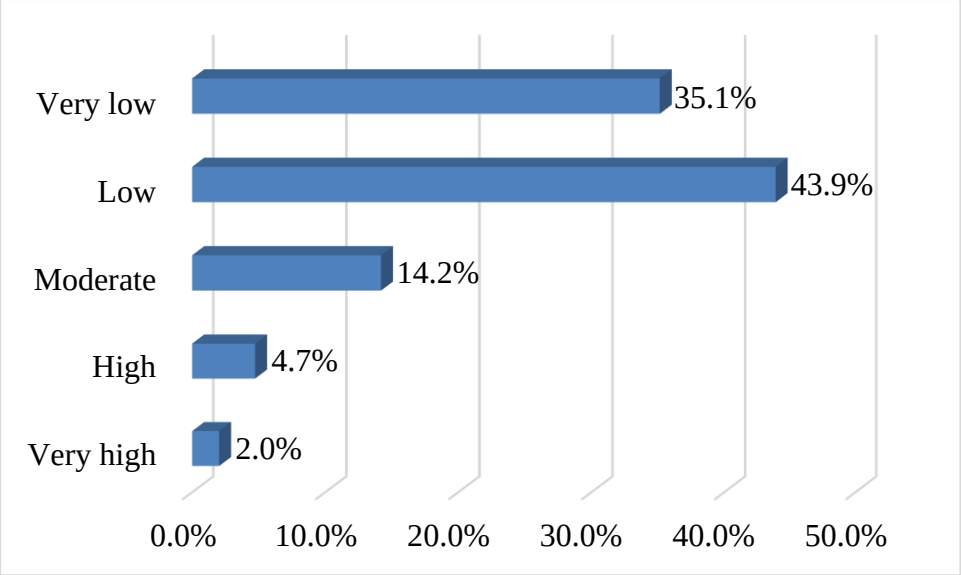


Figure 5. Respondents Opinion on principals' usage of transformational leadership style

Figure 5shows that most students perceived their principals as using transformational leadership style in a low extent. Majority of them indicated their school heads used transformational leadership style in a low extent as represented by 43.9% of the total responses. Some of the respondents (35.1%) indicated their principals to be using transformational leadership style in a very low extent. Student respondents who indicated their principals to be using transformational leadership style in a moderate extent comprised 14.2% while those indicating that their principals as using the leadership style in a high and very high extents comprised 4.7% and 2.0%, respectively.

Transformational leaders are generally disliked, as there isno scope for initiative, consideration, and self-development on the part offollowers. Teachers and students, for example, whose school heads employ this leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his followers what he wants done and how he wants it done, without requesting the input/advice of his subordinates.

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4.7 Analysis of the Research Questions

This study was set to analyze research questions as highlighted below:

i. What is the influence of principals' participative leadership style on students' discipline in selected public secondaryschools in NjoroSub-County?
ii. What is the influence of principals' task oriented leadership style on students' discipline in selected public secondaryschools in NjoroSub-County?
iii. What is the influence of principals' laissez faire leadership style on students' discipline in selected public secondaryschools in NjoroSub-County?
iv. What is the influence of principals' transformational leadership style on students' discipline in selected public secondary schools in NjoroSub-County?

The influence of principals' leadership style on students' discipline in selected public secondary schools in NjoroSub-County wasanalyzed using ordered logistic regression. The dependent variable, students' discipline was measured with respect to the perceived extent of recurrent incidences of negative behaviourssuch as demonstrations, unrests, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, gross insubordination, absenteeism, lateness, bullying and laziness. This study considered principals' participative leadership style, task oriented leadership style, laissez faire leadership style and transformational leadership style as the independent variables. Table 12 shows the regression results.

Table 12

Ordered Logistic Regression Results on the Influence of principals' leadership styles on students' discipline in selected public secondaryschools in NjoroSub-County

Leadership styles	Coef.	Std. Err.	Z	P>z
Participative leadership style	1.376*	0.695	1.98	0.048
Task Oriented leadership style	-1.372*	0.585	-2.35	0.019
Laissez Faire leadership style	1.833*	0.623	2.94	0.003
Transformational leadership style	3.933*	0.881	4.46	0.000

N = 148, LR χ^2 (4) = 72.41, Prob> χ^2 =0.000, Pseudo R^2 =0.325, Log likelihood = 75.25,

* = Significant at 5% level

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Results in Table 12 reveal that the four coefficients were significant at 5% level. The log likelihood for the fitted model of 75.25 and the Likelihood Ratio chi-squared value of 72.41 (P-value = 0.000) indicate that the study parameters are jointly significant at 5%. Pseudo R^2 of 0.325 is also above the statistical threshold of 20% confirming that students discipline in selected public secondary schools in the study area were well attributed to the leadership styles used by the school principals.

Participative leadership style was observed to have a significant and positive influence on student discipline in the study area at 5% level. The positive sign on the variable (1.376) imply that the more participative the principals' leadership style the better the students' discipline.

Discipline plays a great role in avoiding unrest in selected public secondary schools, just like any other institution. According to Silins (2002), participative leadership is very effective in maintaining discipline in public learning institutions. This leadership style does not disregard other important stakeholders like the students and teachers. Through the fact that the leadership style incorporates the views of all stakeholders, the trickle effect includes ensuring a more harmonious institution that is characterized with discipline.

According to Song'oro (2003), leadership should be a key to assist individuals or groups to move towards their desired goals such as a disciplined society/community. Participative leadership style helps a learning institution to be able to advocate acceptable behavior such as proper discipline. This is in line with Sergiovanni and Elliott (1975) who describes leadership as the art of getting people to do things, including instilling discipline.

Task oriented leadership style was observed to have a significant and negative influence on student discipline in the study area at 5% level. The negative sign on the variable

(-1.372) imply that the more task oriented the principals' leadership style was the worse was the students' discipline. This finding is reflected by Kapena (2010) who

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supports this argument by stating that the task oriented leader's biggest weakness is failure to recognize the skills and abilities of the staff/subjects. He caution that by doing this the leader denies the students an opportunity to use their skills in planning and decision making, something that demotivates them and may eventually lead to indiscipline. On the other hand, the leader has greatest strength in the ability to take action when needed. This promotes the students motivation when they achieve the intended goals.

According to Ylimaki (2006), principals who display task-oriented leadership traits amongst their students have consideration of individual feelings; this scenario makes the students discouraged because they are not given room for them to be heard or to express their ideas and opinions, a situation that magnify the level of indiscipline in selected public secondaryschools.

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration (Larfela, 2010). Laissez Faire leadership style was observed to have a significant and positive influence on student discipline in the study area at 5% level. The positive sign on the variable (1.833) imply that the more the leadership style was used by the principals' the better the students' discipline. These findings agree with D'Souza (2006) who noted that laissez Faire leadership, where the leader makes decisions through consultative forums, is generally concerned with maintaining group effectiveness as with completing the task. This style of leadership encourage members of the school environment to express their ideas and feelings freely because they belief such climate leads to greater creativity and commitments, thereby cultivating students discipline.

These results are also consistent with Antonakis and Avolio (2003) who noted that democratic leadership style that allow the group members a good deal of freedom, is healthy in instilling discipline in schools. Laissez Faireleaders support a disciplined environment since 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.

Mwalala (2007) points out that laissez Fairestyle of leadership brings education stakeholders in secondary schools together, thereby enhancing unity as individuals

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share binds of affection and sentiment which motivates both students and teachers and as a result they are able to come together as a united team, with less cases of indiscipline. This leadership style has the ability to forego, at least on some occasions self-interest on behalf of a particular other or on behalf of a more general common good. Myron (2009) argue that having a common goal in society system is very crucial as it makes all the members co-operate and feel as part and parcel of the organization and nurtures community acceptable behaviours such as good discipline.

Kurland, Pevetz, and Lazarowitze (2010) assert that school principals' consultation before making decisions positively influences school discipline. Where laissez Faireleadership style prevails, there is not only enhanced affection and positive sentiments among the students, but also more trust and discipline amongst the student members themselves because they share a common belief.

Starrat (2001) in his study of laissez Faire leadership style found out that this style is associated with the lowest rates of indiscipline and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates.

According to Mbiti (2007), with laissez Faire leadership style, where there are very few rules if any in the organization is characterized by leaders that tends to avoid power and authority and depends largely on the students to establish goal and the need to achieve progress and successes. Laissez Faire leadership style contributes to greater discipline among students in secondary schools. Similarly, Momanyi (2016) argues that democratic leadership style is the most effective in curbing truancy cases among students since these leaders make consultations before making any decisions. The leaders are also friendly and make necessary follow ups. They were available when needed.

Transformational leadership style was observed to have a significant and positive influence on student discipline in the study area at 5% level. The positive sign on the variable (3.933) imply that the more the leadership style was used by the principals' the better the students' discipline.

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According to Mbiti (2007) transformational style of leadership is where a leader commands unchallengeable following and based on people's faith and devotion to the leader who has demonstrated unusual ability to lead them through eloquent speeches and deeds of the heroism for the welfare of the group.

Stewart (2006) noted that transformational leadership style is very useful in instilling discipline among students in learning institutions through its key characteristic or trait wherethe leader inspires the followers beyond their own self-interest. The leader has an extra ordinary effect on the followers. Since all school principals are charged with the responsibility of ensuring discipline among students within their jurisdiction, transformational leadership style where the leader has magnetic personality which captures his followers through belief in his mystical, magical, divine or simply extra ordinary powers makes the students to adopt disciplined behaviours. Because students have high confidence, dominance and strong convictions in their leader's beliefs, discipline is therefore inevitable.

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CHAPTER FIVE

CONCLUSIONS AND RECCOMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings, conclusions and recommendations of the study. It also highlights the suggestions for further studies. The study aimed to establish the influence of some selected approaches of principals' leadership styles on students' discipline in selected public secondary schools. The conclusions and recommendations are organized according to the study objectives.

5.2 Summary of Findings

The following were the salient findings of this study:

Students perceived their principals as having different levels of usage of participative leadership styles. Majority of the students (43.0%) felt that their principals' usage of participative leadership style was moderate. This was closely followed by students who perceived their principals as using participative leadership style in a low extent (31.0%). In addition, other students indicated that their principals use of participative leadership style was very low (14.0%), high (8.0%) and very high (4.0%). Participative leadership style was observed to have a significant and positive influence on student discipline in the study area at 5% level. The positive sign on the variable (1.376) imply that the more participative the principals' leadership style the better the students' discipline.

Generally, students who indicated their principals as using task-oriented leadership style in a great extent (high and very high) were more than those who indicated that the style was used in a small extent (low and very low). Specifically, a cumulative of 60.0% of the total respondents indicated that their principals used task oriented leadership style in a high extent while 21.0% indicated otherwise. Other respondents (19.0%), indicated their principals as using task-oriented leadership style in a moderate extent. Task oriented leadership style was observed to have a significant and negative influence on student discipline in the study area at 5% level. The negative sign on the variable

(-1.372) imply that the more task oriented the principals' leadership style was the worse was the students' discipline.

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Most students perceived their principals as using laissez Faire leadership style in a very low extent as represented by 73.0% of the total responses. In addition, some of the respondents (19%) indicated their principals to be using laissez Faire leadership style in a low extent. Generally, students who indicated their principals to be using laissez Fairein a moderate and high extents was 6.0% and 2.0%, respectively. None of the respondent indicated their principals to be using laissez Faire in a very high extent. Laissez Faire leadership style was observed to have a significant and positive influence on student discipline in the study area at 5% level. The positive sign on the variable (1.833) imply that the more the leadership style was used by the principals' the better the students' discipline.

Most students perceived their principals as using transformational leadership style in a low extent. Majority of them indicated their school heads used transformational leadership style in a low extent as represented by 43.9% of the total responses. Some of the respondents (35.1%) indicated their principals to be using transformational leadership style in a very low extent. Student respondents who indicated their principals to be using transformational leadership style in a moderate extent comprised 14.2% while those indicating that their principals as using the leadership style in a high and very high extents comprised 4.7% and 2.0%, respectively. Transformational leadership style was observed to have a significant and positive influence on student discipline in the study area at 5% level. The positive sign on the variable (3.933) imply that the more the leadership style was used by the principals' the better the students' discipline.

5.3 Conclusions

The main conclusions of this study are as follows:

Participative leadership styles are moderately used by the principals in the study area. The leadership styles have a positive influence on student discipline. The more participative the principals' leadership style is, the better the students' discipline. Use of participative leadership styles can be very important in promotion of students' discipline.Through the encouragement that the style offer on joint decisions between the leader and the subordinates as well asitsinteractive, cooperative and collaborative nature, discipline among students is encouraged. In this style the leader seeks for the

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opinion of the subordinate before making a decision and tries as much as possible to make everyone develop a feeling that he or she is instrumental in the institution.

Most principals used task-oriented leadership style in a great extent. Task oriented leadership style was observed to have a significant and negative influence on student discipline. The more the leadership style (task oriented) is used, the worse is the students' discipline. Task-oriented leadership style is a poor style when used in curbing indiscipline since it is characterized by lack of democracy and failure to include all stakeholders in the school system. This style does not support students' freedom and leads to a call for recognition among students which accelerate the cases of indiscipline in schools.

Most principals used laissez Faire leadership style in a very low extent. Laissez Faire leadership style has a significant and positive influence on student discipline. The more the leadership style was used by the principals' the better the students' discipline.This leadership style is most effective in curbing truancy cases among students since the leaders make consultations before making any decisions, are friendly and make necessary follow ups. They are also available when needed.

The extent of use of transformational leadership style by principals is mainly low. Transformational leadership styles have a significant and positive influence on student discipline. The more the leadership style is used by the principals, the better the students' discipline.The success in leadership style could be attributed to its great ability for inspiring and motivating followers and encouraging their initiative.

5.4 Recommendations

Based on the findings of this study, the following recommendations are forwarded.

i) Principals should embrace the use of participative leadership styles in their bid to instill more discipline on the part of their students. The more participative the principals' leadership style is, the better the students' discipline. The leadership style offers an avenue for joint decisions making as well as its interactive, cooperative and collaborative way of handling indiscipline among students. This leadership style enables the school principal to handle discipline in a positive and constructive manner. The style recognizes that students need

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to be led, not driven. Therefore, the principals' attitude, for instance, should be 'let us do this, rather than 'don't do that'.

ii) Principals should endevour to reduce the use of task-oriented leadership style since the leadership styles have a significant negative influence on student discipline. Task-oriented leadership style is a poor style when used in curbing indiscipline since it is characterized by lack of democracy and failure to include all stakeholders in the school system. This style does not support students' freedom and leads to a call for recognition among students which accelerate the cases of indiscipline in schools.

iii) School principals should make high use of laissez Faire leadership style in their effort to boost student discipline in their institutions. This leadership style is effective in curbing truancy cases among students since the leaders make consultations before making any decisions. Leaders using this type of leadership style are friendly and make necessary follow ups. They are also available when needed.

iv) Greater use of transformational leadership style by principals is very important in cultivating students' discipline in secondary schools. This leadership style should be highly used in secondary schools. The leadership style is effective in promoting students' discipline due to its great ability for inspiring and motivating followers and encouraging their initiative.

5.5 Suggestions for Further Research

The findings of this study would act as a base for more research on the influence of some selected approaches of principals' leadership styles on students' discipline in selected public secondary schools. This study was not exhaustive and recommends further research on:

i) An evaluation of the factors that influence the use of participative, task oriented, laissez Faire and transformational leadership styles in the study area.

ii) An assessment of the key factors that influence secondary school principals' use of the participative, task oriented, laissez Faire and transformational leadership styles in the study area.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE STUDENTS

I am a post graduate student conducting a research for an award of a Master in Development Studies. This questionnaire is designed to collect data for purely academic purposes. The study seeks to find out the influence of principals' leadership styles on students' discipline in selected public secondary schools in NjoroSub-County, Nakuru County, Kenya. Due to your position as a student, I have chosen you to participate in this study. I assure you that the information you shall give will be treated confidentially, and it shall not be used for any other purpose other than the academic use for which it is intended. Please give honest information as required. Thank you very much for your cooperation. Do not put any name or identification on this questionnaire.

Instructions

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

Section A: DemographicInformation

1. What is your gender?

   Male [ ] Female [ ]
2. What is the type (mixed, boys, girls) of your school?……
3. How many streams does your school have?……
4. What is the size of your class in-terms of population?...……

Section B: Principal's Participative Leadership Style

5. My principal meets with students frequently.

   Yes [ ] No [ ]
6. My principal involves students frequently in addressing indiscipline.

   Yes [ ] No [ ]
7. My principal gives encouragement support and appreciateoutstanding students for their exemplary work.

   Yes [ ] No [ ]
8. My principal consults with students before making decisions.

   Yes [ ] No [ ]

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9. My principal takes students views when formulating school policies.

   Yes [ ] No [ ]

10. My principal has a good work relationship with students.

    Yes [ ] No [ ]

11. How does your principal's practice of welcoming students in decision making process affect students' discipline?
    a) Positively [ ]
    b) Negatively [ ]
    c) Neutral [ ]
12. To what extent does your principal's practice of welcoming students in decision making process affect students' discipline?

Very High	High	Moderate	Low	Very low

Section C: Principal's use of Task Oriented Leadership Style

13. Supervision of students by the principalis rigorous.

    Yes [ ] No [ ]

14. My principal occasionally involves students in formulating school policies relating to discipline.

    Yes [ ] No [ ]

15. Students who do not meet the school objectives are threatened with punishment.

    Yes [ ] No [ ]

16. The principal –students relationship is characterized by fear.

    Yes [ ] No [ ]

17. My principal values students' academic achievement than welfare.

    Yes [ ] No [ ]

18. How doesyour principal's leadership style that focus on various students' tasksaffect students' discipline?
    a) Positively [ ]
    b) Negatively [ ]
    c) Neutral [ ]

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19. To what extent doyour principal's leadership style of focusing on students' tasks affect students' discipline?

Very High	High	Moderate	Low	Very low

Section D: Principal's use of Laissez Faire Leadership Style

20. My principal expects students to create their own targets and accomplish them on their own.

    Yes [ ] No [ ]

21. My principal does not provide students with a set of rules to govern discipline.

    Yes [ ] No [ ]

22. My principal delegates duties to students and expects the students to accomplish them without supervision.

    Yes [ ] No [ ]

23. My principal expects students to find and correct their own errors.

    Yes [ ] No [ ]

24. The principal allows students not to come to school if they so wish.

    Yes [ ] No [ ]

25. How does yourprincipal's leadership style of letting students to govern themselvesaffect students' discipline?

    a) Positively [ ]
    b) Negatively [ ]
    c) Neutral [ ]

26. To what extent does yourprincipal's leadership style of letting students to govern themselves affect students' discipline?

Very High	High	Moderate	Low	Very low

Section E: Principal's use of Transformational Leadership Style

27. My principal meets with the students frequently to discuss school matters.

    Yes [ ] No [ ]

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28. My principal rewards prefects through both verbal praise and written appreciation.

    Yes [ ] No [ ]

29. My principal highly inspires students and prefects in the course of interacting with them.

    Yes [ ] No [ ]

30. My principal has high confidence and trust in students and prefects.

    Yes [ ] No [ ]

31. Prefects are motivated because they are appreciated for extra responsibilities given.

    Yes [ ] No [ ]

32. How does principals' leadership style of enticing students to achieve extraordinarilyaffect students' discipline?

    a) Positively [ ]
    b) Negatively [ ]
    c) Neutral [ ]

33. To what extent does principals' leadership style of enticing students to achieve extraordinarily affect students' discipline?

Very High	High	Moderate	Low	Very low

Section F: Student Discipline

34. What are the common cases of indiscipline experienced in your school?

    a. ……..
    b. ……..
    c. ……..

35. To what extent do the following negative behaviours occur on the part of students in your school?

Very Much	Much	Moderate	Little	Very little

NB: Negative behaviours include demonstrations, unrests, mass disobedience, deliberate breaching of school rules, drug use, drunkenness, stealing, truancy, gross insubordination, absenteeism, lateness, bullying and laziness).

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APPENDIX B: CURRICULUM SUPPORT OFFICERS (C.S.O) INTERVIEW SCHEDULE

Section A: Back ground information

1. What is your gender?……
2. How many years have you worked as a Curriculum Support Officer(C.S.O)?
   ……

Section B: General discipline issues in the school

3. Does your area of jurisdiction experience students' discipline problems?
   ……
   ……
4. What are the common discipline problems experienced in your area of jurisdiction? ……..……
   ……
   ……
   ……
5. How would you rate the discipline of students in schools under your jurisdiction?
   ……
   ……
   ……..
   ……
   ……

Section C: Leadership styles and students' discipline

6. In your own opinion does a principals' leadership style influence students' discipline?
   ……
   ……
   ……
   ……

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7. What channels do the students use to communicate their grievances?

   ……

   ……

   ……

8. Do principals under your jurisdiction involve teachers and other motivational speakers in advising students on need for good discipline as a means of achieving their goals and the school goals? ……

   ……

   ……

   ……

9. What actions do most schools in your area take on students with discipline issues? ……

   ……

   ……

10. What leadership style do you think can promote good discipline on students and why?

    ……

    ……

    ……

11. How does principal's participative leadership style affect students' discipline?

    Positively [ ]

    Negatively [ ]

    Neutral [ ]

12. To what extent does this kind of leadership affect students' discipline?

Very great	Great	Moderate	Little	Very little

13. How does task oriented leadership style affect students' discipline?

    Positively [ ]

    Negatively [ ]

    Neutral [ ]

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14. To what extent does this kind of leadership affect students' discipline?

Very great	Great	Moderate	Little	Very little

15. How does laissez Faire leadership style affect students' discipline?

Positively [ ]

Negatively [ ]

Neutral [ ]

16. To what extent does laissez Faire leadership style affect students' discipline?

Very great	Great	Moderate	Little	Very little

17. How does transformational leadership style affect students' discipline?

Positively [ ]

Negatively [ ]

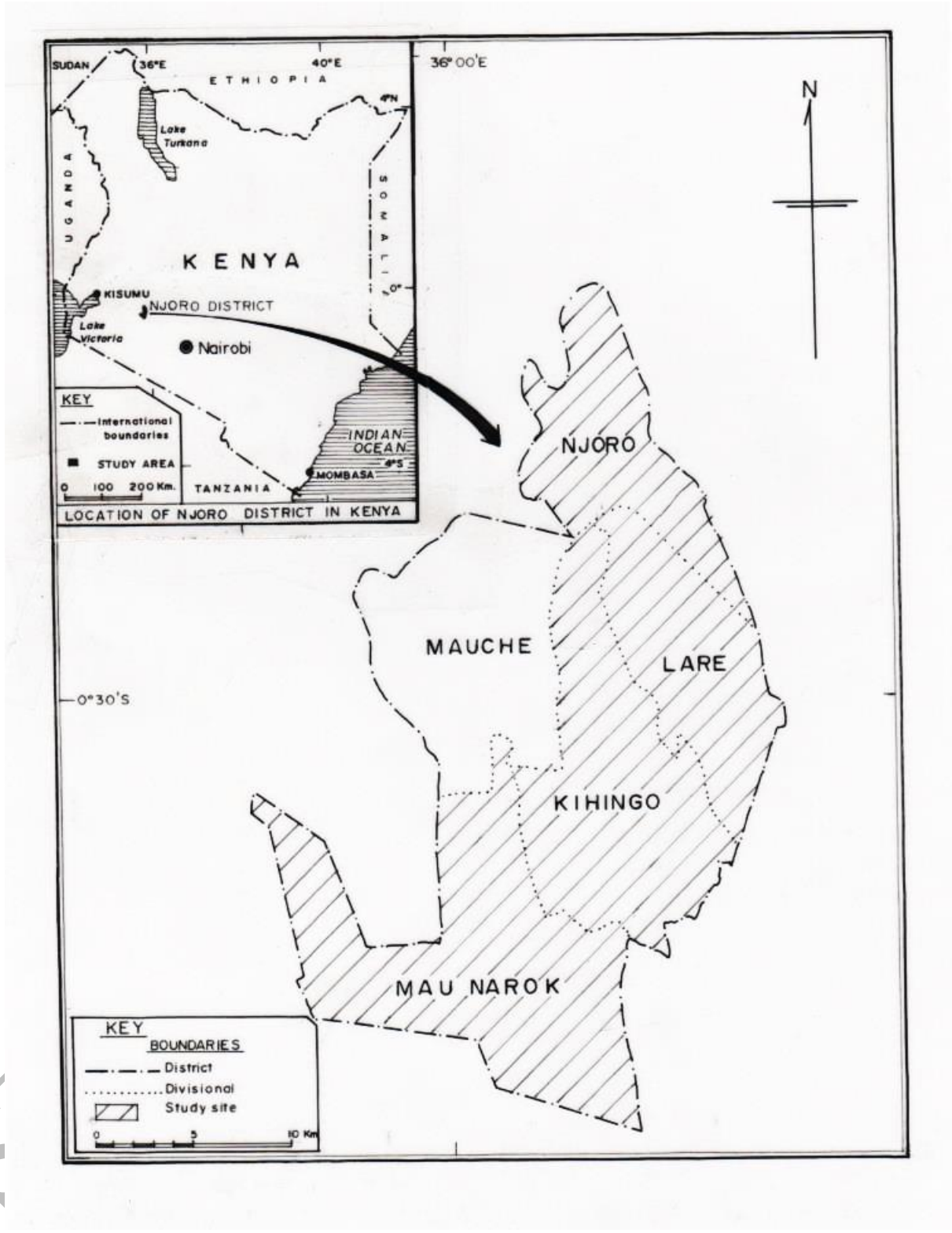
Neutral [ ]

18. To what extent does transformational leadership style affect students' discipline?

Very great	Great	Moderate	Little	Very little

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APPENDIX C: MAP OF NJORO SUB-COUNTY



APPENDIX D: LETTER FROM BOARD OF POSTGRADUATE STUDIES

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: bps@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254(0) 20-2020505/10
Mobile: +254(0) 728- 669000
(0) 728- 062420
(0) 736- 424440

BOARD OF POSTGRADUATE STUDIES

8th March 2017

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

Re: Recommendation for Kathari, Damiano Njeru to conduct a Masters of Development Studies (MDS) research.

This letter confirms the above named person is a second (final) year student of the MDS Programme at St. Paul's University.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is *'The influence of principals' leadership styles on students' discipline in selected public secondary schools in Njoro sub County.'*

The research will take place in Nakuru County from March 2017 to May 2017.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

APPENDIX E: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

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/17/29723/16514** Date: **3rd April, 2017**

Damiano Kathari Njeru
Africa Nazarene University
Private Bag-00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The influence principals' leadership styles on students' discipline in selected public secondary schools in Njoro Sub-County, Nakuru County,"*** I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **3rd April, 2018.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County

STUDY

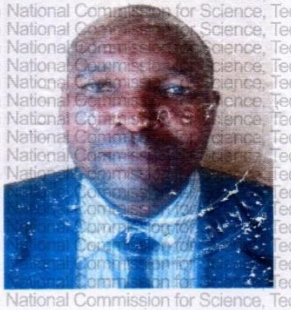
APPENDIX F: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. DAMIANO KATHARI NJERU
of ST. PAULS UNIVERSITY, 52-20102
ELBURGON, has been permitted to
conduct research in *Nakuru County*

on the topic: *THE INFLUENCEPRINCIPALS' LEADERSHIP STYLESON STUDENTS' DISCIPLINE IN SELECTED PUBLIC SECONDARY SCHOOLS IN NJORO SUB-COUNTY, NAKURU COUNTY*

for the period ending:
3rd April,2018

Permit No : NACOSTI/P/17/29723/16514
Date Of Issue : 3rd April,2017
Fee Recieved :Ksh 1000



.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer 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

RESEACH CLEARANCE PERMIT

Serial No.A 13599

CONDITIONS: see back page