

**ASSESSMENT OF PRINCIPALS' LEADERSHIP STYLES ON STUDENT
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY,
KENYA**

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NOVEMBER, 2018

DECLARATION

Declaration by Student:

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

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.....

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Declaration my Supervisor:

I confirm that the work in this research project was done by the candidate under my supervision.

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DEDICATION

This research project is dedicated to my lovely husband Peter Mwambi and my children Margeret, Maureen, Collins, and Linet. Your support, inspiration, and encouragement towards me have been great. Thank you all.

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I acknowledge my supervisor Dr. Hannah Bula for her invaluable support and guidance in accomplishing this research project. I register my appreciation to Kenyatta university community for the commitment and a friendly environment that had immensely contributed to my academic pursuit this far. Thank you all.

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OPERATIONAL DEFINITION OF TERMS

Autocratic style	Principal's leadership whereby the principal commands on everything to be done and does not consult anyone in all decision making process.
Democratic style	Principal's leadership that seeks everyone's say before a decision is made by the leader; all inclusive leadership.
Discipline	To control or train a student to live in obedience to the set school rules and regulations.
Leadership styles	Behaviour displayed by school principals in motivating stakeholders to accomplish given tasks or set goals for the school.
Principal	Is the teacher with the greatest responsibility for the management of a secondary school.
Public secondary school	A secondary school that is owned by government and that is between primary level of education and college level of education.
Student	A learner, formally engaged in learning, one enrolled in a public secondary school.
Transactional style	Principal's leadership whereby principals involve student councils in decision making.

Transformational style Principal's leadership whose aim is to inspire followers to willingly perform their tasks without being forced to.

ABBREVIATIONS AND ACRONYMS

KNEC	Kenya National Examination Council
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
TSC	Teachers service commission
UNESCO	United Nations Environmental and Social Cultural Organization

ABSTRACT

Principal leadership styles had been recognized by educationists and other stakeholders across the world as a key aspect of an education system. It had been used to judge the level of discipline of learners. Student discipline in learning institutions had received high attention, not only in Kenya but all over the world. In fact many education researchers across the globe have been concerned with the question of the factors that contribute to variation in student discipline among students across various schools and regions. Indiscipline among students result into undesired outcomes such as destruction of school property, poor academic achievement among others. In Kenya, education stakeholders have formulated policies and strategies to prevent and stop student indiscipline, but these efforts have not yielded fruits. This study assessed the effect of principals' leadership styles on student discipline in public secondary schools in Nakuru County. More specifically, the study assessed the effect of transformational leadership style, transactional leadership style, democratic leadership style and autocratic leadership style on student discipline in public secondary schools in Nakuru County. The study adopted descriptive research design with a target population of 12,091 respondents. Stratified sampling, simple random sampling, and purposive sampling techniques were used to select a sample of 119 respondents to inform the study. This study obtained quantitative data from closed-ended questionnaires whereby the validity of the research instruments was ascertained by the study supervisor. Test and re-test method was used to measure the reliability of research questionnaires based on a pilot study. The study data was analyzed using Statistical Package for Social Sciences (SPSS) version 22. Frequencies, mean and standard deviation were used for descriptive statistics while Pearson correlation and regression analysis were done for inferential statistics. All the data analysis of the study was reported in form of tables. The study found out that that there is significant relationship between principals' transformation style of leadership ($r=0.868$, $p<0.05$), principals' transactional style of leadership ($r=0.602$, $p<0.05$), principals' democratic style of leadership ($r=0.782$, $p<0.05$), principals' autocratic style of leadership ($r=-0.467$, $p<0.05$) and students' discipline in public secondary schools in Nakuru County. This study concluded that transformational principal leadership style, transactional principal leadership style, democratic principal leadership style and autocratic principal leadership style affect student discipline in secondary schools in Nakuru County. This study recommended secondary school principals to use transformational leadership style complemented by transactional and democratic leadership styles. The study also recommended Teachers Service Commission to monitor leadership styles used by secondary school principals.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

On a global perspective, leadership that does not bring all members on board is day by day being rejected and participatory leadership adopted. According to Hammer and Whisman (2014), school leadership should be able to motivate students, teachers and other staff members towards a common goal. According to Yahaya, Ramli, Hadhim, Ibrahim, and Rahman (2009), leadership is considered as one of the most essential elements in a society and that a society can't be effective without a defined leadership. School principals determine to a large extent how other stakeholders in the school will behave (McIntyre & Morrison, 2003). The attitude of the school principal to a large extent determine if or not he or she will incorporate followers in leadership. If a principal believes and trusts his followers, he will give power to his juniors and this will promote effectiveness in performing various leadership tasks as well reduce work burden of the principals (Stewart, 2006).

According to Leithwood, Louis, Anderson, and Wahlstrom (2004), school principals should ensure smooth running of the school as well maintaining high standards of student discipline. It is the role of the school principals to establish a connection with the immediate community for better co-existence. The school principals must aim also to channel well discipline students to the society. School leadership should encourage and motivate all stakeholders to participate in school activities with an aim of sharing ideas and avoiding conflicts as a result of decision taken by the school (Day, 2000). Leadership styles adopted

by school principals significantly determine the student discipline in the school (Bear, 2010). Schools must come up with strategies to prevent and stop student indiscipline acts such as drug abuse, use of unacceptable language in school, theft, pornography, and radicalization among others. Challenges of high crime rates have been reported in USA between the year 2005 to the year 2013 as compared to Canada and Britain during the same period (Afullo, 2005; Bodovski, 2013).

In the African context, many institutions and organizations have failed due to poor leadership styles by its leaders (Salim, 2002). D'souza (2004) indicates that most African leaders do not trust and believe their followers and adopt exclusive type of leadership. He added that those leaders who believed in the capacity of their followers adopted all-inclusively leadership style. Principal leadership is very essential in maintaining student discipline as well as motivating students to work harder to produce good academic results (Cole, 2002). A school that had good discipline is the one that whose students adhere to the rules and regulations of the school. In such a school few or no indiscipline cases are reported and students are motivated to do what is right even with little or no teacher supervision (Ali, Dada, Isiaka & Salmon, 2014).

In Kenyan context, the school principal is expected to be effective in maintaining proper discipline in the school compound and in classroom. It is the role of a school principal to motivate students towards set goals and also spur them to be responsible members of the society. Principals who are not qualified may be the source of management related problems whose effectes extends to classroom performance (Ndiku, 2004). Okumbe (2003)

summarized the following leadership styles as used in Kenyan schools; transformational leadership, transactional leadership, democratic leadership, autocratic leadership, *laissez-faire* leadership and bureaucratic leadership.

The leadership styles used in secondary schools are aimed at providing way forward for students, supporting staff and communicating to parents. Good leadership style brings about flexibility of duties and tasks as well as provide a quick way to respond to school problems and challenges. It provides also a channel through which education stakeholders can raise their concerns and various roles are coordinated through the same channel. This study focused on four commonly used leadership styles, namely; transformational leadership, transactional leadership, democratic leadership and autocratic leadership (Okumbe, 2001)

Discipline is essential part of any learning institution and is evident when a school becomes a peaceful and safe place for learners and all other stakeholders. A school had a role to live harmoniously with the surrounding community (Sushila, 2004). Kindiki (2012) asserts that discipline is a role of administration and therefore the school principals should offer good management skills in order to have students with acceptable behaviour. Ouma, Simatwa, and Serem, (2013) agreed that without discipline, an organization cannot achieve its set goals. Schools teach morals that are needed within the school and outside the school which are necessary as students grow up to be responsible members of the society (Njoroge & Nyabuto, 2014). Njoroge and Nyabuto (2014) say that a society with disciplined members is able to accomplish its goals.

MOE (2001) asserts that student discipline is a key variable in determining student academic achievement. Nyabisi (2008) states that discipline should be a way of guiding students to obey school rules but most importantly developing self-discipline. He added that discipline can be measured through academic performance of students. He divided discipline of students into; academic discipline and behavioural discipline. Academic discipline refers to how student perceives studies as important and seriousness in class assignments and homework, attentiveness in class and preparedness in exams. Behavioural discipline is the code of conduct a student displays in and outside school. Discipline can be achieved through both formal and informal socialization. Formal socialization may entail classroom instruction and guidance and counselling sessions. Informal socialization may be peer groups, and social clubs and families. Socialization activities teach virtues and develop skills on how students interact with one another and members of the society in regard to discipline (Nyabisi, 2008).

Omote, Thinguri, and Moenga (2015) assert that undisciplined individuals are not welcomed in a society and that the society discourages its members from copying similar traits. Lack of discipline in students can be portrayed through theft, drug abuse, lateness, possession of pornographic materials, abusive language, violence, dirtiness among others (Ali, Dada, Isiaka & Salmon (2014). Acts of student indiscipline is alarming and posing a challenge to education policy makers, teachers, students, parents and society at large (Njoroge & Nyabuto, 2014). Student demonstrations and violence in schools are increasing day by day possibly because of poor parenting (Kute, 2014). Media reports indicate that

students demonstrate against the school authorities in order their concerns to be addressed (The Standard Newspaper, 2016). In Kenya indiscipline cases such as sexual assault, arson, rape, sneaking out of school, theft, fighting, vandalism, absenteeism, drug abuse, lateness, bullying, truancy among others are common in secondary schools (Kiongo & Thinguri, 2015). In 2016, there was a wave of strikes linked to students' indiscipline in Nakuru County that left several schools counting losses from destroyed property and others closed (The Standard Newspaper, 2016). It is therefore on this background that the study critically assessed principals' leadership styles on student discipline in public secondary schools in Nakuru North Sub-County, Nakuru County.

1.1.1 Schools In Nakuru County

This study was carried out in Nakuru County. There is a total of 408 secondary schools in Nakuru County that comprises of 307 public secondary schools and 101 private secondary schools. These schools have a total enrolment of 110,025 students with 93,235 of them in public secondary schools and 16,790 in private schools. There are 56,351 boys and 53,674 girls in the 408 secondary schools in Nakuru County (Nakuru Country Education Office, 2017).

1.2 Statement of Problem

Across the world, student discipline in schools had been a subject of interest to education stakeholders (World Bank, 2017). School principals have been key personnel in curbing student indiscipline in Kenya. Student indiscipline had been associated with destruction of

school property, poor academic achievement among others. After their studies, the indiscipline students are channeled to the society with the undesired behaviour and therefore negatively affecting the co-existence of community members. Schools have hand formulated policies and strategies to prevent and stop student indiscipline. All these efforts have not yielded fruits in which this study hypothesizes to be the use of inappropriate leadership styles by public secondary school principals (Omote, Thinguri & Moenga, 2015).

In 2016, several secondary schools in Kenya experienced a series of student demonstrations which resulted into destruction of property and closure of some of the schools. These acts of student indiscipline also affected schools within Nakuru County to a great extent. Many education stakeholders raised the question whether the school principals were linked to the skirmishes that occurred in their respective schools (Ministry of Education, 2017).

Studies previously done in Kenya on student discipline have shown different outcomes. A study by Gakure, Kithae and Mukuria (2013) whose objective sought to evaluate the factors that affect performance of secondary schools in Kenya established that there were indiscipline cases such as sexual harassment, sneaking out of school, theft, bullying and fighting. Kabuka, Odoyo and Odwar (2016) whose objective was to establish the impact of discipline on academic performance of secondary school students in Muhoroni Sub-County found out that indiscipline acts such as , vandalism, absenteeism, drug abuse, lateness to school among others were dominant in secondary schools but at different levels. These studies did not however establish the reason for the indiscipline among the secondary

school students. This study hypothesized inappropriate leadership styles by public secondary schools principals to be the cause of student indiscipline. To fill this research gap, the current study linked student discipline to principals' leadership styles.

1.3 Objectives of the Study

This study was guided by both general objective and specific objectives.

1.3.1 General Objective

The general objective of this study was to assess the effect of principals' leadership styles on the discipline of students in public secondary schools in Nakuru County.

1.3.2 Specific Objectives

This study was guided by the following specific objectives;

- i) To assess the effects of transformational leadership style on student discipline in public secondary schools in Nakuru County.
- ii) To determine how transactional style of leadership influence student discipline in public secondary schools in Nakuru County.
- iii) To assess the effects of democratic style of leadership on student discipline in public secondary schools in Nakuru County.
- iv) To examine how autocratic leadership style influence student discipline in public secondary schools in Nakuru County.

1.4 Research Hypothesis

This study sought to test the following research hypothesis;

H₀₁: There is no significant relationship between principals' transformational style of leadership and students' discipline in public secondary schools.

H₀₂: There is no significant relationship between principals' transactional style of leadership and students' discipline in public secondary schools.

H₀₃: There is no significant relationship between principals' democratic style of leadership and students' discipline in public secondary schools.

H₀₄: There is no significant relationship between principals' autocratic style of leadership and students' discipline in public secondary schools.

1.5 Significance of the Study

The empirical evidence on the effect of principals' leadership styles on the students' discipline will enable the Ministry of Education (MOE) to evaluate the leadership styles used by principals in secondary schools. The study provided important information, especially to government policymakers as to what needs to be changed or enhanced in school leadership to reduce indiscipline cases caused by students. In addition to this, the study findings will enable school management to review their management and administration practices with an aim containing student discipline. The study contributed to the wider knowledge, both in research and academics since the findings of the study will help future researchers, as a basis for further studies specifically on the area of student discipline and leadership in learning institutions.

1.6 Scope of the Study

The study was carried out in public secondary schools in Nakuru North Sub-County, Nakuru County which formed the geographical scope of the study. The target population of this study was 34 public secondary school principals, 300 teachers, and 11,757 students. The content scope was particularly assess the effect of transformational, transactional, democratic and autocratic principal leadership styles on student discipline in public secondary schools. In respect to this, transformational, transactional, democratic and autocratic principal leadership styles were the independent variables of the study while student discipline in was the dependent variable of the study. This study worked within a budget not exceeding Ksh. 160,000. Time scope of this study was from May 2017 to June 2018.

1.7 Limitations of the Study

Some of the encountered limitations of the study were that the respondents were too busy delivering their duties. The researcher overcome this limitation by seeking appointment for data collection before the actual data collection exercise. The researcher further applied Drop-Off and Pick-Up (DOPU) method in questionnaire distribution and collection. In this respect, the questionnaires were given to the respondents and picked after two weeks period. The two weeks period was adequate for respondents to fill in the questionnaire even with tight work schedule. This approach led to high response rate for this study.

Another limitation that was encountered in carrying out this study was that some respondents were unwilling to give out information required in this study due to the fear of victimization by the school heads. The researcher overcame this particular limitation by

assuring the respondents that the information obtained from the data collection would be used for academic purpose only and the information treated with utmost confidentiality. The letter of transmittal and informed consent from the Kenyatta University helped in clarifying the purpose of the study as well as introducing the researcher to the respondents.

1.8 Organization of the Study

This research project is structured as follows: chapter one provided the research background whereby it gave the current status of principal leadership styles used in schools globally, regionally and in Kenyan context. Statement of the problem, research objectives, and research hypothesis also fell under chapter one. The significance, scope and limitations of the study concluded this chapter. Chapter two presented a literature review on the effect of principals' leadership styles on student discipline in public secondary schools. This chapter contained theoretical framework whereby four theories were discussed. The empirical review on the study objectives fell under this chapter. The chapter two concluded by giving the conceptual framework of the study.

Chapter three dealt with the methodology employed in the study. In this chapter, the research design, empirical model, target population, sampling design, data collection instruments and data collection procedures were outlined. Chapter three concluded by giving the data analysis procedure and presentation. Chapter four of this study presented the data analysis, presentation and interpretation of findings. The last chapter of this study was chapter five. Chapter five presented the summary of research findings, its conclusion and recommendation. Suggestion for further studies was also contained in chapter five of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a review of relevant literature on subject matter. The chapter covers the theoretical framework, empirical review and summary of the empirical literature. The study concludes by giving the conceptual framework of the study variables.

2.2 Theoretical Framework

This section reviews five relevant theories to this study. Four of the theories are on the four leadership styles used in this study and one theory of discipline. These theories are Social Learning (Bandura) Theory, Transactional Leadership Theory, Participative (Democratic) Leadership Theory, Autocratic Leadership Theory and Transformational Leadership Theory.

2.2.1 Social Learning Theory

The study adopted the Social Learning Theory or Bandura Theory. This theory was proposed by Bandura in the year 1986. This was used to guide the study on student discipline which was the dependent variable of the study. Bandura (1986) asserted that humans acquire good morals or behaviour through observing their role models and mentors. In observation, one acquires an idea about behavioural traits of others and copies the behaviour which then serves as a road map to actions.

Students are surrounded by many role models, such as teachers, parents, television actors, and members of a peer group. These models display various kinds of behaviour which might be emulated by students with little concern to whether the behaviour is acceptable or not. Bandura suggests that learners who have seen their parents display good character traits, will follow the same. Similarly, a student who had witnessed the aggressive behaviour of parents or guardians is likely to lack good morals in school. Analogously, the leadership styles of school principals will determine how the students will behave and therefore affecting their discipline.

Rewards and appreciations are some of the reasons for imitation. A student that witnesses someone being appreciated for a certain code of conduct may be motivated to copy the same behaviour that was appreciated. Thus the people surrounding the student will dictate the manner in which a child will behave. If a student received a reward for imitating the traits of a role model, he/she will possibly possess and maintain that particular behaviour. Thus students are likely to emulate behaviour shown by older people. The behaviour of siblings, parents, teachers, school principals and friends can determine the behaviour a student will possess.

In observing principals' behaviour and leadership styles, the learners may be motivated to follow or avoid similar behaviour and leadership styles. If learners see their school heads being harsh to teachers and staff; then will tend to be deviant to respond to issues (Bandura, 1986). Osofsky (1995) said that students understand violence as ways to tame others,

especially within school compound. Therefore Social Learning Theory was relevant in examining student discipline in public secondary schools in Nakuru County.

2.2.2 Transformational Leadership Theory

This theory was developed by Burns (1985) who stated that leaders can make their followers take up the vision of the organization by motivating them to work for the common good of all. This theory was relevant in guiding the study in regard to the effects of transformational leadership style on student discipline in public secondary schools in Nakuru County. This theory focused on how leaders can motivate their followers. Transformational leaders direct, communicate and get the work done quickly by being actively involved and accepting ideas from members (Burns, 1985).

Employees are motivated to follow the leader because of trust and emotional bond created between the leader and the employees. The transformational leader to a great extent is influential and followers willingly perform duties assigned. A transformational leader is always a role model to the team and therefore sets an example to his followers. Sometimes the leader may apply transactional leadership style whereby the leader leads followers to accomplish tasks with set goals (Ali, Dada, Isiaka, & Salmon, 2014).

According to the theory, transformational leadership may display the following characteristics; is concerned on what each individual does, the leader is the role model, the leader motivates followers to work hard and to contribute to a common task, gain

knowledge, and be independent and involves communicating the mission or vision of the organization. However, this theory assumes that the leader is knowledgeable and a good role model in terms of ethics of work and in a case where this is not true, the results may be catastrophic (Adeyani, 2010).

Bass (1985) stated that transformational leadership style can be used together with transactional leadership but cautioned that transformational leaders have the power to inspire and model better leaders than themselves and when applied in a school set up, this can transform the next generation of leaders. The school principals do their level best to help students understand what is expected of them in fulfilling the mission and vision of the school and therefore this theory was appropriate for use in this study (Dawo & Simatwa, 2010).

2.2.3 Transactional Leadership Theory

This theory was developed by Bernard Bass (1981) and has continually contributed immensely to the theory. Most managers use this theory to offer leadership to their organizations. This theory deals with controlling and organizing as its basic management processes. Transactional leaders motivate their followers by creating interest in what they are doing. These leaders lead as per mandate given by the organization. The followers' role is to do what the transactional leader orders. To make the followers perform the duties assigned to effectively, the transactional leader may offer rewards to the best performer as well as extend punishment to those who fail to perform as required (Clear, 2005).

The exchange between the leader and follower according to this theory is based on contingent rewards, passive management by exception and laissez-faire. Rewards are obtained on achieving the set goals, outline the expected goals, provide the necessary resources for the accomplishment of the goals, agree on the goals to be accomplished, and provide different awards to different levels of output. The out put had to be measurable and timely. Active management by exception occurs when leaders supervise the work being done, watch out for mistakes in the work and punish the mistakes. Leaders only come to action when the work is not done as required and they give punishment to poorly done work. Laissez-faire implies that leader gives responsibilities and then leaves the followers to perform without supervision. The followers may go wrong in their performance for lack of supervision (Bernard, 1981).

Transactional theory assumes that only rewards and punishment can motivate followers, employees have to always follow orders issued by their leaders and employees can only work under supervision by their leaders. These leaders only expect followers to do exactly what they are assigned and do not give them room to share their new ideas on the task given. This type of leadership only applies in areas where there are minimal challenges and clearly defined road map for the job to be accomplished. These leaders do away with ideas given and only reward those who stick to the task given (Clear, 2005).

Transactional leaders perform well when the aim of the organization is to cut cost and enhance productivity of its employees. These leaders only focus on the tasks to be

accomplished and not on emotional well-being of employees. Leaders offer payment only after the work is done according to the guidelines. Similarly, students will tend to be motivated by the rewards from their school principals for their good discipline. Principals may require students to adhere to school rules without questioning anything and therefore this theory is appropriate for use in this study (Kibet, Kindiki, Kitili, & Sang, 2012).

2.2.4 Democratic Leadership Theory

This theory was developed by Lewin (1939). The theory states that democratic leaders can only make decisions after consulting with junior staff. This style of leadership encourages creativity and all members feel part of the leadership which makes them satisfied beyond the salary they obtain. Democratic leadership can however waste a lot of valuable time in periods of crisis where urgency is needed. Democratic leaders may also be misled by consulting members who don't have know-how on the subject matter. According Begley, and Zaretsky (2004) democratic leadership was less productive but offered high quality of leadership. He found out that this style of leadership works best where most of the employees are knowledgeable. However, he found out that only few leaders adopted democratic leadership style.

Cole (2002) asserted that due to increase in literacy levels, democratic leadership styles in most of organizations is on the upward trend and therefore most of employees are experts in different areas of specialization and thus leaders have to consult with them without fear of being misled. Educational leaders have started to adopt this type of leadership in order

to avoid opposition of decision made by leaders. Awareness level of peoples' rights had been enhanced through human rights activist and social education which had forced leaders to adopt democratic leadership style (D'souza, (2004). This style of leadership is by slowly being adopted in various organizations of different nature and size, not only learning institutions. As supported by the theory, principals may involve students in the decision making process. This theory therefore was relevant in guiding the study on the effects of democratic style of leadership on student discipline in public secondary schools in Nakuru County.

2.2.5 Autocratic Leadership Theory

Autocratic Leadership Theory was developed by Douglas McGregor's Theory in the year 1976. The theory assumes that employees are lazy and they do not want to work. This theory states that autocratic leadership does not allow input from team members and subjects are expected to totally adhere to orders. This leadership is characterized by little or no input from followers or employees and most decisions are made by leaders. Autocratic leadership operates under commands and orders and mutual agreement. The theory also states that employees cannot be trusted with sensitive tasks, none-sense is not entertained, and rules and regulations are clearly stated and communicated so that no one commits an offence (Eyal and Roth, 2011).

Kiongo and Thinguri (2015) stated that leadership is useful but on carefully chosen situations like during emergency whereby time can be wasted in consulting everyone in order to make a decision. Kibiwot (2014) stated that autocratic leadership applies in

situation whereby strong and firm leadership is needed in order to make sure work is done well like in military where stressful conflicts may arise. This type of leadership can be used where the leader is knowledgeable in the work to be performed and therefore no need to consult from the unskilled followers. Small groups that lack clear and define leadership may use authoritative style of leadership (Kimaru, 2010).

This leadership style is advantageous in that the followers do not need be concerned of leadership tasks needed in their work for their leader caters for that. This creates room for employees to learn the work and develop skills which boosts their productivity. Principals may consider students unexperienced and immature to make decision and therefore may lead by dictatorship. Autocratic principles may affect the discipline of students in different ways that were explored by this current study (King'ori, 2012). Theory this theory will be relevant in guiding the current study in regard to examining how autocratic leadership style influence student discipline in public secondary schools in Nakuru County.

2.3 Empirical Review

This section reviews all the relevant literature on four principal leadership styles; transformational, transactional, democratic and autocratic. This section goes further to review literature on the effective principal leadership styles as established by various researchers. Student discipline and management of student discipline is also reviewed under this section.

2.3.1 Principals' Leadership Styles

This section reviews literature in regard to transformational leadership style, transactional style of leadership, democratic style of leadership and autocratic leadership style.

2.3.1.1 Transformational Principal Leadership Style and Student Discipline

Leithwood *et al.* (2014) focused on transformational leadership style as used in vocational training institutions across New Jersey. The findings of their study indicated that there positive and significant correlation between mathematics and high scores in overall performance. The study recommended that principals of these vocational training institutions to increase their use of transformational leadership styles in order to promote high scores of learners and also maintain high discipline in the institutions.

Scope (2006) in a study on leadership styles by school principals, found out that transformational leadership styles was correlated to school culture and whereby discipline of students was part of school culture. Avolio, Bass and Yammarino (2001) found out that transformational leaders are able to encourage their followers to fulfill the mission and align themselves with the vision of the organization. Transformational principals are able to cater for the basic needs and welfare of students in a reasonable way as opposed to other leadership styles that are only concerned with followers output (Bass, 1985). This type of principals do not consider their own interests but are concerned with the interest of the team they lead and work towards the best for the team. This motivates staff and students to work hard for the common good of the school and whereby discipline is enhanced in an objective way ((Kibet, Kindiki, Kitili, & Sang, 2012).

According Denessen, Nguni and Slegers (2006) in their comparative study of the effects of transformational and transactional leadership on organizational commitment, organizational and satisfaction of teachers in public primary schools in Tanzania, found that transformational leadership styles have strong effects on organizational commitment, organizational and satisfaction of teachers. Transformational leadership works best in a challenging work environment faced with dynamic changes and transitions (Anderson, Leithwood, Louis & Wahlstrom, 2004). Most studies indicated that this style of leadership could thrive well in an institution involved in innovations and changes in their daily activities and argue that transformational leadership in schools is the reason for its success. School culture, planning and mission carry evidently tell that transformational leadership is in play in the school or not (Cheng, 1997; Leithwood & Riehl, 2003).

Anderson, Leithwood, Louis, and Wahlstrom (2004) attributed school initiatives to changes in the learning environment, increase in student discipline score and students' academic achievement to transformational leadership styles. Bass (1999) found out that transformation leadership is the most appropriate leadership in education systems. Marzano, McNulty and Waters (2003) concurs with this in their study for Delta Kappa Educational Foundation that revealed that transformative leadership produced the leading academic achievement for most learning institutions. Marzano, McNulty and Waters (2003) concluded that transformational leaders achieve more when they are actively involved in transforming the school, representing and defending the school culture .

A study was undertaken by Eyal and Roth, (2011) involving Israel teachers in Jordan confirmed that transformational leadership encouraged followers to perform beyond their expectations and was negatively linked to burnout. They recommended for this type of leadership to be used in learning institutions for it had the ability to cope with day to day challenges that may face students and other staff members in the school. Due to advancement to technology which is happening each day, schools may need to promote teachers to various roles and constantly urge them to be loyal but with transformation leadership, all these changes may not be necessary since loyalty is nurtured and all stakeholders are involved in running the various roles in the school.

In conclusion, transformational leadership is best for both organizations and institutions with dynamic changes in its running (Ali, Dada, Isiaka, & Salmon, 2014). The world is constantly seeking such leaders who can work in a turbulent environment characterized by constant changes. These leaders are expected to motivate employees in an organization to fulfill the set goal and vision of the organization (Dawo & Simatwa, 2010). Transformational leaders set an organization in a competitive position and high profits margins. Principals are responsible to generating the next generation of leaders since they act as role models for many students (Adeyani, 2010). However, there is no conclusive research studies that have been done on school set up since most of studies were on organizations set up. This opened a research gap for this study whereby the current study focused on the school principals in secondary school in Kenya. The study sought to establish the effects of the transformational leadership style of school principals on student discipline.

2.3.1.2 Transactional Principal Leadership Style and Student Discipline

According to Bass (1985) transformational leadership differs from transactional leadership in that transactional leadership requires the leaders to make negotiations and agreement with the followers. In schools, this is applied when principals involve student councils in decision making on student discipline. According to Barling, Slater, and Kelloway, (2000), on their study on how emotional intelligence was related to the use of transactional leadership by managers in Canada confirmed that transactional leaders can motivate followers by use of rewards that were desirable to them. This style of leadership is based on agreed transition or contract and therefore expires once the transaction is over. A leader must extend the bargains or the contract for the followers to keep in touch or maintain the linkages, otherwise they will stop to follow their leader's directives (Bass, 1985). Unlike transformational leadership whereby the leader is able to motivate and encourage his or her followers all through by being actively involved in the tasks being performed by the organization, a transactional leader caters for short term need of his or her followers as long as the task being done lasts. Transactional leadership is concerned on what you can accomplish as an individual (Eyal & Roth, 2011).

According to Adeyani, (2010), both transformational and transactional leadership were closely related since they cater for the needs of the staff being led but on different duration of time. Although the two leadership styles have some distinctive traits, they complemented each other. A school principal may display characteristics of both the two leadership styles depending on the demands at a particular time. Clear (2005) in his meta-analysis study on leadership styles and school culture found that transactional leadership

styles was significantly related to student discipline and academic achievement. It is considered as an appropriate style of leadership in a school set up but had its limitations.

According to Clear (2005), transactional leadership style had been used alongside transformational leadership styles but one cannot be used to replace the other. However more times than not, transformational leadership is used to make transactional leadership style better (Bass, 1998). Careful considerations need to be taken into account before choosing transactional leadership style of leadership in a learning institutions for it only fits only under specific situations. For instance, transactional leadership should be used in a school with a stable leadership that experiences few changes in their day to day running of the school. Again, this style of leadership should not be used for a long period of time. However, in Kenya no study had been done with a specific focus to transactional leadership style which therefore opens a research gap for this current study that sought to show the effects of transactional leadership style of school principals on student discipline.

2.3.1.3 Democratic Principal Leadership Style and Student Discipline

Democratic leadership strives to gain consensus through collaboration. A study by Begley and Zaretsky (2004) showed that democratic style of leadership comprises the nature in which the leadership in school is exercised as well as the social set up of the community surrounding the school. The authors asserted that this style of leadership is appreciated by many education stakeholders since it involves them in decision making of the school. It adheres for ethical standards of the leadership in that all stakeholders feel important and their input appreciated. John (2002) found out that through democratic leadership style of

leadership, parents are able to advocate for changes in school administration. Democratic leadership in schools gave everyone a voice including the students. The study further revealed that it was essential to involve students to offer their ideas especially when the decision to make is unclear and also encourages silent students to speak up and develop their leadership styles. This leadership style may have significant effect on student discipline since the students are part of decision making regarding the same school discipline (John, 2002).

Eyal and Roth (2011) found out that democratic style of leadership is however not appropriate during crisis and when urgent action needs to be taken. Researchers have found that democratic leadership styles consumes a lot of time before a decision is made. Democratic leadership style dictates that all decisions to be made after consulting all stakeholders. The school principal tries to make every student feel essential part of the school by involving them before making any decision concerning them. In this, students can give their views to the principal and the principal responds to their views making it a two way communication channel (Bennis & Heenan, 1999). This type of leadership styles motivates all stakeholders since they are involved in all decision making (Mba, 2004). There are few studies that have tried to come up with quantitative results on principal's democratic leadership style on Kenyan context which opens a gap for this study. This study sought to scrutinize the effect of the democratic leadership style of school principals on student discipline in Kenyan context.

2.3.1.4 Autocratic Principal Leadership Style and Student Discipline

This is a type of leadership whereby only the leader had the power to make decisions. An autocratic principal directs students and staff on what to do and how to do it (Dawo & Simatwa, 2010). This kind of principal does not engage in communication with the students or staff aimed at making any decision concerning the school. Autocratic school principals do not give his juniors any leadership roles and therefore he or she directs everything in the school (Ali, Dada, Isiaka, & Salmon, 2014). Study by Adeyemi (2010) in Indian however indicated that only few school use this style since the education sector is closely supervised by government agents.

Kibiwot. (2014) found out that autocratic principal leadership instilled fear to students and staff and therefore the followers accomplish the tasks assigned to because of fear of disciplinary action. The author added that this style could achieve high degree of discipline by students but it could not build trust between the principal and the students. However Kimaru (2010) shows that the fear instilled by this leadership style could lead to student indiscipline as a mechanism to overcome the fear or evade any disciplinary action from the school principals. However, in Kenya, is still unknown on how this principle leadership style affects student discipline. It is on this research gap that this study sought to shed more light on how autocratic leadership as used by school principals affect student discipline.

2.3.2 Effective Principal Leadership Style

A number of school principals are thought as more productive than others. According to Ali, Dada, Isiaka, and Salmon (2014), there is no agreed way to define what it implies for

one to be a productive school principal. Nevertheless, productive school principal there behave in certain ways, such as examining themselves and being intelligent. Additionally, they possess strong inter-personal skills. Instead of being thirsty for power and authoritative, effective school leaders are approachable, welcome ideas from others and genuinely concerned over the needs of other people. Two hundred superintendents from California were questioned in a survey by Ali, Dada, Isiaka, and Salmon (2014) on why school principals do not perform well. Despite several reasons cited such as, lack of order in the school, failure to do things differently, poor student academic performance, poor management of school, and making poor decisions, the most dominant reason was lack of or poor interpersonal skills shown by the school principals.

School leaders who are productive and effective displayed some desirable behaviours. These traits may include organizing one well, being able to make sound decisions, and objective in accomplish tasks (Begley, and Zaretsky, 2004). Sergiovanni, (2000) argues that a leader can be defined by the style of leadership he or she displays which is the moral aspect of any leadership. The author said that a good leader should be motivated by the end results of his or her leadership which may include students' academic performance and discipline. A good leaders sets high standards and acts as role model to the people he or she leads (Clear, 2005). According to Anderson, Louis, Leithwood & Wahlstrom, (2004) effective leaders are also able to encourage the people they lead and expect them to perform better than them. Effective school principals hold the respect of students and staff at the highest esteem and protect their well-being. They may have attended a leadership training and therefore knowledgeable in leadership styles (Kimaru, 2010). The effective of

leadership styles may be measured through appraisal systems as asserted by Kiongo and Thinguri (2015).

Marzano, McNulty and Waters (2004) conducted a study focusing on leadership styles and its affects to student discipline. The analysis showed a significant and positive correlation between principal leadership and student discipline. The outcome of the research showed student achievement in twenty one ways. These include: contingent rewards; order; curriculum; culture; knowledge of curriculum; teaching; resources; focus; communication; outreach; visibility; input; visibility; relationship; visibility; change agent role; ideals and beliefs; flexibility; monitoring and evaluation; monitoring and evaluation; intellectual stimulation; and monitoring and evaluation. Again, effective principals know the changes that they need to make to achieve the highest student performance and discipline, and also know the best way to carry out the changes. These researchers also indicated the need to have the students in carrying out the changes for easy adoptability to the changes.

Effective school leaders carry out the vision of the school and also communicate it to all the students and staff in order to accomplish its set objectives. Principals make the greatest impact to student discipline in any school (Kibiwot, 2014). Bosker, Kruger and Witziers (2003) did a meta-analysis to find out the direct and indirect influences of principal leadership styles on student academic achievement in Netherlands. The meta-analysis indicated that there was significant positive correlation between leadership styles of school principals and student academic achievement. The results indicated further that the

leadership styles also correlated positively with student discipline and teacher supervision. Communicating school mission and vision was identified as the most important leadership trait which is also in agreement with study by Eyal and Roth (2011). In Kenya, there are inconsistent and inconclusive studies on principal leadership effectiveness, and therefore there exists a research gap whereby this current study seeks to establish how leadership styles of school principals are effective in containing student discipline.

2.3.3 Student Discipline

Indiscipline cases regarding secondary schools are uncountable across the globe. (Ibrahim, Yahaya, Ramli, Hadhim & Rahman, 2009; Ali, Dada, Isiaka & Salmon, 2014; Bayaga, Khewu & Moyo, 2014; Moenga, Omote, Thinguri & 2015; Karkami & Rahimi, 2015). These indiscipline cases are reported from classroom, in the school compound and also the community around the school. The indiscipline acts may be in form of failure to obey teachers and school administration; fighting; theft/stealing; the use of unacceptable language in school; damage of school facilities and property; truancy; sneaking out of school and breaking of school rules and policies (Moenga, Omote, Thinguri & 2015). Afullo (2005) carried out a study on student discipline in Public Schools in Bondo District and listed the following types of indiscipline; sexual harassment, arson, bullying, vandalism, late coming to school, drug abuse among others.

In America, indiscipline acts include; insubordination, inadequate or lack of support for and from teachers, fighting, lack of respect, and disobedience to the school authority. A

study in the USA showed that 29.6 percent of students at grade 3 to 11 level had an indiscipline act reported (Hammer & Whisman, 2014). To the extreme, schools are not safe because students carry deadly firearms, swords and knives to school (Donnelly, 2000). Ali, Dada, Isiaka, & Salmon, (2014) reported that cases of students stabbing fellow students and teachers are common as well as burning of school premises and property. Other cases of student indiscipline may include strikes and boycotts as cited by Kiongo and Thinguri (2015).

In Africa, several cases of serious indiscipline behaviours have been reported from different countries by different researchers. These studies include, for example, Botswana by Garegae (2008), South Africa by Masitsa (2008), Nigeria by Nakpodia (2010); Okiemute (2011); and Umezina and Elendu (2012), Tanzania by Yaghambe and Tshabangu (2013), and in Ghana by Baah-Korang, Gyan and McCarthy (2015). Umezina and Elendu (2012), for example, found out that indiscipline among Nigerian students was high and occurred even at elementary level of education.

In Kenya, Njoroge and Nyabuto, (2014) carried out a study to establish the relationship between academic achievement and student discipline. The authors found that teachers experienced many problems in containing student discipline and come up with strategies on how to effectively control student discipline among schools in Ruiru, Kenya. KNEC (2010) reported that between 90-100 percent of teachers had to struggle with large number of indiscipline cases from students.

Gakure, Kithae and Mukuria (2013) in their study on evaluation of factors that affect performance of primary schools in Gatanga District, found that 70 percent of teachers encountered indiscipline cases from their pupils. Indiscipline cases cited included stealing, truancy, noise making in class, disobedience, late coming to school, cheating in exams, not doing class assignments, fighting with other students, having pornography materials, bullying, using unacceptable language, abuse of drugs, , sneaking, sexual assault and drug trafficking according to research work by Ouma, Simatwa and Serem (2013) in Kisumu Municipality.

The importance of a student having good discipline is reflected on their academic achievement as shown by several studies done in Kenya (Sureiman, 2010; Dawo & Simatwa, 2010; Tikoko & Bomett, 2011; Gitome, Katola, & Nyabwari, 2013) and in Africa at large (Keating & Rossouw, 2009; Ehiane, 2014). This is consistent with some studies in Europe, America and Asia (Duckworth & Seligman, 2006; Pasternak, 2013; Gielen, Ning, Van-Dammme, & Yang, 2013; Bodovski & Farkas (2013); Hammer & Whisman, 2014; Kuo & Zhao, 2014). However, these studies did not establish the cause of student indiscipline as well as the link between principals' leadership styles and student discipline which therefore opens a gap for this study.

2.3.4 Managing Student Discipline

The role of school principals is to create a conducive learning environment through maintaining proper school discipline. Therefore the school principals need to make sure students adhere to the schools rules and regulations. Principals are required to come up with disciplinary measures to handle indiscipline cases in their schools. These measures are aimed at punishing, correcting or preventing indiscipline acts in the school. Punishment may scare students from doing the same mistake or offence in future (TSC, 2012). TSC gives limitations of punishments as; it does not give an alternate behaviour to emulate, it is only effective for a short time, may result to teacher-student violence, it waste valuable time in classroom learning and it brings about adaptability and therefore students may commit an offence to receive a punishment especially for lazy students who do not need to attend classes (TSC, 2005).

Colton (2003) says for a punishment to be effective, it had to be issued immediately after the offence had been committed. Commonly used punishments in Kenyan schools include; imprisonment, manual labour, fines to cater for damaged property, loss of roles if the student had any leadership position and suspension for good. Some schools may opt for constructive punishment such as cleaning the school, cutting overgrown grass or even attending to farm activities such as milking and tilling the land. Other schools may force students to do physical exercise as part of punishment but aimed at keeping the students physically fit and healthy (Griffin, 1994).

Umezina, and Elendu, (2012) in a study on teachers' perception on the use of punishment in Nigeria proposed schools principals to use preventive measures rather than punishments. They recommended for the use of curriculum that caters for both psychological and educational needs of students. Most cases of discipline arises from psychological stress of students which may be displayed through students' indiscipline. Duke (1991) stated that in a school where principals use punishments most of the time, students' academic achievement is poor. On the other side, in a school where rewards are more than punishments, academic achievement of students is significantly high. However, there are some researchers who recommend authoritative style of leadership in managing student indiscipline (Bear, 2010).

According to Bear (2010), authoritative leaders are effective in preventing indiscipline acts since they instill fear among students which prevents them from committing any offence. He however cautions that the authoritative principals need to be careful not to ruin the relationship between student and his or her teachers. Bear (2010) also recommended that authoritarian school heads to apply prevention measures such as; instilling decision-making skills in their students; developing and sustaining communication with parents; developing academic activities to motivate students; having a conducive environment for learning, and always keep student behaviour in check for any misconduct to be rectified in time.

Yaghambe and Tshabangu, (2013) conducted a research study on dimensions of policy and rights of children in Tanzania where they outlined that school heads holds a critical role in

providing safety for children's and also correcting unacceptable behaviour. They recommended on ways to help students and pupils to develop self-discipline skills. The methods recommended include: development of curriculum that train on good morals, including lessons that instill self-discipline in students; teaching students on social work activities aimed at bringing harmony between community and students and also provide opportunities for the students to apply the skills learned (Yusuf, 2008; Yaghambe & Tshabangu, 2013).

Omote, Thinguri, and Moenga (2015) did a research on how student indiscipline can be managed by school heads in public secondary schools in Kenya. They discovered that student leaders provide key support to the administration in maintaining student discipline. The student councils help students help in maintaining silent in classes, reporting indiscipline cases, supervising learning and students tasks such as cleaning, taking meals among others. However, Omote, Thinguri, and Moenga (2015) found out that schools principals did not involve the student leaders in their leadership. Some principals cited that the student councils did not possess the required skills to carry out some administrative roles at student level. Principals also left out teachers in matters regarding student.

The study by Baah-Korang, Gyan, and McCarthy (2015) on causes of student Indiscipline and strategies of improving student discipline in secondary schools in Ghana indicated that student councils helped in decision making process, reporting misconduct of students, maintaining silence in class, supervision on illegal substance possibly sneaked into the school among others. The principal may dictate the participants in decision making process

in their school. Okiemute (2011) in his study on moral conducts of students in secondary schools in Delta state indicated that student councils provides an opportunity for students to grow into leaders and also have a chance to apply their social skills learned in their learning. He suggested that students to be given opportunities in class sessions to deliberate on current issues in school.

Nakpodia (2010) did a research study on school disciplinary strategies to students' discipline challenges in secondary schools in Nigeria. He indicated some of the challenges the school principals face as follows; interference from parents, political interference, limiting laws and policies, lack of stakeholders support, lack of mentors, lack of information on existing indiscipline acts by students and lack of awareness of available disciplinary undertakings against indisciplined students. Alumni, local community and local leadership may bring about political interference through their conflicting interests. In agreement to this, Okinda (1995) asserted that politicians can be source of indiscipline in schools whereby they may manipulate the school principal to offer leadership in a certain manner for him to earn some privileges from them. In so doing, the principal may compromise on the student discipline in his or her school. This political interference had an influence on the school management and eventually the student discipline.

Also as reported by Kibet, Kindiki, Sang, and Kitilit (2012), in their study on the impact of principal leadership on student discipline in Kenyan secondary schools, some parents may issue threats to principals for taking disciplinary actions against their children. Okumbe (2001) shows that some influential parents don't allow their children to be

disciplined and when any disciplinary action is taken against their children, they use their position of influence to humiliate the school principals. Since the withdrawal of the use of cane for punishment in Kenya through the Children's Act 2001, teachers and principals have limited disciplinary actions against indiscipline students (Khatete & Matanda, 2014).

In their research study, Eshiwani (1993) and Okumbe (2001) recommended a training to be carried out for teachers, parents and principals aimed at strategizing on objective disciplining of students. The training should come up with policies to be followed in taking any disciplinary actions and applied without partiality and favourism. They also recommended parents to support the work of school principals in maintaining discipline in the school and therefore to withdrawal any parental interference. In spite this milestone advancement in student discipline management, indiscipline cases in Nakuru County and many others parts of Kenya persist. It is on this research gap that this study links principals' leadership styles with student discipline.

2.4 Summary of Empirical Literature and Research Gaps

The above literature review had presented mixed results from different studies carried out in different areas that applied different research methodologies. Some results show that principals' leadership styles results affect student discipline while few others suggest that discipline had little or no effect at all (Gakure, Kithae & Mukuria, 2013; Kitsantas & Zimmerman, 2014). This opens a gap for the study since the findings of the effect of principals' leadership styles on students' discipline is inconclusive and not consistent.

Additionally, the stated studies, that is, Duckworth and Seligman (2006), Pasternak (2013), Kuo and Zhao, (2015) were not correlational in research design. This study sought to correlate the principals, leadership styles to student discipline which opens yet another gap for the study. The few studies that were correlational in design focused only of self-discipline if students and failed to focus on social skills and competence such as level of harmony with fellow student and also with their teachers. This study critically looked at both the self-discipline and the ability to get along with other people which serve as yet another gap for the study.

Nakuru North Sub-County principals' leadership styles and student discipline have not been researched on. Studies by Gakure, Mukuria and Kithae (2013); Ouma, Simatwa, and Serem, (2013); Omote, Thinguri, and Moenga (2015) and Odoyo, Odwar and Kabuka (2016) were all done outside the area of this current research. This opened yet another research gap on the effect of principals' leadership style on student discipline in Nakuru North Sub-County. Also the lack of consistency of these research findings and the identified gaps suggests the necessity for objective research on the effect of principals' leadership style on student discipline. To bridge the identified gaps, this current study was carried out in Nakuru North Sub-County and was correlational in design in assessing the effect of principals' leadership style on student discipline. It also adopted a broader view of discipline characterized by the level of obedience, level of harmony with teachers and other students, commitment to the academic assignment and personal attributes e.g.

hygiene, neatness etc. Table 2.1 shows the summary of empirical literature and research gaps.

Table 2.1: Summary of Empirical Literature and Research Gaps

Author	Topic	Findings	Research Study Gap
Gakure, Kithae and Mukuria (2013)	An evaluation of factors that affect performance of primary schools in Kenya: A case study of Gatanga District.	Discipline of pupils was found to have minimal influence on KCPE performance while stakeholders' support was deemed necessary to supplement school administrations' activities. The study concluded that introduction of free primary education in Kenya had greatly affected teachers' teaching workload, hence poor performance schools.	The reviewed study focused on primary schools while the current study was done in secondary schools and therefore a contextual gap. The reviewed study focused on academic performance as its dependent variable while the current study focused on student discipline as its dependent variable and therefore a conceptual gap.
Njoroge and Nyabuto (2014)	Discipline as a factor in academic achievement in public day secondary schools in Kiambu County, Kenya.	Students discipline was found to be correlated to support services, quality of food, guidance and counseling, learning materials, address to students complains, teacher-student social relationship, and administration.	The reviewed study was carried out in Kiambu County while the current study was done in Nakuru County and therefore a contextual gap. The reviewed study only focused on day schools unlike this current study that focused on both day and boarding secondary schools. The current study focused on principals' leadership styles, a variable that was not dealt by the reviewed study.

Moenga, Omote and Thinguri (2015)	A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya	The study found out that through emphasizing the need for collaborative partnership among parents, teachers and stakeholders to inculcate values enhanced discipline among high school students.	The reviewed study only used descriptive statistics and therefore did not link student indiscipline with the management strategies and therefore a methodological gap that this current study filled by carrying out inferential statistics to link principal leadership styles with student discipline.
Odoyo, Odwar and Kabuka (2016)	Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya	Results of this study indicated that 5.6%, 26.2%, 50.6% and 17.6% of the pupils had low, moderate, high, and very high discipline respectively. The study established that discipline positively correlated with pupils' academic performance, and accounted for 23% of variance in the pupils' academic performance.	Contextually, the reviewed study focused on primary schools while the current study focused on secondary schools. Principal leadership was not a variable in the reviewed study and therefore a conceptual gap to be filled by the current study. Additionally, the reviewed study was done in Kisumu County while the current study was done in Nakuru County.
Umezinwa and Elendu (2012),	Perception of teachers towards the use of punishment in Sancta Maria Primary School Onitsha, Anambra State, Nigeria.	The study found out that indiscipline among Nigerian students was high and occurred even at elementary level of education	Contextually, the study was done in Nigeria while the current study was done in Kenya.

Ehiane (2014).	Discipline and academic performance (a study of selected secondary schools in Lagos, Nigeria).	The study found out that good discipline improved the academic performance of the students.	The study was done in Nigeria while the current study was done in Kenya and therefore a contextual research gap. Again, the reviewed study focused on the relationship between academic performance and student discipline while the current student focused on the effect of principal leadership and student discipline and therefore a conceptual gap.
Gitome, Katola, & Nyabwari, (2013).	Correlation between students' discipline and performance in the Kenya Certificate of Secondary Education	The study established that there was a positive and significant correlation between students' discipline and performance in the Kenya Certificate of Secondary Education	The existed a conceptual research gap since the reviewed study focused on the relationship between academic performance and student discipline while the current student focused on the effect of principal leadership and student discipline.
Kuo and Zhao, (2015)	The role of self-discipline in predicting achievement for 10th graders.	The study established that was a positive and significant correlation between principals leadership styles and student discipline	The reviewed study was done outside Kenya and therefore there existed a contextual gap which prompted the current study to be done on Kenyan context.

Source (Researcher, 2017)

2.5 Conceptual Framework

The independent variables of this research work were the four leadership styles used by the school principals, namely; Transactional, Democratic, Autocratic and Transformational leadership style. These variables were analyzed in relation to student discipline which is the dependent variable. Student discipline was measured on the following criteria; Level of obedience, Level of harmony with teachers and other students, Commitment to academic assignment and Personal attributes, for example, hygiene and neatness.

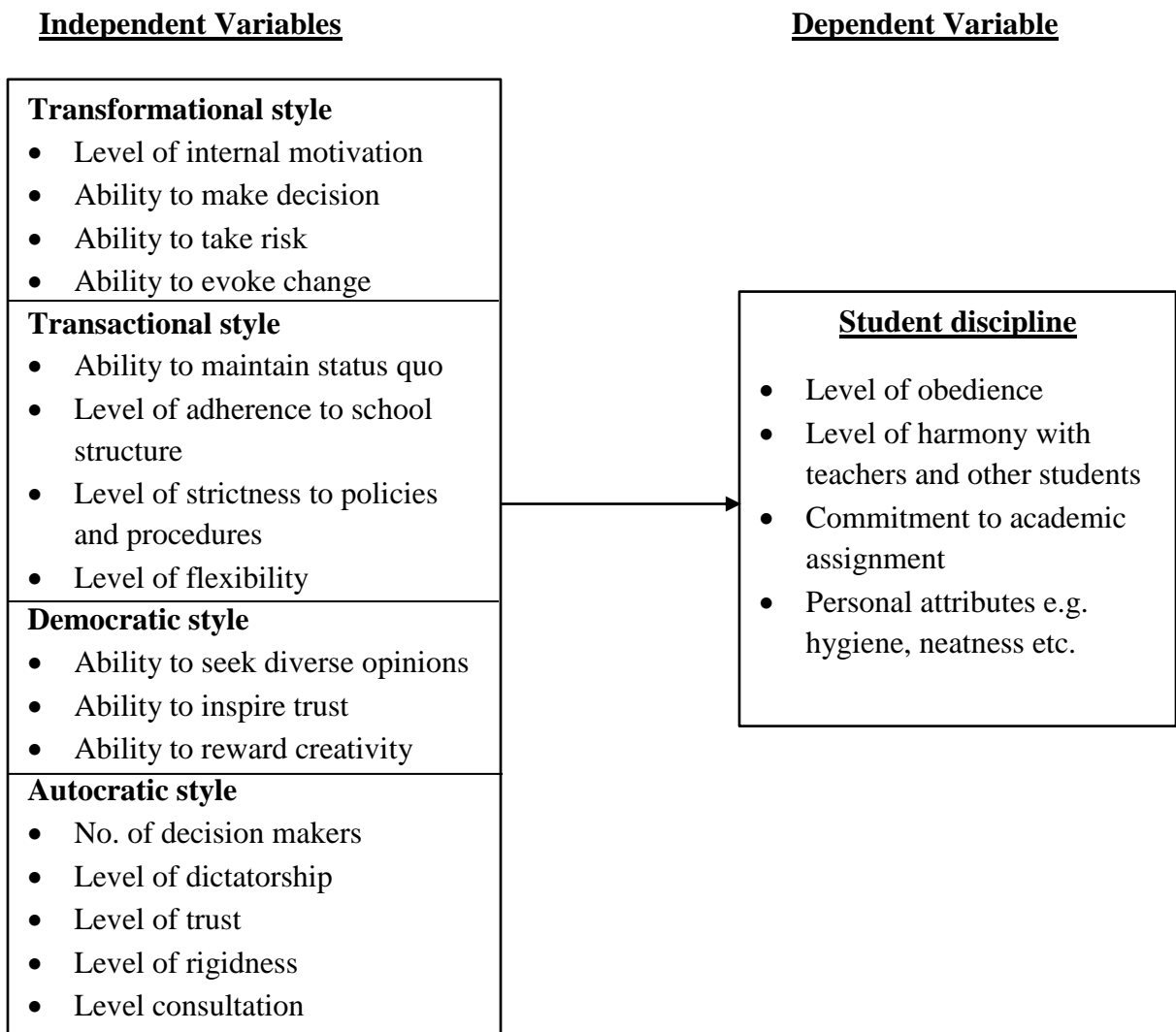


Figure 2.1: Conceptual framework
Source (Author, 2017)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three presents the research methodology used in carrying out this study. This chapter covers the research design, target population, sample design, data collection instruments, data collection procedures and data analysis procedure and presentation.

3.2 Research Design

This study used descriptive research design. This research design was able to give all possible explanation that can be obtained from a research data. Gall, Gall and Borg (2007) says descriptive research design is suitable in collecting data from a phenomenon and giving conclusions from facts obtained. This research design was able to obtain a lot of information even from small sample size (Kombo & Tromp, 2009). Descriptive research design was complemented by correlational research design in order to establish the relationship between measured variables in the study (Mugenda and Mugenda, 2013). This study sought to analyze the relationship between the four selected principals' leadership styles and student discipline.

3.3 Target Population

The group of people to whom the outcome of a research study should apply to is referred to as the target population (Orodho, 2012). It is a group of individuals from which a sample size is drawn (Kothari, 2004). This study was done in Nakuru North Sub-County, Nakuru County. Nakuru North Sub-County had both urban and rural setup. The target population

of this study comprised of 34 principals, 300 teachers and 11,757 students in the 34 public secondary schools in Nakuru North Sub-County, Kenya (see Appendix II).

Table 3.1: Target Population

Target respondents	Population
Principals	34
Teachers	300
Students	11,757
Total	12,091

Source (Nakuru North Sub-County Education Office, 2017).

3.4 Sampling Design

This study used stratified random sampling to select the desired sample size for this study. Given the diverse number of public schools in Nakuru North Sub-County, the researcher stratified the schools into three groups using student gender, that is, either boys', girls' or mixed schools. Stratified sampling required classification of population into smaller groups (strata) with similar characteristics and from each stratum, samples are selected randomly (Kombo and Tromp, 2010). When the samples randomly selected from each stratum is proportional to the total number of samples in the entire stratum, the sampling technique is called proportionate random sampling (Kothari, 2004). In stratified sampling, all characteristics present in the population are reflected in the samples selected since the basis of stratification is to have sub-groups whose samples are of similar characteristics (Orodho, 2003). This sampling technique is advantageous because it makes sure that there is no biasness in the sample selected. A total of 17 public secondary schools in Nakuru North Sub-County were selected to participate in the study. This represents 50% of all schools

in Nakuru North Sub-County which is a good represented to be included in a study for such a target population.

Table 3.2: Sampling of the Schools

School	Population	Sample	Percentage of sample
Mixed	27	14	82.35%
Girls'	5	2	11.76%
Boys'	2	1	5.88%
Total	34	17	100.00%

Source (Nakuru North Sub-County Education Office, 2017).

All principals from the 17 selected public secondary schools in Nakuru North Sub-County were automatically qualified for inclusion in the study through purposive sampling. Both proportionate and simple random sampling techniques were used to select teachers and students from the selected schools to participate in this study. Simple random sampling ensured that all elements have equal chance of being selected and therefore it was the most basic form of probabilistic sampling (Gall, Gall & Borg, 2007).

In this study, a sample of 34 class teachers (20 males and 14 females since the ratio of males to females is 7:5) was used. This is 11.33% of the teachers' population. Researchers such as Indoshi, Manoah and Othuon, (2011); Jagero (2011); and Aloka, Owaa and Raburu, (2015) used and recommended the use of a sample size of at least 10% of the target population. In this study, a sample of 68 students (34 boys and 34 girls since the ration of boys to girls is 1:1) was selected to participate in the study.

Table 3.3: Sample Size Distribution

Respondents	Population	Sample
Principals	34	17 (1 per school)
Teachers	300	34 (2 per school)
Students	11,757	68 (4 per school)
Total	12,091	119

Source (Nakuru North Sub-County Education Office, 2017).

3.5 Data Collection Instruments

This study sought to obtain quantitative data from closed-ended questionnaires to fulfill the objectives of this study. The specific research objectives formed the base for the research questionnaires. Questionnaires are reliable data collection instruments when used to obtain data on attitudes and experiences as in the case of this current study (Kothari, 2004). Questionnaires are easy to administer and takes a short time to gather data especially for confidential data (Kombo & Tromp, 2009).

The study used three sets of questionnaires; a questionnaire for the teachers, for principals and for students. The questionnaires sought to gather information on various leadership styles used by the school principals. The four principal leadership styles were highlighted and explained for the respondents to understand well. Principals cited the leadership styles they use to run the school and how often they use the styles mentioned. Teachers and students as well outlined the various leadership styles they have experienced being used by their school principal and how often have they experienced it. Again, the respondents were asked to give their opinion on whether the mentioned principal leadership styles affect students' discipline.

Class teachers rated the level of students discipline in the form of rating scales. A measuring instrument that assigns a value directly to a statement regarding a phenomenon or referring to a person is called a rating scale (Jankowicz, 2005). The questionnaire had ten items on student discipline, namely; politeness, harmony with fellow students, obedience, hygiene, seriousness with class assignments, taking care of learning materials, Silence in class, neatness in dressing, harmony with teachers and neatness in writing. The rating scales comprised of descriptions such as always, usually, sometimes, rarely or never. In this study, class teachers rated the level of discipline of their students using a five-point Likert scale. The rating was scored as follows; never = 0 score, rarely = 1 score, sometimes = 2 scores, usually = 3 scores, always = 4 scores). The score of each item in the latent variable was summed up and averaged to form a composite score. Higher scores implied higher discipline.

3.6 Operationalization and Measurement of Variables

Table 3.4 shows how the variables in this current are operationalized and measured.

Table 3.4: Operationalization and measurement of variables

Variable	Type	Operationalization	Measurement	Hypothesized direction
Student Discipline	Dependent	Mean of above 2.0 = Disciplined Student Otherwise = Indiscipline Student	Scale of 1-4	None
Principal Leadership Styles	Independent	Mean of above 2.0 = Style Used Otherwise = Style Not Used	Scale of 1 to 4	None

3.7 Validity and Reliability of the Research Instruments

The study ascertained the validity and reliability of data collection instruments.

3.7.1 Validity of Data Collection Instruments

If a research instrument measures effectively the concept intended to measure, then it is valid (Jankowicz, 2005). The closer a research instrument comes to measuring the concept it is constructed for, the more valid the instrument is (Kombo & Tromp, 2009). The researcher consulted the study supervisor in order to make sure the instrument had content and face validity. The supervisor's feedback was used to improve the research instruments.

3.7.2 Reliability of Data Collection Instruments

Ondiek (2005) says that a research tool is reliable if it gives consistent results every time is used for the same group of individuals. The study used test-retest reliability method based on a pilot study whereby the researcher administered the research instruments twice to the same group of students, teachers and principals not selected in the sample of the study. The second administering of the research instruments was done after a period of two weeks and the results were correlated to assess similarity between the outcomes of the two administrations. A positive correlation coefficient of 0.8 and above from the two outcomes was used as a threshold to confirm the reliability of the research tool as supported by Mugenda and Mugenda (2013). Teacher and principal questionnaires had a positive correlation coefficient of 0.866 and 0.824 respectively while student questionnaire obtained a positive correlation coefficient of 0.801. The research questionnaires were therefore reliable.

3.8 Data Collection Procedures

The researcher sought permission to collect data for the study from Kenyatta University through issuance of letter of transmittal and informed consent. After receiving this letter, the researcher then applied for permission from the National Commission for Science, Technology and Innovation (NACOSTI) to collect data in the sampled secondary schools in Nakuru North Sub-county. After the permission was granted. The researcher then informed Nakuru North Sub-County Education Office of the proposed study and requested for permission. After that arrangement, the researcher made an introductory visit to the selected schools, made appointment for data collection and sought cooperation from research participants in advance. On the agreed dates, the researcher carried out data collection and assured research participants of their confidentiality. The researcher used Drop-Off and Pick-Up (DOPU) method in questionnaire distribution and collection. In this regard, the questionnaires were given to the respondents and picked after two weeks' period. The two weeks' period was adequate for respondents to fill in the questionnaire even with busy work schedule. This approach led to high response rate for this study.

3.9 Data Analysis Procedure and Presentation

Data from the field was coded and entered into Statistical package for social sciences (SPSS) version 22 for the analysis. This software had the capacity to quantitative analyze complex data collected through various means (Jankowicz, 2005). The study used both descriptive and inferential statistics to analyze data from SPSS. Frequencies, mean and standard deviation were used for descriptive statistics while Pearson correlation and regression analysis were done for inferential statistics. The study used a low significance

level of 0.05 in order to control Type I and Type II errors. All the data analysis of the study was reported in form of tables.

3.9.1 Empirical Model

This study explored different principal leadership styles and correlated their composite scores with those from student discipline using Pearson correlation. The four variables showed significant correlation with student discipline. The variables were then regressed in a multiple regression analysis to predict student's discipline in public secondary schools in Nakuru County in Kenya. The test was performed at 0.05 significant level. The study established the relationship between principals' leadership styles and student discipline using the following empirical model;

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where;

$\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$ = Model coefficients

Y = Student Discipline

X_1 = Transformational Leadership Style

X_2 = Transactional Leadership Style

X_3 = Democratic Leadership Style

X_4 = Autocratic Leadership Style

E = Error Term

3.10 Ethical Considerations

The research endeavored to adhere to all ethical standards of research. In so doing, the researcher obtained a letter of informed consent that sought to introduce the researcher to the respondents. The researcher also sought permission to collect data from Secondary schools in Nakuru County from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also concealed the identity of respondents throughout this research work. Respondents were also assured that the data would provide for this study was to be kept confidential. Participation in this study was voluntary and that respondents who wished not to take part in it were allowed to opt out of the study without any victimization.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of data from the field, its interpretation and discussion. The chapter is guided by the research objectives of this particular study. It contains analysis on questionnaire response rate, background characteristics of respondents, descriptive analysis and concludes with inferential statistics whereby Pearson correlations and regression analysis were used.

4.2 Response Rate

Questionnaires were used to collect data and were distributed to all the sampled respondents of this study. The sample size was 17 principals, 34 class teachers and 68 students from 17 schools in Nakuru Sub-county. However not all the questionnaires were completely filled and returned to the researcher as shown by Table 4.1.

Table 4.1: Response Rate

Respondents	Total Questionnaires	Returned Questionnaires	Response Rate
Principals	17	16	94.12%
Teachers	34	32	94.12%
Students	68	62	91.18%
Total	119	110	92.44%

Source (Survey data, 2018)

The response rate for principals and class teachers was 94.12% each while that of students was 91.18%. The overall response rate to the questionnaires was 92.44%. Mugenda and Mugenda (2013) recommends a response rate of at least 70%. This study's response rate was above the recommended threshold and therefore informed the study sufficiently.

4.3 Background Information

This study obtained background information on gender, age, marital status, highest level of education and working experience of both teachers and principals. The summary of the background information is tabulated in Table 4.2 to Table 4.6.

4.3.1 Gender of Respondents

The respondents were asked to indicate their gender on the questionnaire as displayed in Table 4.2.

Table 4.2: Gender of Respondents

Respondents	Gender	Frequency	Percentage
Students	Boys	32	51.61
	Girls	30	48.39
	Total	62	100.00
Teachers	Male	19	59.38
	Female	13	40.62
	Total	32	100.00
Principals	Male	11	68.75
	Female	5	31.25
	Total	16	100.00

Source (Survey data, 2018)

Table 4.2 shows that the number of boys and girls in the study was relatively the same (Boys=51.61%, Girls=48.39%) which implied that there was relatively equal representation from both the boys and girls. On the other hand, most of the teachers (59.38%) were male with only 40.62% female. This implies that there was gender disparity in the gender of teachers in public secondary schools in Nakuru County. Similarly, most principals (68.75%) were male an indication that fewer women (31.25%) were in leadership positions.

4.3.2 Age of Respondents

Respondents were asked to indicate the age bracket that they belonged to as follows; 19-29 years, 30-40 years, 41-51 years and above 51 years. The results were tabulated and presented in Table 4.3.

Table 4.3: Age of Respondents

	Age	Frequency	Percentage
Teachers and Principals	19-29 Years	5	10.42
	30-40 Years	22	45.83
	41-51 Years	15	31.25
	Above 51 years	6	12.50
	Total	48	100.00
Students	14-15 Years	13	20.97
	16-17 Years	41	66.13
	18 years and above	8	12.90
	Total	62	100.00

Source (Survey data, 2018)

As shown in Table 4.3, majority of principals and teachers (45.83%) were aged between 40-40 years followed by those aged between 41-51 years (31.25%). It was found that 10.42% and 12.50% of principals and teachers were aged between 19-29 years and between 52 years and above. On the other hand, majority (66.13%) of students were aged by between 16-17 years while some (20.97%) were aged between 14-15 years and a few (12.90%) of the them were 18 years and above. The age of students implied that they can be disciplined by various disciplinary measures used in secondary schools while the age of teachers and principals showed that they are capable of instilling discipline to the students and also offer a defined leadership. Good leadership had been associated with maturity in terms of age while good student discipline had been associated with ability to lower age.

4.3.3 Highest Education Level of Teachers and Principals

The highest education level of teachers and principals was examined with options given as post graduate, graduate and diploma level and results shown in Table 4.5.

Table 4.4: Highest Education Level of Teachers and Principals

Education Level	Frequency	Percentage
Diploma	7	14.58
Undergraduate	27	56.25
Postgraduate	14	29.17
Total	48	100.00

Source (Survey data, 2018)

Table 4.4 shows that majority of teachers and principals (56.25%) had graduate level of education followed by those who had postgraduate level of education (29.17%). Teachers and principals with diploma level of education were the least in number (12.72%). This implies that all the sampled teachers met the minimum qualification for a teacher (Diploma Level) and therefore would respond to the questions in this study objectively.

4.3.4 Experience of Teachers and Principals

Teachers and principals were asked to indicate their teaching experience and whose results are tabulated in Table 4.6.

Table 4.5: Experience of Teachers and Principals

Experience	Frequency	Percentage
1-5 Years	7	14.58
6-10 Years	9	18.75
11-15 Years	13	27.08
16-20 Years	11	22.92
Above 20 Years	8	16.67
Total	48	100.00

Source (Survey data, 2018)

Table 4.5 shows that majority of the principals and teachers had an experience of 11-15 years (27.08%) and 16-20 years (22.92%). It is also shown that 14.58% of respondents had an experience of between 1-5 years, 18.75% had an experience of between -10 years and the rest had an experience of above 20 years. This implies that the respondents were experienced enough to inform the study sufficiently in regard to leadership styles and student discipline.

4.4 Descriptive Statistics

Descriptive statistical analysis was done using, frequencies, mean and standard deviation to describe the basic characteristics of the data. This study used frequency statistics to count the number of times a specific response is given by the study respondents. The study used the mean to describe the center of data with a single value. On the other hand, standard deviation is a number used to tell how measurements for a group are spread out from the mean (Jankowicz, 2005).

4.4.1 Influence of Transformational Principal Leadership Style on Student

Discipline

The study sought to evaluate the effect of principal transformation leadership style on student discipline in public secondary schools in Nakuru County. The ten indicator statements used for this examination were that principal: Had internal motivation and self-management as the driving force to effectively manage student discipline; Possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk; Keeps his/her ego in check in order to ensure that I prioritize school matters and encourage ideas from others within the school aimed at improving student discipline; Takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large; Understands what to do to encourage students behave responsibly and change from bad behaviour; Is ready to listen to new ideas in order to overcome challenges of student indiscipline; Is willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline; Had the capacity to make sure teachers are actively involved in monitoring and controlling

student discipline; Openness, communication; accountability, truthfulness, sincerity, devotion and attention are his/her key values in dealing with student discipline; and Takes personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline. The respondents were asked to rate the extent of use of transformational leadership style in their school and how it affects student discipline. The statements were based on a five point Likert Scale of 0 to 4 where; 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) and 4 = Always(A).

Table 4.6: Frequencies for Transformational Leadership Style

Statement	N	R	S	U	A
	%	%	%	%	%
Has internal motivation and self-management as the driving force to effectively manage student discipline	1.8	9.1	10.9	49.1	29.1
Possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk.	0.0	25.5	15.5	35.4	23.6
Keeps his/her ego in check in order to ensure that I prioritize school matters and encourage ideas from others within the school aimed at improving student discipline.	5.1	8.6	15.4	46.9	24.0
Takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large.	5.1	4.6	10.3	40.6	39.4
Understands what to do to encourage students behave responsibly and change from bad behaviour.	4.0	5.7	14.3	36.6	39.4
Is ready to listen to new ideas in order to overcome challenges of student indiscipline.	3.4	8.0	16.6	42.9	29.1
Is willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline.	8.0	4.6	16.6	44.6	26.3
Had the capacity to make sure teachers are actively involved in monitoring and controlling student discipline.	3.4	4.6	12.6	43.4	36.0
Openness, communication, accountability, truthfulness, sincerity, devotion and attention are his/her key values in dealing with student discipline.	3.4	8.0	16.0	46.3	26.3
Takes personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline.	6.3	7.4	15.4	41.7	29.1

Source (Survey data, 2018)

According to Table 4.7, majority of respondents indicated that most of the times the principal had internal motivation and self-management as the driving force to effectively manage student discipline (Usually=49.1%; Always=29.1%), possessed the ability to make difficult decisions on student discipline that also align with the school vision, values, goals,

and objectives even in the face of adversity, challenge, and risk (Usually=35.4%; Always=23.6%), and that the principal kept ego in check in order to prioritize school matters and encourage ideas from others within the school aimed at improving student discipline (Usually=46.9%; Always=24.0%). However, some respondents cited that on few occasions the principal had internal motivation and self-management as the driving force to effectively manage student discipline (Rarely=9.1%; Sometimes=10.9%), possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk (Rarely=25.5 %; Sometimes=15.5%), and that the principal keeps ego in check in order to prioritize school matters and encourage ideas from others within the school aimed at improving student discipline (Rarely=8.6%; Sometimes=15.4%). It was however found out that 1.8%, 0.0% and 5.1% of respondents totally disagreed with the three statements respectively.

Table 4.7 also indicated that majority of respondents said that most of the times the principal takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large (Usually=40.6%; Always=39.4%), understands what to do to encourage students behave responsibly and change from bad behaviour (Usually=36.6%; Always=39.4%), and that the principal was ready to listen to new ideas in order to overcome challenges of student indiscipline (Usually=42.9%; Always=29.1%). However, some respondents indicated that on few occasions the principal takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school

at large (Rarely=4.6%; Sometimes=10.3%), understands what to do to encourage students behave responsibly and change from bad behaviour (Rarely=5.7%; Sometimes=14.3%), and that the principal is ready to listen to new ideas in order to overcome challenges of student indiscipline (Rarely=8.0%; Sometimes=16.6%). It was however found out that 5.1%, 4.0%, and 3.4% of respondents completely disagreed with the three statements respectively.

As revealed by this study, majority of respondents indicated that most of the times the principal was willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline (Usually=40.6%; Always=39.4%), had the capacity to make sure teachers are actively involved in monitoring and controlling student discipline (Usually=36.6%; Always=39.4%), and that openness, communication, accountability, truthfulness, sincerity, devotion and attention are the principal's key values in dealing with student discipline (Usually=42.9%; Always=29.1%). However, fewer respondents indicated that on few occasions the principal was willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline (Usually=40.6%; Always=39.4%), had the capacity to make sure teachers were actively involved in monitoring and controlling student discipline (Usually=36.6%; Always=39.4%), and that openness, communication, accountability, truthfulness, sincerity, devotion and attention are the principal's key values in dealing with student discipline (Usually=42.9%; Always=29.1%). Although it was noted that 5.1%, 4.0%, and 3.4% of respondents did not agree at all with the three statements measuring the influence of transformational principal leadership on student discipline.

Most respondents cited that principals usually (41.7%) and always (29.1%) took personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline. This principal trait was witnessed few times by 15.4% of the respondents. In order to describe the tendency of respondents on average and spread of the data, this study used means and standard deviations. Table 4.8 shows the means and standard deviations for principal transformation leadership style.

Table 4.7: Means and Standard Deviations for Principal Transformation Leadership Style

Statement	Mean	Std. Dev.
Had internal motivation and self-management as the driving force to effectively manage student discipline	2.95	0.971
Possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk.	2.67	1.011
Keeps his/her ego in check in order to ensure that I prioritize school matters and encourage ideas from others within the school aimed at improving student discipline.	2.76	0.872
Takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large.	3.05	0.871
Understands what to do to encourage students behave responsibly and change from bad behaviour.	3.02	0.864
Is ready to listen to new ideas in order to overcome challenges of student indiscipline.	2.86	0.836
Is willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline.	2.77	0.933
Had the capacity to make sure teachers are actively involved in monitoring and controlling student discipline.	3.04	0.791
Openness, communication, accountability, truthfulness, sincerity, devotion and attention are his/her key values in dealing with student discipline.	2.84	0.816
Takes personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline.	2.80	0.930

Source (Survey data, 2018)

The mean score and standard deviations of statements regarding principal transformation leadership style and student discipline in public secondary schools in Nakuru County as shown in Table 4.8 ranged from 2.67 to 3.05. According to Norman (2010), in a five point Likert Scale coded from 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) to 4 = Always(A), a mean score (μ) of the interval $3.5 \leq \mu \leq 4.0$ is interpreted as tendency to occur always $2.5 \leq \mu < 3.5$ as tendency to occur most of the times, $(1.5 \leq \mu < 2.5)$ as tendency to occur sometimes, $(0.5 \leq \mu < 1.5)$ as tendency to occur rarely, and $(0.0 \leq \mu < 0.5)$ as tendency of not occurring. The standard deviation ranged from 0.791 to 1.011. In a five point Likert Scale coded from 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) to 4 = Always(A), a standard deviation of 1.0 and above implies that the data is widely spread out and interpreted as lack of consensus by respondents, a standard deviation of above 0.5 but less than 1.0 indicate a moderate consensus while standard deviation of less than 0.5 indicate high consensus (Norman, 2010).

From Table 4.8 therefore, most of the times on average the principals have internal motivation and self-management as the driving force to effectively manage student discipline (Mean=2.95, SD=0.971), possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk (Mean=2.67, SD=1.011), and that the principals keep ego in check in order to prioritize school matters and encourage ideas from others within the school aimed at improving student discipline (Mean=2.76, SD=0.872). However, there was lack of consensus on whether school principals possess the ability to make difficult decisions on student discipline as evidenced by high standard deviation of

1.011. It is also shown that most of the times on average the principals take calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large (Mean=3.05, SD=0.871), understands what to do to encourage students to behave responsibly and change from bad behaviour (Mean=3.02, SD=0.864), and that the principals are ready to listen to new ideas in order to overcome challenges of student indiscipline (Mean=2.86, SD=0.836).

The findings further showed that most of the times on average the principals are willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline (Mean=2.77, SD=0.933), had the capacity to make sure teachers are actively involved in monitoring and controlling student discipline (Mean=3.04, SD=0.791), and that openness, communication, accountability, truthfulness, sincerity, devotion and attention are the principal's key values in dealing with student discipline (Mean=2.84, SD=0.816). It was also established that most of the times on average the principals take personal ownership and "Walking the Talk" by being the example to students with an aim of improving their discipline (Mean=3.80, SD=0.930).

The high mean scores and low standard deviations for the statements implied that school principals in Nakuru County used transformational leadership style most of the times. These results are consistent with those by Owiti (2016) who found out that principals in Kikuyu Sub-county always encouraged students to observe good morals. These findings are in agreement with those of Stewatt (2006) who found out that principals who act like

role model to students achieve highest level of discipline in their school. Stewatt (2006) also found that principals who communicated changes in school activities and rules regularly enjoyed good discipline in their school. Kamaru (2010) found out that principals gave students ideas on overcoming challenges of indiscipline through guidance and counselling. Kibiwott (2014) found out that principals who were self-motivated to perform and to lead produced disciplined students than those who lacked self-motivation.

4.4.2 Influence of Transactional Principal Leadership Style on Student Discipline

The study sought to examine the effect of principal transactional leadership style on student discipline in public secondary schools in Nakuru County. The 10 indicator statements used for this examination were that principal: Maintains the status quo; stress on correct actions to improve student discipline; Follows the structured school policies and procedures on student discipline in his/her leadership as a principal; Works within the school culture on student discipline that had been existing; Tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students; Uses punishments and rewards to motivate students to behave at their best; Reward students who are motivated by self-interest to follow instructions; Students have to please him or her by their good discipline before listening to their concerns; Is solely concerned with making sure there is good student discipline today in spite of what the future holds; Looks for mistakes in what people do and takes a corrective action for mistakes committed; Abdicate or relinquish responsibility of maintaining student discipline and avoid making decisions. The respondents were asked to rate the extent of use of transactional leadership style in their school and how it affects student discipline. The statements were measured on a five point

Likert Scale of 0 to 4 where; 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) and 4 = Always(A).

Table 4.8: Frequencies for Transactional Leadership Style

Statement	N	R	S	U	A
	%	%	%	%	%
Maintains the status quo; stress on correct actions to improve student discipline.	0.9	5.5	9.1	54.6	30.0
Follows the structured school policies and procedures on student discipline in his/her leadership as a principal.	0.0	5.5	10.0	38.2	46.4
Works within the school culture on student discipline that had been existing.	0.9	3.6	24.6	44.6	26.4
Tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students.	1.9	3.5	10.1	53.6	31.0
Uses punishments and rewards to motivate students to behave at their best.	2.0	5.3	11.8	36.4	44.6
Reward students who are motivated by self-interest to follow instructions.	0.9	3.6	20.9	51.8	22.7
Students have to please him or her by their good discipline before listening to their concerns.	5.0	5.2	9.7	54.6	26.4
Is solely concerned with making sure there is good student discipline today in spite of what the future holds.	0.0	7.3	11.8	27.3	53.6
Looks for mistakes in what people do and takes a corrective action for mistakes committed.	0.9	3.6	20.9	48.2	26.4
Abdicate or relinquish responsibility of maintaining student discipline and avoid making decisions.	0.9	5.5	9.1	54.6	30.0

Source (Survey data, 2018)

As shown in Table 4.9, most of respondents revealed that most of the times the principal maintains the status quo; stress on correct actions to improve student discipline (Usually=54.6%; Always=30.0%), follows the structured school policies and procedures on student discipline in his/her leadership as a principal (Usually=38.2%; Always=46.4%), and that the principal works within the school culture on student discipline that had been existing (Usually=44.6%; Always=26.4%). However, some respondents indicated that on

few occasions the principal maintains the status quo; stress on correct actions to improve student discipline. (Rarely=5.5%; Sometimes=9.1%), follows the structured school policies and procedures on student discipline in his/her leadership as a principal (Rarely=5.3%; Sometimes=10.0%) and that the principal works within the school culture on student discipline that had been existing (Rarely=3.6%; Sometimes=24.6%). It was however found out that 0.9%, 0.0% and 0.9% of respondents totally disagreed with the three statements respectively.

Majority of respondents also cited that most of the times the principal tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students (Usually=53.6%; Always=31.0%), uses punishments and rewards to motivate students to behave at their best (Usually=36.4%; Always=44.6%), and that the principal reward students who are motivated by self-interest to follow instructions (Usually=51.8%; Always=22.7%). However, some respondents indicated that on few occasions the principal tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students (Rarely=3.5%; Sometimes=10.1%), uses punishments and rewards to motivate students to behave at their best (Rarely=5.3%; Sometimes=11.8%), and that the principal reward students who are motivated by self-interest to follow instructions (Rarely=3.6%; Sometimes=20.9%). It was however found out that 1.9%, 2.0%, and 0.9% of respondents completely disagreed with the three statements respectively.

As further shown by Table 4.9, majority of respondents said that most of the times students have to please the principal by their good discipline before listening to their concerns (Usually=54.6%; Always=26.4%), is solely concerned with making sure there is good student discipline today in spite of what the future holds (Usually=27.3%; Always=53.6%), and that the principal looks for mistakes in what people do and takes a corrective action for mistakes committed (Usually=48.2%; Always=26.4%). However, fewer respondents indicated that on few occasions students have to please the principal by their good discipline before listening to their concerns (Rarely=5.2%; Sometimes=9.7%), is solely concerned with making sure there is good student discipline today in spite of what the future holds (Rarely=7.3%; Sometimes=11.8%), and that the principal looks for mistakes in what people do and takes a corrective action for mistakes committed (Rarely=3.6%; Sometimes=20.9%). Although it was noted that 5.0%, 0.0%, and 0.9% of respondents did not agree at all with the three statements measuring the influence of transactional principal leadership on student discipline.

Most respondents cited that principals usually (54.6%) and always (30.0%) relinquish responsibility of maintaining student discipline and avoid making decisions. This principal trait was witnessed few times by 14.6% of the respondents. In order to describe the tendency of respondents on average and spread of the data, this study used means and standard deviations. Table 4.10 shows the means and standard deviations for principal transactional leadership style.

Table 4.9: Means and Standard Deviations for Principal Transactional Leadership Style

Statement	Mean	Std. Dev.
Maintains the status quo; stress on correct actions to improve student discipline.	3.07	0.827
Follows the structured school policies and procedures on student discipline in his/her leadership as a principal.	3.25	0.853
Works within the school culture on student discipline that had been existing.	2.92	0.864
Tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students.	3.07	0.829
Uses punishments and rewards to motivate students to behave at their best.	3.18	0.909
Reward students who are motivated by self-interest to follow instructions.	2.92	0.814
Students have to please him or her by their good discipline before listening to their concerns.	2.96	0.898
Is solely concerned with making sure there is good student discipline today in spite of what the future holds.	3.27	0.936
Looks for mistakes in what people do and takes a corrective action for mistakes committed.	2.95	0.840
Abdicate or relinquish responsibility of maintaining student discipline and avoid making decisions.	3.00	0.962

Source (Survey data, 2018)

As seen in Table 4.10, most of the times on average the principals maintains the status quo; stress on correct actions to improve student discipline (Mean=3.07, SD=0.827), follows the structured school policies and procedures on student discipline in his/her leadership as a principal (Mean=3.25, SD=0.853) and that the principal works within the school culture on student discipline that had been existing (Mean=2.92, SD=0.864). It is also found that most of the times on average the principals tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students (Mean=3.07, SD=0.829), uses punishments and rewards to motivate students to behave at their best (Mean=3.18, SD=0.909), and that the principal reward students who are motivated by self-interest to follow instructions (Mean=2.92, SD=0.814).

The findings further showed that most of the times on average students have to please the principal by their good discipline before listening to their concerns (Mean=2.96, SD=0.898) is solely concerned with making sure there is good student discipline today in spite of what the future holds (Mean=2.27, SD=0.936) and that the principal looks for mistakes in what people do and takes a corrective action for mistakes committed (Mean=2.95, SD=0.840). It was also established that most of the times on average principals relinquish responsibility of maintaining student discipline and avoid making decisions (Mean=3.00, SD=0.962).

The mean score and standard deviations of statements about principal transactional leadership style and student discipline in public secondary schools in Nakuru County as shown in Table 4.10 ranged from 2.92 to 3.27. The standard deviation ranged from 0.827 to 0.962. The high mean scores and low standard deviations for the statements implied that school principals in Nakuru County used transactional leadership style most of the times. These findings are in agreement with those by Kibet et al (2012) who found out that principals followed schools policies and executed all tasks in reference to the policies. Kibet et al (2012) also found out that 52% of teachers and 59% of teachers use rewards in order to motivate students to behave responsibly and adhere to school rules. Ali et al (2014) asserts that rewards should be used to contain indiscipline of students. The author added that rewards are the best tools to shape the discipline of students. In respect to monitoring for mistakes, Owiti (2016) found out that 92% of principals closely followed students with tendency to commit an offense and ensured mistakes are punished. The findings of this

study are also in line with those of Bass (2000) who found out that principals encourage uniformity in everything and creativity is discouraged.

4.4.3 Influence of Democratic Principal Leadership Style on Student Discipline

The study sought to examine the effect of principal democratic leadership style on student discipline in public secondary schools in Nakuru County. The 10 indicator statements used for this examination were that principal: Encourage all members to share ideas and opinions before decision making in matters regarding student discipline; His/her leadership makes all students and staff feel more engaged in the dealing with student discipline; Encourage harmony and rewards it among those students that demonstrate high degree of discipline; Inspires trust among the students and the staff which had translated to good student discipline, Is trustworthy and follows his or her morals and values in dealing with student discipline, Inspires students to take action and contribute to the school well-being through good behaviour, Seeks ideas from different people and perspectives before taking action on student discipline, Is very flexible when it comes to ways of dealing with student discipline in the school; Utilizes the talents of teachers in motivating students to maintain self-discipline; and Lays out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases. The respondents were asked to rate the extent of use of transactional leadership style in their school and how it affects student discipline. The statements were evaluated on a five point Likert Scale of 0 to 4 where; 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) and 4 = Always(A).

Table 4.10: Frequencies for Democratic Leadership Style

Statement	N	R	S	U	A
	%	%	%	%	%
Encourage all members to share ideas and opinions before decision making in matters regarding student discipline.	5.7	7.4	17.1	42.9	26.9
His/her leadership makes all students and staff feel more engaged in the dealing with student discipline.	5.1	3.4	13.7	49.1	28.6
Encourage harmony and rewards it among those students that demonstrate high degree of discipline.	5.7	5.1	23.4	46.9	18.9
Inspires trust among the students and the staff which had translated to good student discipline.	9.1	5.1	9.7	40.6	35.4
Is trustworthy and follows his or her morals and values in dealing with student discipline.	7.4	5.1	10.9	23.4	53.1
Inspires students to take action and contribute to the school well-being through good behaviour.	5.1	2.3	7.4	24.0	61.1
Seeks ideas from different people and perspectives before taking action on student discipline.	3.4	4.0	13.7	32.6	46.3
Is very flexible when it comes to ways of dealing with student discipline in the school.	5.1	4.0	9.7	37.1	44.0
Utilizes the talents of teachers in motivating students to maintain self-discipline.	4.0	5.1	10.9	42.9	37.1
Lays out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases.	3.4	4.0	8.6	48.0	36.0

Source (Survey data, 2018)

Table 4.11 shows that most of respondents revealed that most of the times the principal encourages all members to share ideas and opinions before decision making in matters regarding student discipline (Usually=42.9%; Always=26.9%), makes all students and staff feel more engaged in the dealing with student discipline (Usually=49.1%; Always=26.8%), and that the principal encourages harmony and rewards it among those students that demonstrate high degree of discipline (Usually=46.9%; Always=18.9%). However, some respondents indicated that on few occasions the principal encourages all members to share ideas and opinions before decision making in matters regarding student

discipline (Rarely=7.4%; Sometimes=17.1%), makes all students and staff feel more engaged in the dealing with student discipline (Rarely=3.4%; Sometimes=13.7%), and that the principal encourages harmony and rewards it among those students that demonstrate high degree of discipline (Rarely=5.1%; Sometimes=23.4%). It was however found out that 5.7%, 5.1% and 5.7% of respondents totally disagreed with the three statements respectively.

Majority of respondents also cited that most of the times the principal inspires trust among the students and the staff which had translated to good student discipline (Usually=40.6%; Always=35.4%), is trustworthy and follows his or her morals and values in dealing with student discipline (Usually=23.4%; Always=53.1%), and that the principal inspires students to take action and contribute to the school well-being through good behaviour (Usually=24.0%; Always=61.11%). However, small proportion of respondents indicated that on few occasions the principal inspires trust among the students and the staff which had translated to good student discipline (Rarely=5.1%; Sometimes=9.7%), is trustworthy and follows his or her morals and values in dealing with student discipline (Rarely=5.1%; Sometimes=10.9%), and that the principal inspires students to take action and contribute to the school well-being through good behaviour (Rarely=2.3%; Sometimes=7.4%). It was also found out that 9.1%, 7.4%, and 5.1% of respondents completely disagreed with the three statements respectively.

Table 4.11 further shows that most of respondents indicated that most of the times the principal seeks ideas from different people and perspectives before taking action on student discipline. (Usually=32.6%; Always=46.3%), is very flexible when it comes to ways of dealing with student discipline in the school (Usually=37.1%; Always=44.0%), and that the principal utilizes the talents of teachers in motivating students to maintain self-discipline (Usually=42.9%; Always=37.1%). However, fewer respondents cited that on few occasions the school principal seeks ideas from different people and perspectives before taking action on student discipline. (Rarely=4.0%; Sometimes=13.7%), is very flexible when it comes to ways of dealing with student discipline in the school (Rarely=4.0%; Sometimes=9.7%), and that the principal utilizes the talents of teachers in motivating students to maintain self-discipline (Rarely=5.1%; Sometimes=10.7%). This study also found out that 3.4%, 5.1%, and 4.0% of respondents did not agree at all with the three statements measuring the influence of democratic principal leadership on student discipline.

Most respondents cited that principals usually (48.0%) and always (36.6%) lay out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases. This type of principal leadership was witnessed few times by 12.6% of the respondents. In order to describe the tendency of respondents on average and spread of the data, this study used means and standard deviations. Table 4.12 shows the means and standard deviations for principal democratic leadership style.

Table 4.11: Means and Standard Deviations for Principal Democratic Leadership Style

Statement	Mean	Std. Dev.
Encourage all members to share ideas and opinions before decision making in matters regarding student discipline.	2.78	0.899
Principal leadership makes all students and staff feel more engaged in the dealing with student discipline.	2.93	0.812
Encourage harmony and rewards it among those students that demonstrate high degree of discipline.	2.68	0.823
Inspires trust among the students and the staff which had translated to good student discipline.	2.88	0.914
Is trustworthy and follows his or her morals and values in dealing with student discipline.	3.10	0.903
Inspires students to take action and contribute to the school well-being through good behaviour.	3.34	0.864
Seeks ideas from different people and perspectives before taking action on student discipline.	3.14	1.075
Is very flexible when it comes to ways of dealing with student discipline in the school.	3.11	0.827
Utilizes the talents of teachers in motivating students to maintain self-discipline.	3.04	1.025
Lays out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases.	3.09	1.035

Source (Survey data, 2018)

From Table 4.12, most of the times on average the principals encourages all members to share ideas and opinions before decision making in matters regarding student discipline (Mean=2.78, SD=0.899), makes all students and staff feel more engaged in the dealing with student discipline (Mean=2.93, SD=0.812), and that the principal encourages harmony and rewards it among those students that demonstrate high degree of discipline (Mean=2.68, SD=0.823). It is also found that most of the times on average the principals inspires trust among the students and the staff which had translated to good student discipline (Mean=2.88, SD=0.914), is trustworthy and follows his or her morals and values in dealing with student discipline (Mean=3.10, SD=0.903), and that the principal inspires

students to take action and contribute to the school well-being through good behaviour (Mean=3.34, SD=0.864).

The findings further showed that most of the times on average principals seek ideas from different people and perspectives before taking action on student discipline (Mean=3.14, SD=1.075), is very flexible when it comes to ways of dealing with student discipline in the school (Mean=3.11, SD=0.827), and that the principal utilize the talents of teachers in motivating students to maintain self-discipline (Mean=3.04, SD=1.025). It was also established that most of the times on average principals lays out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases. (Mean=3.09, SD=1.035). Despite the high means, there was lack of consensus on whether principals seek ideas from different people and perspectives before taking action on student discipline, utilizes the talents of teachers in motivating students to maintain self-discipline and whether the principals lay out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases as evidenced by standard deviation above 1.0.

The mean score and standard deviations of statements about principal democratic leadership style and student discipline in public secondary schools in Nakuru County as shown in Table 4.12 ranged from 2.68 to 3.34. The standard deviation ranged from 0.812 to 1.075. The high mean scores and low standard deviations for most of the statements

implied that school principals in Nakuru County used democratic leadership style most of the times.

These findings are comparable to that of Owiti (2016) who in his study found that 63.5% of teachers said that involving students in decision making improves their discipline. In his study, 48% of principals agreed that students are key stakeholders that should be included in decision making of the school. Owiti (2016) also found that involving students in formulating rules and regulations and principal barazas improves student discipline. The findings of this current study are also in agreement with those of Kamaru (2010) who found out that by involving students in dialogues and decision making activities of the school improves their ownership of school policies which in the long run reduces indiscipline cases in the school. The findings are also consistent with those of King'ori (2012) who found out that principals gathered views and opinions from a wide range of stakeholders in matters to do with discipline, This character trait of a principal improved student discipline.

4.4.4 Influence of Autocratic Principal Leadership Style on Student Discipline

The study sought to examine the effect of principal autocratic leadership style on student discipline in public secondary schools in Nakuru County. The 10 indicator statements used for this investigation were that principal: Does not allow ideas from students and the school staff members on how he/she should deal with student discipline; Makes almost all of the decisions in the school pertaining student discipline; Commands all that students should do

in maintaining discipline in the school; Is not a trustworthy person to deal with important tasks regarding student discipline; Makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline; Rejects irrelevant opinions in his/her leadership as far as student discipline is concerned; Considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases; Follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule; Principal is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone; Makes decisions quickly without consulting with the people since student discipline is an urgent matter to the principal. The respondents were asked to rate the frequency of use of autocratic leadership style in their school and how it affects student discipline. The statements were measured on a five point Likert Scale of 0 to 4 where; 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) and 4 = Always(A).

Table 4.12: Frequencies for Autocratic Leadership Style

Statement	N	R	S	U	A
	%	%	%	%	%
Does not allow ideas from students and the school staff members on how to deal with student discipline.	62.9	30.9	0.6	2.3	3.4
Makes almost all of the decisions in the school pertaining student discipline.	50.3	38.3	4.6	5.1	1.7
Commands all that students should do in maintaining discipline in the school.	54.9	34.3	5.1	4.0	1.7
Is not a trustworthy person to deal with important tasks regarding student discipline.	50.9	39.4	5.7	1.7	2.3
Makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline.	46.9	41.7	7.4	1.7	2.3
Rejects irrelevant opinions in his/her leadership as far as student discipline is concerned.	48.6	38.9	6.3	1.7	4.6
Considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases.	49.1	32.7	9.1	7.3	1.8
Follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule.	39.1	25.5	21.8	13.6	0.0
Principal is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone	54.6	26.4	9.1	9.1	0.9
Makes decisions quickly without consulting with the people since student discipline is an urgent matter to him/her.	51.8	32.7	10.0	5.5	0.0

Source (Survey data, 2018)

Table 4.13 shows that most of respondents revealed it never occurs that the principal does not allow ideas from students and the school staff members on how to deal with student discipline (Never=26.9%), makes almost all of the decisions in the school pertaining student discipline (Never=50.3%), and that the principal commands all that students should do in maintaining discipline in the school (Never=54.9%). Some respondents indicated it only occurs on rare occasions that the principal does not allow ideas from students and the

school staff members on how to deal with student discipline (Rarely=30.9%), makes almost all of the decisions in the school pertaining student discipline (Rarely=38.3%), and that the principal commands all that students should do in maintaining discipline in the school (Rarely=34.3%).

Majority of respondents also cited it never occurs that the principal is not trustworthy to deal with important tasks regarding student discipline (Never=50.9%), makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline (Never=46.9%), and that the principal rejects irrelevant opinions in his/her leadership as far as student discipline is concerned (Never=48.6%). However, some proportion of respondents indicated it only occurs on rare occasions that the principal acted in untrustworthy manner in dealing with important tasks regarding student discipline (Rarely=39.4%), makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline (Rarely=41.7%), and that the principal rejects irrelevant opinions in his/her leadership as far as student discipline is concerned (Rarely=38.9%).

Table 4.13 further shows that most of respondents indicated it never occurs that the principal considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases (Never=49.1%), follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule (Never=39.1%), and that the principal feels that is the most knowledgeable person in the

school and therefore prefer to make decisions on student discipline without consulting anyone (Never=54.6%). However, fewer respondents cited it only occurs on rare occasions that the school principal considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases (Rarely=32.7%), follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule (Rarely=25.5%), and that the principal feels that is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone (Rarely=26.4%).

Most respondents cited that principals never (51.8%) and rarely (32.7%) make decisions quickly without consulting with the people since student discipline is an urgent matter to him/her. Table 4.14 shows the means and standard deviations for principal autocratic leadership style of school principals.

Table 4.13: Means and Standard Deviations for Principal autocratic Leadership Style

Statement	Mean	Std. Dev.
Does not allow ideas from students and the school staff members on how he/she should deal with student discipline.	0.53	0.902
Makes almost all of the decisions in the school pertaining student discipline.	0.70	0.906
Commands all that students should do in maintaining discipline in the school	0.63	0.886
Is not a trustworthy person to deal with important tasks regarding student discipline	0.65	0.850
Makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline.	0.71	0.858
Rejects irrelevant opinions in his/her leadership as far as student discipline is concerned.	0.75	0.985
Considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases.	0.96	0.942
Follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule.	1.31	0.965
He/she is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone	1.04	0.901
Makes decisions quickly without consulting with the people since student discipline is an urgent matter to him/her.	0.69	0.863

Source (Survey data, 2018)

From Table 4.14, rarely on average the principals do not allow ideas from students and the school staff members on how to deal with student discipline (Mean=0.53, SD=0.902), makes almost all of the decisions in the school pertaining student discipline (Mean=0.70, SD=0.906), and that the principal commands all that students should do in maintaining discipline in the school (Mean=0.63, SD=0.886). It is also found that rarely on average the principals is not trustworthy to deal with important tasks regarding student discipline (Mean=0.65, SD=0.850), makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline (Mean=0.71, SD=0.858), and that the

principal rejects irrelevant opinions in his/her leadership as far as student discipline is concerned (Mean=0.75, SD=0.985).

The findings further indicated that rarely on average principals consider school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases (Mean=0.96, SD=0.942), follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule (Mean=1.31, SD=0.965), and that the principal feels that is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone (Mean=1.04, SD=0.901). It was also established that rarely on average principals make decisions quickly without consulting with the people since student discipline is an urgent matter to him/her (Mean=0.69, SD=0.863).

The mean score and standard deviations of statements about principal democratic leadership style and student discipline in public secondary schools in Nakuru County as shown in Table 4.14 ranged from 0.53 to 1.31. The standard deviation ranged from 0.850 to 0.985. The low mean scores and low standard deviations for most of the statements on autocratic leadership style implied that school principals in Nakuru County rarely use autocratic leadership style. These findings are comparable to that of Owiti (2016) who found out only 1.8% of respondents who said that principals do not always allow ideas from students in decision making of the school. The findings obtained in this research differed from that of Myron (2009) who found out that majority of respondents in his study

said that the principal commands everything that is done in the school. Kibiwott (2014) argues that autocratic leaders rejects irrelevant opinions and out of box thinking which scares students away and may them negatively as far as discipline is concerned. Kapena (2010) adds that authoritative leaders do not appreciate skills and abilities and this could be the case in a school set up.

4.4.5 Level of Student Discipline

The study sought to establish the level of student discipline in public secondary schools in Nakuru County as the dependent variable. Student discipline was measured by using the following 10 latent items namely: level of obedient; politeness; bodily clean (hygiene); neat in dressing; maintain silence in class; serious with academic assignments; careful in handling of learning materials; neat in writing and level of harmony with teachers and fellow students. The class teachers were asked to rate the frequency in which the various aspects of student discipline are witnessed. The statements were measured on a five point Likert Scale of 0 to 4 where; 0 = Never(N), 1 = Rarely(R), 2 = Sometimes(S), 3 = Usually(U) and 4 = Always(A).

Table 4.14: Frequencies for Student Discipline

Statement	N	R	S	U	A
	%	%	%	%	%
Obedient	1.7	8.3	10.0	50.0	30.0
Polite	0.0	16.7	25.0	33.3	25.0
Harmonious with other students	1.7	8.3	8.3	51.7	30.0
Bodily clean (hygiene)	0.0	10.0	1.7	25.0	53.3
Neat in dressing	1.7	3.3	21.7	46.7	26.7
Maintain silence in class	1.7	6.7	11.7	46.7	33.3
Serious with academic assignments	0.0	3.3	26.7	36.7	23.3
Careful in handling of learning materials	1.7	5.0	8.3	51.7	33.3
Neat in writing	0.0	8.3	10.0	35.0	46.7
Harmonious with teachers	1.7	3.3	25.0	43.3	26.7

Source (Survey data, 2018)

Table 4.15 shows that 50% and 30% class teachers said their students were usually and always obedient respectively. Majority class teachers also said that most of the times their students were polite (Usually=33.3%; Always=25.0%), harmonious with other students (Usually=51.7%; Always=30.0%), observed body cleanness (Usually=25.0%; Always=53.3%), and were neat in dressing (Usually=46.7%; Always=26.7%). However some class teachers indicated that their students were on few occasions polite (Rarely=16.7%; Sometimes=25.0%), harmonious with other students (Rarely=8.3%; Sometimes=8.3%), observed body cleanness (Rarely=10.0%; Sometimes=1.7%), and were neat in dressing (Rarely=3.3%; Sometimes=21.7%).

Further, most class teacher cited that their students most of the time maintain silence in class (Usually=46.7%; Always=33.3%), are serious with academic assignments (Usually=36.7%; Always=23.7%), are careful in handling of learning materials (Usually=51.7%; Always=33.7%) and neat in their writing (Usually=35.0%; Always=46.7%). It was also noted though by few class teachers that students on fewer occasions maintain silence in class (Rarely=6.7%; Sometimes=11.7%), are serious with academic assignments (Rarely=3.3%; Sometimes=26.7%), are careful in handling of learning materials (Rarely=5.0%; Sometimes=8.3%) and neat in their writing (Rarely=8.3%; Sometimes=10.0%). It was also found that most of the times (Usually=51.7%; Always=33.7%) students maintained harmony with their teachers. Only few respondents cited that this discipline was only observed sometimes (25.0%) and other rarely (3.3%).

In order to describe the tendency of respondents on average and spread of the data, this study used means and standard deviations. Table 4.16 shows the means and standard deviations for student discipline.

Table 4.15: Means and Standard Deviation for Student Discipline

Statement	Mean	Std. Dev.
Obedient	2.99	0.952
Polite	2.67	1.043
Harmonious with other students	3.00	0.941
Bodily clean (hygiene)	3.22	1.017
Neat in dressing	2.93	0.885
Maintain silence in class	3.03	0.946
Serious with academic assignments	2.70	0.984
Careful in handling of learning materials	3.10	0.882
Neat in writing	3.20	0.946
Harmonious with teachers	2.90	0.908

Source (Survey data, 2018)

From Table 4.16, most of the times on average students were obedient (Mean=3.11, SD=0.827) polite (Mean=3.11, SD=0.827), harmonious with other students (Mean=3.11, SD=0.827), observed body cleanness (Mean=3.11, SD=0.827), and were neat in dressing (Mean=3.11, SD=0.827). It was also found that most of the times on average the students maintained silence in class (Mean=3.11, SD=0.827), were serious with academic assignments (Mean=3.11, SD=0.827), were careful in handling of learning materials (Mean=3.11, SD=0.827), were neat in their writing (Mean=3.11, SD=0.827) and maintained harmony with their teachers (Mean=3.11, SD=0.827).

The mean score and standard deviations of statements about student discipline in public secondary schools in Nakuru County as shown in Table 4.16 ranged from 2.67 to 3.20. The

standard deviation ranged from 0.812 to 1.075. The high mean scores and low standard deviations for most of the statements implied that students in Nakuru County had good discipline most of the times. These findings were comparable to that of Owiti (2016) who found out that students were disciplined in various aspects such as body cleanliness, neat in their writing and only few cases of truancy were cited in his study in Kikuyu Sub-county.

4.5 Inferential Statistics

This study carried out inferential statistics to assess the effect of principals' leadership styles on the discipline of students in public secondary schools in Nakuru County. In so doing, this study tested the four research hypothesis using Pearson correlation and also predicted student discipline using multiple linear regression model.

4.5.1 Hypothesis Testing

The composite scores for each respondent was computed per each research objective by use of SPSS. Individual responses to items measuring a latent variable based on a Likert Scale were summed up and divided by maximum possible score the particular latent variable. This was done to convert categorical data to interval data. The composite scores for independent variables was correlated with the scores for student discipline (dependent variable) using Pearson correlation test. The test is recommended when determining the associated between variables that are at ratio or interval scale (Mugenda & Mugenda, 2013). This study tested the four research hypothesis using Pearson correlation and at 0.05 significant level;

H₀₁: There is no significant relationship between principals’ transformation style of leadership and students’ discipline in public secondary schools.

Composites score for transformational leadership style were correlated with those for student discipline and the results in Table 4.17 were obtained.

Table 4.16: Correlations between Transformational Leadership Style and Student Discipline

Scale		Student discipline
Transformational Leadership Style	Pearson Correlation	0.868**
	Sig. (2-tailed)	0.000

**Significant at the 0.01

Source (Survey data, 2018)

The results in Table 4.17 show that the correlation coefficient between transformational leadership and student discipline was 0.868 and a p-value less than 0.05. Pearson correlation coefficient ranges from -1 to +1. Correlation coefficient of -1 indicates perfect negative correlation, in other words, exactly the same copy of original data but in the opposite direction. A correlation coefficient of +1 indicates perfect positive correlation, that is, exactly the same data. The more the absolute value of correlation coefficient, the stronger the relationship between the correlated variables. A correlation coefficient of zero implies that the two variables are not related. A correlation coefficient in the range of +0.1 to +0.3 is interpreted as weak positive relationship, +0.4 to +0.6 as moderate positive correlation while a correlation coefficient of between +0.7 to +0.9 is interpreted as strong positive correlation.

Same applies to the negative side relationship. A positive correlation means an increase of one variable causes an increase of the other variable while a negative correlation means

that an increase of one variable causes a decrease of the other and vice versa. The associated p-values tests the significance of the relationship and is the basis for rejection or acceptance of research hypothesis. A p-value less than the set significance level would lead to rejection of null hypothesis while a p-value greater than the set significance level would lead to acceptance of the null hypothesis. Pearson correlation is framed on the null hypothesis that the two variables are not related (Jankowicz, 2005).

This study found out that transformational leadership style used by school principals was strongly and positively related with student discipline ($r=0.868$, $p<0.05$). This relationship was significant at 0.05 significance level. Therefore the first null hypothesis of this study stating that there is no significant relationship between principals’ transformational style of leadership and students’ discipline in public secondary schools was rejected. This implies that there is significant relationship between principals’ transformational style of leadership and students’ discipline in public secondary schools.

H₀₂: There is no significant relationship between principals’ transactional style of leadership and students’ discipline in public secondary schools.

Composite scores for transactional leadership style were correlated with those for student discipline and the results in Table 4.18 were obtained.

Table 4.17: Correlations between Transactional Leadership Style and Student Discipline

Scale		Student discipline
Transactional Leadership Style	Pearson Correlation	0.602**
	Sig. (2-tailed)	0.000

**Significant at the 0.01

Source (Survey data, 2018)

According to Table 4.18, transactional leadership style used by school principals had a moderate positive relationship with student discipline ($r=0.602$, $p<0.05$). This relationship was significant at 0.05 significant level. Therefore the second null hypothesis of this study stating that there is no significant relationship between principals' transactional style of leadership and students' discipline in public secondary schools was rejected. This implies that there is significant relationship between principals' transactional style of leadership and students' discipline in public secondary schools.

H₀₃: There is no significant relationship between principals' democratic style of leadership and students' discipline in public secondary schools.

Composite scores for democratic leadership style were correlated with those for student discipline and the results in Table 4.19 were obtained.

Table 4.18: Correlations between Democratic Leadership Style and Student Discipline

Scale		Student discipline
Democratic Leadership Style	Pearson Correlation	0.782**
	Sig. (2-tailed)	0.000

**Significant at the 0.01

Source (Survey data, 2018)

According to Table 4.19, democratic leadership style used by school principals had a strong positive relationship with student discipline ($r=0.782$, $p<0.05$). This relationship was significant at 0.05 significant level. Therefore the third null hypothesis of this study stating that there is no significant relationship between principals' democratic style of leadership and students' discipline in public secondary schools was rejected. This implies that there

is significant relationship between principals’ democratic style of leadership and students’ discipline in public secondary schools.

H₀₄: There is no significant relationship between principals’ autocratic style of leadership and students’ discipline in public secondary schools.

Composite scores for autocratic leadership style were correlated with those for student discipline and the results in Table 4.19 were obtained.

Table 4.19: Correlations between Autocratic Leadership Style and Student Discipline

Scale	Student Discipline	
Autocratic Leadership Style	Pearson Correlation	-0.467*
	Sig. (2-tailed)	0.000

*Significant at the 0.05

Source (Survey data, 2018)

According to Table 4.20, autocratic leadership style used by school principals had a moderate but negative relationship with student discipline ($r=-0.467$, $p<0.05$). This relationship was significant at 0.05 significant level. Therefore the fourth null hypothesis of this study stating that there is no significant relationship between principals’ autocratic style of leadership and students’ discipline in public secondary schools was rejected. This implies that there is significant relationship between principals’ autocratic style of leadership and students’ discipline in public secondary schools.

This implies that transformation leadership style, transactional style of leadership, democratic style of leadership and autocratic leadership style influence student discipline in public secondary schools in Nakuru County. The more the school principals use transformation leadership style, transactional style of leadership and democratic style of

leadership, the more the level of student discipline. This is because of the positive relationship between this variables. It also implies that the more the school principals use autocratic leadership style, the poor the discipline of students. These results are consistent with those of Owiti (2016) who found out that a positive relationship between transformational leadership and student discipline.

4.5.2 Multiple Regression Analysis

The study used multiple linear regression model to predict student using transformation leadership style, transactional style of leadership, democratic style of leadership and autocratic leadership style. However, the study first tested the assumptions of multiple linear regression in order to justify its use for the study. Therefore the following diagnostic tests were performed, namely; normality, multicollinearity, autocorrelation, and heteroscedasticity.

4.5.2.1 Test of Normality

To test whether the data was normally distributed, the study used Shapiro-Wilk Test. The null hypothesis of Shapiro Wilk test is that the data is normally distributed and that a p-value less than the chosen significance level leads to rejection of the null hypothesis. The five variables were tested for normality whose results are a shown in Table 4.21

Table 4.20: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Transformational	.175	110	.083	.890	36	.097
Transactional	.264	110	.087	.788	36	.901
Democratic	.115	110	.071	.977		.088
Autocratic	.200	110	.666	.872		.134

a. Lilliefors Significance Correction

Source (Survey data, 2018)

The results of Shapiro-Wilk Test in Table 4.21 show that the data was normally distributed since the p-value greater than 0.05 for all the study variables. Therefore the null hypothesis of Shapiro-Wilk Test was accepted and therefore the data is normally distributed.

4.5.2.2 Multicollinearity

Multiple regression assumes that the independent variables are not highly correlated with each other. Multiple linear regression therefore assumes that there is no multicollinearity in the data (Kombo & Tromp, 2009). Presence of multicollinearity problem results into unstable parameter estimates which makes it difficult to assess the influence of independent variables on dependent variable. The absence of multicollinearity was tested using tolerance and Variance Inflation Factor (VIF) values as shown in Table 4.22.

Table 4.21: Tolerance and VIF tests for Multicollinearity

Model	Collinearity Statistics	
	Tolerance	VIF
Transformational Leadership Style	.511	1.957
Transactional Leadership Style	.403	2.481
Democratic Leadership Style	.495	2.020
Autocratic Leadership Style	.515	1.942

a. Dependent Variable: Student Discipline

Source (Survey data, 2018)

Tolerance indicates correlation coefficient (R) calculated by regressing the independent variable of interest onto the remaining independent variables included in the multiple regression analysis. The VIF is the measure of how much the variance of the estimated regression coefficient (e.g. beta value of Transformational Leadership Style) is inflated by the existence of correlation among the predictor variables in the model.

From Table 4.22, it was found that Transformational Leadership Style had a tolerance of 0.511 and VIF of 1.957, Transactional Leadership Style had a tolerance of 0.403 and VIF of 2.481, Democratic Leadership Style had a tolerance of 0.495 and VIF of 2.020 and Autocratic Leadership Style 0.515 and VIF of 1.942. Tabachnick and Fidell (2001) recommend a minimum value 0.25 tolerance levels and VIF values higher below then to prove absence of multicollinearity problem. This study obtained very high tolerance levels (above 0.25) and very low VIFs (below 10) and therefore confirmed that there was no multicollinearity problem.

4.5.2.3 Autocorrelation Statistics

The autocorrelation refers to a situation whereby there is serial correlation of independent variables. It is an occurrence whereby one independent variable causes another independent variables and therefore the presence of autocorrelation would lead to false influence of the particular independent variable on dependent variable. The presence of autocorrelation in a regression model would lead to larger t-statistic values than the true values hence leading to misinterpretation of beta coefficients of being significant while

they are not. This study used Durbin–Watson statistic to detect the presence of autocorrelation in the independent variable.

Table 4.22: Autocorrelation of Predictor Variables

Variable	Durbin-Watson
Transformational Leadership Style	2.035
Transactional Leadership Style	2.057
Democratic Leadership Style	2.241
Autocratic Leadership Style	2.069

Source (Survey data, 2018)

From Table 4.23, the Durbin-Watson statistic values were 2.035, 2.057, 2.241 and 2.069 for Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style respectively. According to Tabachnick and Fidell (2001) lack of autocorrelation problem is illustrated by a Durbin-Watson statistic of between 1.5 and 2.5. Since all the metric were between 1.5 and 2.5 it indicates that there is no autocorrelation amongst the independent variables.

4.5.2.4 Heteroscedasticity

Heteroscedasticity refers to the circumstance in which the variability of values of independent variables is unequal compared to values of dependent variable in a regression model. Simplified put, heteroscedasticity is presence of unequal residuals across the variables of the study. The study will check the absence of Heteroscedasticity in the multiple linear regression model. This is because the residuals of a regression model should be homoscedastic across all values of a predicted value of the dependent variable. Therefore, the test of homoscedasticity determines regression model's ability to predict the independent variables consistently across all values of that dependent variable. This

assumption was tested using White’s test of heteroscedasticity. Heteroscedasticity tests the null hypothesis that there is no homoscedasticity of data. Rejecting the null hypothesis of this test will implied that the data is homoscedastic and therefore does not violate the assumption of the multiple linear regression model (Tabachnick & Fidell, 2001).

Table 4.23: Heteroscedasticity Test

	Lavene Statistic	Sig.
Transformational Leadership Style	2.895	.001
Transactional Leadership Style	3.941	.000
Democratic Leadership Style	2.031	.025
Autocratic Leadership Style	2.711	.002

Source (Survey data, 2018)

Table 4.24 shows that all the p-values for Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style are below 0.05 therefore this study rejects the null hypothesis that the variability of the independent variables is unequal across the range of values of dependent variable in a regression model. The variables are therefore homoscedastic. From all the diagnostic analysis above, this study confirms that the variables; Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style are fit to be included in a regression model as predictors of student discipline. From the above diagnostic tests, the study confirms that the data is fit for multiple linear regression analysis.

4.5.2.5 Multiple Linear Regression Model

The assessment of the effect principal leadership styles on student discipline was using a multiple linear regression model. In this context, the influence of the independent variables

(Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style) on the dependent variable (student discipline) was examined. Table 4.25 shows this examination,

Table 4.24: Model Summary for the Multiple Linear Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855 ^a	.731	.717	.13472

a. Predictors: (Constant), Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style, Autocratic Leadership Style

Source (Survey data, 2018)

The multiple regression coefficient (R) that resulted from the multiple linear regression was 0.855 (Table 4.16) which indicated a strong positive correlation between the predicted variables and observed variables of the dependent variable. The coefficient of determination (R^2) was 0.731 which indicated that 73.1% of variation in student discipline in public secondary schools in Nakuru County can be explained by Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style. This therefore indicates that other factors which were not considered in this study contributes 26.9% of variation in student discipline in public secondary schools in Nakuru County. The study obtained a standard error of estimate of 0.13472 which indicates the standard deviation between the observed and predicted values of the dependent variable. This implies that the multiple regression equation obtained in this study is accurate in its prediction due to small standard error of estimate.

The analysis of variance (ANOVA) was undertaken to determine whether the regression model had predictive capacity. Cohen, Manion and Morrison (2007) say that the appropriateness of the multiple regression model as a whole can be tested using F test. The F-test of overall significance indicates whether linear regression model provides a better fit to the data than a model that contains no independent variables.

Table 4.25: ANOVA for the Multiple Linear Regression

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.526	4	2.881	38.992	.000 ^b
Residual	4.138	105	.075		
Total	15.664	109			

a. Dependent Variable: Student Discipline

b. Predictors: (Constant), Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style, Autocratic Leadership Style

Source (Survey data, 2018)

As seen in Table 4.26, $F(4, 105) = 38.992$, $p < 0.05$ indicates that the model as a whole had statistically significant predictive capability. Therefore the regression model provides a better fit to the data and proves that it is statistically significant. Coefficients for the multiple linear regression are as shown in Table 4.27.

Table 4.26: Coefficients for the Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
(Constant)	.436	.309		1.348	.139
Transformational Leadership Style	.848	.158	.787	5.073	.000
Transactional Leadership Style	.304	.075	.342	4.598	.000
Democratic Leadership Style	.678	.156	.669	4.263	.000
Autocratic Leadership Style	-.586	.173	-.561	-3.349	.001

a. Dependent Variable: Student Discipline

Source (Survey data, 2018)

The first symbol in Table 4.27 is the unstandardized beta (β) which represents the slope of the line between the predictor variable and the dependent variable. The beta coefficients show the influence of each independent variable on the dependent variable. The greater the value of the unstandardized beta, the higher the influence of the corresponding independent variable on predicted variable (Cohen, Manion & Morrison, 2007). It shows that one-unit increase in Transformational Leadership Style, student discipline increases by 0.845 units provided that other factors are hold constant. Similarly, one-unit increase in Transactional Leadership Style, student discipline increases by 0.304 units provided that other factors are held constant. For one-unit increase in Democratic Leadership Style, student discipline increases by 0.678 units provided that other factors are held constant. It was however noted that one-unit increase in autocratic Leadership Style, student discipline decreases by 0.586 units provided that other factors are held constant. Transformational leadership had had the greatest influence on student discipline, followed by democratic and transactional leadership in that order. Autocratic had a great influence too but negative one.

The fourth symbol is the t-test statistic (t). This is the test statistic calculated for the individual predictor variable. Its associated p-value tells whether or not an individual variable significantly predicts the dependent variable. If the p value is below 0.05, the variable is considered significant predictor of the dependent variable and vice versa. All the variables in this model had p-values less than 0.05. This implies that Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style significantly predict student discipline. This resulted in the following regression model; $Y = 0.436 + 0.845 X_1 + 0.304 X_2 + 0.678 X_3 - 0.586 X_4 +$

0.13472, where; Y = Student Discipline, X_1 = Transformational Leadership Style, X_2 = Transactional Leadership Style, X_3 = Democratic Leadership Style and X_4 = Autocratic Leadership Style.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This is the last chapter of the study. It presents the summary of major research findings as well as conclusion. This chapter also makes policy recommendation and suggests areas of further research.

5.2 Summary of Findings

This chapter makes a summary for the study in terms of major study findings. The purpose of this study was to assess the effect of principals' leadership styles on the discipline of students in public secondary schools in Nakuru County. The study sought to test the following research hypotheses; **H01**: There is no significant relationship between principals' transformation style of leadership and students' discipline in public secondary schools. **H02**: There is no significant relationship between principals' transactional style of leadership and students' discipline in public secondary schools. **H03**: There is no significant relationship between principals' democratic style of leadership and students' discipline in public secondary schools. **H04**: There is no significant relationship between principals' autocratic style of leadership and students' discipline in public secondary schools. This summary is guided by the research objectives as below.

5.2.1 Effect of Transformational Principal Leadership Style on Student Discipline

In respect to this objective, the study established that most of the times on average the principals had internal motivation and self-management as the driving force to effectively manage student discipline (Mean=2.95, SD=0.971), possessed the ability to make difficult

decisions on student discipline that also aligned with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk (Mean=2.67, SD=1.011), and that the principals kept ego in check in order to prioritize school matters and encourage ideas from others within the school aimed at improving student discipline (Mean=2.76, SD=0.872). The study also established that most of the times on average the principals took calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large (Mean=3.05, SD=0.871), understood what to do to encourage students to behave responsibly and change from bad behaviour (Mean=3.02, SD=0.864), and that the principals were ready to listen to new ideas in order to overcome challenges of student indiscipline (Mean=2.86, SD=0.836).

The findings further showed that most of the times on average the principals were willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline (Mean=2.77, SD=0.933), had the capacity to make sure teachers were actively involved in monitoring and controlling student discipline (Mean=3.04, SD=0.791), and that openness, communication, accountability, truthfulness, sincerity, devotion and attention are the principal's key values in dealing with student discipline (Mean=2.84, SD=0.816). It was also established that most of the times on average the principals took personal ownership and "Walking the Talk" by being the example to students with an aim of improving their discipline (Mean=3.80, SD=0.930). This study found out that transformational leadership style used by school principals was strongly and positively related with student discipline ($r=0.868$, $p<0.05$). Transformational leadership style was also found to be a significant predictor of student discipline in a regression model.

5.2.2 Effect of Transactional Principal Leadership Style on Student Discipline

In establishing the effect of Transactional Principal Leadership Style on Student Discipline, this study found that most of the times on average the principals maintains the status quo; stress on correct actions to improve student discipline (Mean=3.07, SD=0.827), follows the structured school policies and procedures on student discipline in his/her leadership as a principal (Mean=3.25, SD=0.853) and that the principal works within the school culture on student discipline that had been existing (Mean=2.92, SD=0.864). It is was also found that most of the times on average the principals tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students (Mean=3.07, SD=0.829), uses punishments and rewards to motivate students to behave at their best (Mean=3.18, SD=0.909), and that the principal reward students who are motivated by self-interest to follow instructions (Mean=2.92, SD=0.814).

The findings further showed that most of the times on average students have to please the principal by their good discipline before listening to their concerns (Mean=2.96, SD=0.898) is solely concerned with making sure there is good student discipline today in spite of what the future holds (Mean=2.27, SD=0.936) and that the principal looks for mistakes in what people do and takes a corrective action for mistakes committed (Mean=2.95, SD=0.840). It was also established that most of the times on average principals relinquish responsibility of maintaining student discipline and avoid making decisions (Mean=3.00, SD=0.962). Transactional leadership style used by school principals had a moderate positive relationship with student discipline ($r=0.602$, $p<0.05$).

Transactional leadership style was also found to be a significant predictor of student discipline in a regression model.

5.2.3 Effect of Democratic Principal Leadership Style on Student Discipline

It was established that most of the times on average the principals encourage all members to share ideas and opinions before decision making in matters regarding student discipline (Mean=2.78, SD=0.899), makes all students and staff feel more engaged in the dealing with student discipline (Mean=2.93, SD=0.812), and that the principal encouraged harmony and rewards it among those students that demonstrated a high degree of discipline (Mean=2.68, SD=0.823). It was also found that most of the times on average the principals inspired trust among the students and the staff which had translated to good student discipline (Mean=2.88, SD=0.914), is trustworthy and follows his or her morals and values in dealing with student discipline (Mean=3.10, SD=0.903), and that the principal inspired students to take action and contribute to the school well-being through good behaviour (Mean=3.34, SD=0.864).

The findings further showed that most of the times on average principals sought ideas from different people and perspectives before taking action on student discipline (Mean=3.14, SD=1.075), is very flexible when it comes to ways of dealing with student discipline in the school (Mean=3.11, SD=0.827), and that the principal utilizes the talents of teachers in motivating students to maintain self-discipline (Mean=3.04, SD=1.025). It was also established that most of the times on average principals lay out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases.

(Mean=3.09, SD=1.035). Democratic leadership style used by school principals had a strong positive relationship with student discipline ($r=0.782$, $p<0.05$). Democratic leadership style was also found to be a significant predictor of student discipline in a regression model.

5.2.4 Effect of Autocratic Principal Leadership Style on Student Discipline

In measuring the Autocratic Principal Leadership Style, this study established that rarely on average the principals did not allow ideas from students and the school staff members on how to deal with student discipline (Mean=0.53, SD=0.902), makes almost all of the decisions in the school pertaining student discipline (Mean=0.70, SD=0.906), and that the principal commands all that students should do in maintaining discipline in the school (Mean=0.63, SD=0.886). It was also found that rarely on average the principals were not trustworthy to deal with important tasks regarding student discipline (Mean=0.65, SD=0.850), makes all decisions and did not listen to opinions from teachers and students in matters pertaining student discipline (Mean=0.71, SD=0.858), and that the principal rejects irrelevant opinions in his/her leadership as far as student discipline is concerned (Mean=0.75, SD=0.985).

The findings further indicated that rarely on average principals consider school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases (Mean=0.96, SD=0.942), follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule (Mean=1.31, SD=0.965), and that the principal felt as the most knowledgeable person in the school and therefore preferred to make decisions on student discipline without consulting anyone (Mean=1.04,

SD=0.901). It was also established that rarely on average principals make decisions quickly without consulting with the people since student discipline is an urgent matter to him/her (Mean=0.69, SD=0.863). Autocratic leadership style used by school principals had a moderate but negative relationship with student discipline ($r=-0.467$, $p<0.05$). Autocratic leadership style was also found to be a significant predictor of student discipline in a regression model.

5.2.5 Student Discipline

Student discipline was the dependent variable of the study. It was established that most of the times on average students were obedient (Mean=3.11, SD=0.827) polite (Mean=3.11, SD=0.827), harmonious with other students (Mean=3.11, SD=0.827), observed body cleanness (Mean=3.11, SD=0.827), and were neat in dressing (Mean=3.11, SD=0.827). It was also found that most of the times on average the students maintained silence in class (Mean=3.11, SD=0.827), were serious with academic assignments (Mean=3.11, SD=0.827), were careful in handling of learning materials (Mean=3.11, SD=0.827), were neat in their writing (Mean=3.11, SD=0.827) and maintained harmony with their teachers (Mean=3.11, SD=0.827).

It was found out that multiple regression model predicting student discipline using Transformational Leadership Style, Transactional Leadership Style, Democratic Leadership Style and Autocratic Leadership Style as its predictors had R^2 value of 0.731. The model had statistically significant predictive capability as evidenced by F-statistic; $F(4, 109) = 38.992$, $p < 0.05$. This resulted in the following regression model; $Y = 0.436 + 0.845 X_1 + 0.304 X_2 + 0.678 X_3 - 0.586 X_4 + 0.13472$, Where; Y= Student Discipline, $X_1 =$

Transformational Leadership Style, X_2 = Transactional Leadership Style, X_3 = Democratic Leadership Style and X_4 = Autocratic Leadership Style.

5.3 Conclusion of the Study

This study concluded that there was significant relationship between principals' transformation style of leadership and students' discipline in public secondary schools. The study also concluded that there was significant relationship between principals' transactional style of leadership and students' discipline in public secondary schools. A conclusion was made that there was significant relationship between principals' democratic style of leadership and students' discipline in public secondary schools. This study concluded that there was significant relationship between principals' autocratic style of leadership and students' discipline in public secondary schools. Finally this study concluded that Transformational Principal Leadership Style, Transactional Principal Leadership Style, Democratic Principal Leadership Style and Autocratic Principal Leadership Style affect the level of student discipline in secondary schools in Nakuru County.

5.4 Recommendations of the Study

This study recommends principals to use transformational leadership for it had the greatest positive influence (highest beta coefficient) on student discipline.

The study recommends the use of transactional and democratic leadership styles to complement the transformational leadership style in secondary schools for the two leadership styles had relatively high influence on student discipline..

The study recommends schools principals to inspire students to take action and contribute to the school well-being through good behaviour. This recommendation is based on low level in which principals inspired students to take action and contribute to the school well-being through good behaviour.

The study also recommends Teachers Service Commission to monitor leadership styles used by secondary school principals. This should be done to make sure there is no autocratic leadership in secondary school and that transformational leadership is used most of the time.

In policy formulation and implementation, policy makers should first focus of policies that will promote transformational leadership, followed by democratic and then transactional leadership for this was the order of influence from the highest to the least.

5.5 Suggestion for Further Studies

There was lack of consensus on whether students were involved in decision making process in the sampled secondary schools. In regard to this metric, the study suggests a further research to establish the role of democratic principal leadership on decision making process in secondary schools in Kenya.

A further study can also be done on the role of student councils in managing student discipline cases in secondary schools in Kenya.

This study also recommends a similar study to be conducted on primary schools in Kenya. The suggested study can shed more light on the worsen trend of indiscipline in secondary schools in Kenya.

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APPENDIX I: QUESTIONNAIRES

QUESTIONNAIRE FOR PRINCIPALS

Introduction: I kindly request that you fill the questionnaire as honest as possible. The questionnaire seeks to obtain information on the effect of principals' leadership styles on student discipline in public secondary schools in Nakuru North Sub-County, Nakuru County, Kenya. Confidentiality of the information given will be maintained all at times.

Part I: Background Information

1. Your gender

Male [] Female []

2. Your age

26-35 years [] 36-45 years [] 46-55 years [] 56 years and above []

3. Highest level of education

Certificate [] Diploma [] Degree [] Masters [] PhD []

4. Years of Total Experience as Principal

1 – 5 [] 6 – 10 [] 11 – 15 [] 16 – 20 [] 21 – 25 [] Above 26 []

5. Years of experience working as a Principal at your current school

1 – 5 [] 6 – 10 [] 11 – 15 [] 16 – 20 [] 21 – 25 [] Above 26 []

Part II: Transformational style of leadership

6. In the statements below, rate your use of transformational leadership style in your school in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Transformational leadership style	0	1	2	3	4
I have internal motivation and self-management as my driving force to effectively manage student discipline.					

I possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk.					
I keep my ego on check in order to ensure that I prioritize school matters and encourage ideas from others within the school aimed at improving student discipline.					
I take calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large.					
I know what to do to instill discipline change and bring growth to the school.					
I use different ways and strategies to respond to changes in school environment.					
Am willing to open and listen to new ideas by creating avenues to listen to insights concerning student discipline.					
I encourage teachers work willingly in inspiring students to greater academic heights.					
Openness, communication, accountability, truthfulness, sincerity, devotion and attention are my key values in dealing with student discipline.					
I take personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline.					

Part III: Democratic style of leadership

7. In the statements below, rate your use of democratic leadership style in your school in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Democratic leadership style	0	1	2	3	4
I encourage all members to share ideas and opinions before decision making in matters regarding student discipline.					
My leadership makes all students and staff feel more engaged in the dealing with student discipline.					
I encourage harmony and rewards it among those students that demonstrate high degree of discipline.					
I inspire trust among the students and the staff which had translated to good student discipline.					
I am honest and I make decisions based on my morals and values in dealing with student discipline.					
I inspire my students to take action and contribute to the school well-being through good behaviour.					
I listen to every stakeholders' opinions no matter how unpopular they are with a view of maintaining good student discipline.					
I am flexible as I listen to new ideas of dealing with student discipline in the school.					
I capitalize on capabilities of teachers and students by giving them freedom to try new strategies in dealing with student indiscipline.					
I lay out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases.					

Part IV: Autocratic style of leadership

8. In the statements below, rate your use of autocratic leadership style in your school in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Autocratic leadership style	0	1	2	3	4
I don't allow input from students and teachers on how I should deal with student discipline.					
I make almost all of the decisions in the school pertaining student discipline.					
I give commands on what the students should follow in maintaining discipline in the school.					
My followers do not fully trust me with tasks regarding student discipline.					
I make all decisions and don't allow advice from teachers and students in matters pertaining student discipline.					
I discourage out-of-box reasoning in my leadership as far as student discipline is concerned.					
I consider school rules important and I clearly outline and communicate them so that no student should be caught in indiscipline cases.					
My roles are on a fixed schedule and I strictly adhere to when it comes to student discipline.					
Am the most knowledgeable person in the school and therefore I prefer to make decisions on student discipline without consulting anyone					
I make decisions quickly without consulting with the people since student discipline is an urgent matter to me.					

Part V: Transactional style of leadership

9. In the statements below, rate your use of transactional leadership style in your school in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4=

Transactional leadership style	0	1	2	3	4
I maintain the status quo; stress on correct actions to improve student discipline.					
I follow the structured school policies and procedures on student discipline in my leadership as a principal.					
I work within the school culture on student discipline that had been existing.					
I tend to be inflexible and opposed to change in my leadership in matters regarding the discipline of students.					
I give punishments and rewards to motivate students to behave at their best.					
I reward students who are motivated by self-interest to follow instructions.					
I listen to students' needs only if they satisfactory accomplish the roles assigned by their teachers.					
I am solely concerned with making sure there is good student discipline today in spite of what the future holds.					
I watch and search for failures and take corrective actions against the failures.					
I abdicate or relinquish responsibility of maintaining student discipline and avoid making decisions.					

Part VI: Principals' leadership styles and student discipline

10. Rate the extent in which your leadership styles affects student discipline in your school where; 0=Not at all, 1=Very Little, 2=Somewhat and 3=Great extent

Student discipline	Leadership style	0	1	2	3
Obedience	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Politeness	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Harmony with other students	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Bodily cleanliness (hygiene)	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Neatness in dressing	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Maintaining silence in class	Transformational				
	Democratic				
	Autocratic				
	Transactional				
	Transformational				

Student discipline	Leadership style	0	1	2	3
Seriousness with academic assignments	Democratic				
	Autocratic				
	Transactional				
Carefulness in handling of learning materials	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Neatness in writing	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Harmony with teachers	Transformational				
	Democratic				
	Autocratic				
	Transactional				

QUESTIONNAIRE FOR TEACHERS

Introduction: I kindly request that you fill the questionnaire as honest as possible. The questionnaire seeks to obtain information on the effect of principals' leadership styles on student discipline in public secondary schools in Nakuru North Sub-County, Nakuru County, Kenya. All your responses shall be treated confidentially, and will only be used for the purpose of this study. Confidentiality of the information given will be maintained all at times.

Part I: Background Information

1. Your gender

Male [] Female []

2. Your age

26-35 years [] 36-45 years [] 46-55 years [] 56 years and above []

3. Highest level of education

Certificate [] Diploma [] Degree [] Masters [] PhD []

4. Years of Total Experience as a teacher

1 – 5 [] 6 – 10 [] 11 – 15 [] 16 – 20 [] 21 – 25 [] Above 26 []

5. Years of experience working as a class teacher at your current school

1 – 5 [] 6 – 10 [] 11 – 15 [] 16 – 20 [] 21 – 25 [] Above 26 []

Part II: Transformational style of leadership

6. In the statements below, rate the use of transformational leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Transformational leadership style	0	1	2	3	4
Had internal motivation and self-management as the driving force to effectively manage student discipline					
Possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk.					
Keeps his/her ego in check in order to ensure that I prioritize school matters and encourage ideas from others within the school aimed at improving student discipline.					
Takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large.					
Understands what to do to encourage students behave responsibly and change from bad behaviour.					
Is ready to listen to new ideas in order to overcome challenges of student indiscipline.					
Is willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline.					
Had the capacity to make sure teachers are actively involved in monitoring and controlling student discipline.					
Openness, communication, accountability, truthfulness, sincerity, devotion and attention are his/her key values in dealing with student discipline.					
Takes personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline.					

Part III: Democratic style of leadership

7. In the statements below, rate the use of democratic leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Democratic leadership style	0	1	2	3	4
Encourage all members to share ideas and opinions before decision making in matters regarding student discipline.					
His/her leadership makes all students and staff feel more engaged in the dealing with student discipline.					
Encourage harmony and rewards it among those students that demonstrate high degree of discipline.					
Inspires trust among the students and the staff which had translated to good student discipline.					
Is trustworthy and follows his or her morals and values in dealing with student discipline.					
Inspires students to take action and contribute to the school well-being through good behaviour.					
Seeks ideas from different people and perspectives before taking action on student discipline.					
Is very flexible when it comes to ways of dealing with student discipline in the school.					
Utilizes the talents of teachers in motivating students to maintain self-discipline.					
Lays out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases.					

Part IV: Autocratic style of leadership

8. In the statements below, rate the use of autocratic leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Autocratic leadership style	0	1	2	3	4
Does not allow ideas from students and the school staff members on how he/she should deal with student discipline.					
Makes almost all of the decisions in the school pertaining student discipline.					
Commands all that students should do in maintaining discipline in the school.					
Is not a trustworthy person to deal with important tasks regarding student discipline.					
Makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline.					
Rejects irrelevant opinions in his/her leadership as far as student discipline is concerned.					
Considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases.					
Follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule.					
He/she is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone					
Makes decisions quickly without consulting with the people since student discipline is an urgent matter to him/her.					

Part V: Transactional style of leadership

9. In the statements below, rate the use of transactional leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Transactional leadership style	0	1	2	3	4
Maintains the status quo; stress on correct actions to improve student discipline.					
Follows the structured school policies and procedures on student discipline in his/her leadership as a principal.					
Works within the school culture on student discipline that had been existing.					
Tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students.					
Uses punishments and rewards to motivate students to behave at their best.					
Reward students who are motivated by self-interest to follow instructions.					
Students have to please him or her by their good discipline before listening to their concerns.					
Is solely concerned with making sure there is good student discipline today in spite of what the future holds.					
Looks for mistakes in what people do and takes a corrective action for mistakes committed.					
Abdicate or relinquish responsibility of maintaining student discipline and avoid making decisions.					

Part VI: Principals' leadership styles and student discipline

11. Rate the extent in which principal's leadership styles affects student discipline in your school where; 0=Not at all, 1=Very Little, 2=Somewhat and 3=Great extent

Student discipline	Leadership style	0	1	2	3
Obedience	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Politeness	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Harmony with other students	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Bodily cleanliness (hygiene)	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Neatness in dressing	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Maintaining silence in class	Transformational				
	Democratic				

Student discipline	Leadership style	0	1	2	3
	Autocratic				
	Transactional				
Seriousness with academic assignments	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Carefulness in handling of learning materials	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Neatness in writing	Transformational				
	Democratic				
	Autocratic				
	Transactional				
Harmony with teachers	Transformational				
	Democratic				
	Autocratic				
	Transactional				

QUESTIONNAIRE FOR STUDENTS

Introduction: I kindly request that you fill the questionnaire as honest as possible. The questionnaire seeks to obtain information on the effect of principals’ leadership styles on student discipline in public secondary schools in Nakuru North Sub-County, Nakuru County, Kenya. All your responses shall be treated confidentially, and will only be used for the purpose of this study. Confidentiality of the information given will be maintained all at times.

Part I: Background Information

1. Your gender

Male [] Female []

2. Your age

13-15 years [] 16-17 years [] 18-19 years [] 20 years and above []

3. Class

Form one [] Form two [] Form three [] Form four []

Part II: Transactional style of leadership and student discipline

4. In the statements below, rate the use of transformational leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Transformational leadership style	0	1	2	3	4
Had internal motivation and self-management as the driving force to effectively manage student discipline					
Possess the ability to make difficult decisions on student discipline that also align with the school vision, values, goals, and objectives even in the face of adversity, challenge, and risk.					
Keeps his/her ego in check in order to ensure that I prioritize school matters and encourage ideas form					

others within the school aimed at improving student discipline.					
Takes calculated risks that have researched, evaluated and consulted which more often than not result in improved discipline for students and school at large.					
Understands what to do to encourage students behave responsibly and change from bad behaviour.					
Is ready to listen to new ideas in order to overcome challenges of student indiscipline.					
Is willing to open and listen to new ideas by creating avenues for raising new ideas on how to deal with student indiscipline.					
Had the capacity to make sure teachers are actively involved in monitoring and controlling student discipline.					
Openness, communication, accountability, truthfulness, sincerity, devotion and attention are his/her key values in dealing with student discipline.					
Takes personal ownership and “Walking the Talk” by being the example to students with an aim of improving their discipline.					

Part III: Democratic style of leadership

5. In the statements below, rate the use of democratic leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Democratic leadership style	0	1	2	3	4
Encourage all members to share ideas and opinions before decision making in matters regarding student discipline.					
His/her leadership makes all students and staff feel more engaged in the dealing with student discipline.					
Encourage harmony and rewards it among those students that demonstrate high degree of discipline.					
Inspires trust among the students and the staff which had translated to good student discipline.					
Is trustworthy and follows his or her morals and values in dealing with student discipline.					
Inspires students to take action and contribute to the school well-being through good behaviour.					
Seeks ideas from different people and perspectives before taking action on student discipline.					
Is very flexible when it comes to ways of dealing with student discipline in the school.					
Utilizes the talents of teachers in motivating students to maintain self-discipline.					
Lays out all the ideas, considerations and decisions for everyone to examine before taking action against indiscipline cases.					

Part IV: Autocratic style of leadership

6. In the statements below, rate the use of autocratic leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Autocratic leadership style	0	1	2	3	4
Does not allow ideas from students and the school staff members on how he/she should deal with student discipline.					
Makes almost all of the decisions in the school pertaining student discipline.					
Commands all that students should do in maintaining discipline in the school.					
Is not a trustworthy person to deal with important tasks regarding student discipline.					
Makes all decisions and does not listen to opinions from teachers and students in matters pertaining student discipline.					
Rejects irrelevant opinions in his/her leadership as far as student discipline is concerned.					
Considers school rules important and clearly outline and communicate them so that no student should be caught in indiscipline cases.					
Follows a fixed schedule in carrying out his or her leadership roles and strictly adheres to the schedule.					
He/she is the most knowledgeable person in the school and therefore prefer to make decisions on student discipline without consulting anyone					
Makes decisions quickly without consulting with the people since student discipline is an urgent matter to him/her.					

Part V: Transactional style of leadership

7. In the statements below, rate the use of transactional leadership style by your school principal in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Transactional leadership style	0	1	2	3	4
Maintains the status quo; stress on correct actions to improve student discipline.					
Follows the structured school policies and procedures on student discipline in his/her leadership as a principal.					
Works within the school culture on student discipline that had been existing.					
Tends to be inflexible and opposed to change in his/her leadership in matters regarding the discipline of students.					
Uses punishments and rewards to motivate students to behave at their best.					
Reward students who are motivated by self-interest to follow instructions.					
Students have to please him or her by their good discipline before listening to their concerns.					
Is solely concerned with making sure there is good student discipline today in spite of what the future holds.					
Looks for mistakes in what people do and takes a corrective action for mistakes committed.					
Abdicate or relinquish responsibility of maintaining student discipline and avoid making decisions.					

Part VI: Principals' leadership styles and student discipline

12. Rate the extent in which principal's leadership styles affects student discipline in your school where; ; 0=Not at all, 1=Very Little, 2=Somewhat and 3=Great extent

Student discipline	Leadership style	0	1	2	3
Obedience	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Politeness	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Harmony with other students	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Bodily cleanliness (hygiene)	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Neatness in dressing	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
	Motivation and ability to evoke change				

Student discipline	Leadership style	0	1	2	3
Maintaining silence in class	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Seriousness with academic assignments	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Carefulness in handling of learning materials	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Neatness in writing	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				
Harmony with teachers	Motivation and ability to evoke change				
	Ability to seek diverse opinions				
	Dictatorship and rigidity				
	Strictness to policies and procedures				

Part VI: Score on student discipline (NB: To be filled by student's class teacher)

Please rate the level of student discipline in a scale of 0 to 4 where; 0=Never, 1= Rarely, 2= Sometimes, 3=Usually and 4= Always.

Student discipline	0	1	2	3	4
Obedient					
Polite					
Harmonious with other students					
Bodily clean (hygiene)					
Neat in dressing					
Maintain silence in class					
Serious with academic assignments					
Careful in handling of learning materials					
Neat in writing					
Harmonious with teachers					

END. THANK YOU.

APPENDIX II: TARGETED SECONDARY SCHOOLS

NAKURU NORTH PUBLIC SECONDARY SCHOOLS

S/NO.	NAME OF SECONDARY SCHOOL	ZONE
1.	MOI FORCES ACADEMY	DUNDORI
2.	BAHATI GIRLS SEC.	BAHATI
3.	JOMO KENYATTA BOYS	BAHATI
4.	BAVUNI SEC.	DUNDORI
5.	BAHATI PCEA GIRLS	BAHATI
6.	HEROES SEC.	BAHATI
7.	J. M. KARIUKI SEC.	BAHATI
8.	ST. JOHN'S BAHATI SEC.	BAHATI
9.	KIAMAINA SEC.	BAHATI
10.	ST. JOSEPH KIRIMA SEC.	SOLAI
11.	DUNDORI SEC.	DUNDORI
12.	ST. MARK ELDONIO SEC.	SOLAI
13.	ST. JOSEPH KARI SEC.	DUNDORI
14.	ST. ANTHONY ENGOSHURA	BAHATI
15.	NDUNGIRI SEC.	SOLAI
16.	MURUNGARU SEC.	DUNDORI
17.	MENENGAI HILL SEC.	BAHATI
18.	RIGOGO SEC.	SOLAI
19.	BISHOP EDWARD DONOVAN	DUNDORI
20.	MURUNYU HIGH SCH.	DUNDORI
21.	RURII SECONDARY	BAHATI
22.	LIMUKO SEC.	BAHATI
23.	MWIRUTI SEC.	DUNDORI
24.	WANYORORO SEC.	DUNDORI
25.	MIKEU SEC.	DUNDORI
26.	HESHIMA SEC.	BAHATI
27.	ST. FRANCIS BAHATI SEC.	BAHATI
28.	OLBONATA SEC	SOLAI
29.	ST. GERALD'S	BAHATI
30.	WORKERS	BAHATI
31.	KING DAVID	BAHATI
32.	KIMANI NGUNJIRI	BAHATI
33.	MILIMANI SEC	DUNDORI
34.	JOMO KENYATTA GIRLS	BAHATI

Teachers Male - 175
 Female - 125
 TOTAL - 300

Students Boys - 5896
 Girls - 5861
 TOTAL - 11757

FOR COUNTY DIRECTOR
TEACHERS SERVICE COMMISSION
NAKURU COUNTY
P.O. BOX 484-20100 NAKURU
 DATE: 12/11/2017
Settler

Source (Nakuru North Sub-County Education Office, 2017)

APPENDIX III: WORKPLAN

Duration Activity	Nov- Jan 2016	Feb- Jul 2017	Aug- Oct 2017	Nov- Jan 2018	Feb - Mar 2018	Apr- May 2018	Jun- Jul 2018
Concept Paper Writing <ul style="list-style-type: none"> • Problem identification • Choosing a research topic • Setting of research objectives 							
Proposal Writing <ul style="list-style-type: none"> • Literature review • Outline research methodology • Construction of research instruments 							
Proposal Defense <ul style="list-style-type: none"> • Defence of research proposal • Undertaking defense corrections 							
Pilot Study <ul style="list-style-type: none"> • Obtaining research permit • Administering questionnaires • Reliability analysis 							
Data Collection <ul style="list-style-type: none"> • Obtaining research authorization • Administering questionnaires 							
Data Analysis <ul style="list-style-type: none"> • Data cleaning • Data entry • Data analysis 							
Project Writing and Submission <ul style="list-style-type: none"> • Reporting research findings • Discussing research findings • Project binding and submission 							

APPENDIX IV: BUDGET

ACTIVITY	ITEM	DESCRIPTION	NO. OF UNITS	UNIT COST (Ksh)	AMOUNT
Literature search and proposal preparation	Library costs	Travel to Library and library charges.	8	2,500	20,000
	Internet services	Browsing approximately 10,000 minutes @ 1	2	10,000	20,000
	Proposal typing	1 copy of 40 pages with 3 drafts @40	120	40	4,800
	Photocopying	15 copies of 40 pages @3/= for department and faculty of defense	15	120	1,800
	Questionnaire	100 questionnaires Typing and copying @ 30/=	100	30	3,000
Transport and subsistence costs for data collection	Researcher and research assistants	Travelling around the selected schools in Nakuru North Sub-County for one month	1	10,000	10,000
Equipment and materials	Pocket files		10	70	700
	Stapler and staples		1	300	300
	Notebooks		20	25	500
	Biros		20	20	400
	Flash discs 2GB		3	1000	3,000
Project writing	Laptop	1 laptop	1	1	65,000
	Typing and printing	Typing and printing approximately 200 pages @40/=	200	40	8,000
	Photocopying	10 copies @800/=	10	800	8,000
	Binding	10 copies @500/=	10	500	5,000
Grand Total					150,500

Source of funds; Researcher

APPENDIX V: LETTER OF INTRODUCTION



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/OL/NKU/26432/2015

DATE: 21st February, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR NJAMI WANJA ANN - REG. NO. D53/OL/NKU/26432/2015.

I write to introduce Ms. Njami Wanja Ann who is a Postgraduate Student of this University. She is registered for M.B.A degree programme in the Department of Human Resource Management.

Ms. Njami intends to conduct research for a M.B.A Project Proposal entitled, "Assessment of Principals' Leadership Styles on Student Discipline in Public Secondary Schools in Nakuru County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

AM/Im

APPENDIX V: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/78922/22714**

Date: **24th May, 2018**

Njami Ann Wanja
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Assessment of principals leadership style on student discipline in public secondary school in Nakuru County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **22nd May, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.


National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/18/78922/22714**
MS. NJAMI ANN WANJA **Date Of Issue : 24th May,2018**
of KENYATTA UNIVERSITY , 17947-20100 **Fee Received :Ksh 1000**
NAKURU,has been permitted to conduct
research in Nakuru County

on the topic: ASSESSMENT OF
PRINCIPALS LEADERSHIP STYLE ON
STUDENT DISCIPLINE IN PUBLIC
SECONDARY SCHOOL IN NAKURU
COUNTY KENYA

for the period ending:
22nd May,2019

Applicant's Signature  **Director General**
National Commission for Science, Technology & Innovation