PRINCIPALS' LEADERSHIP PRACTICES AND THEIR INFLUENCE ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MAKINDU SUB COUNTY, KENYA

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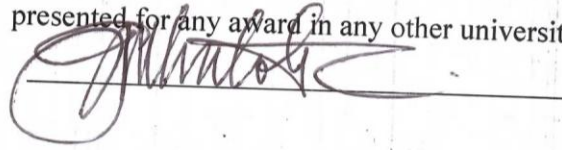
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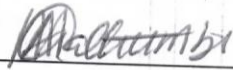
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DECLARATION

This research report is my original work and to the best of my knowledge has not been presented for any award in any other university.

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DEDICATION

I dedicate this research to my family; my wife Florence Gideon, son Kelvin Nthiani and my daughter Faith Mueni Gideon for giving me humble time and supporting me during my research period and made it a stress free one.

ACKNOWLEDGMENT

My heart felt acknowledgment goes to my research supervisors Anthony Mungai Gathumbi and Dr. Kithyo Matemu whp through their endless proactive critisms and love made it possible for me to complete my research project. I also do salute Mtito Andei Campus Direct Dr. Matheas Kauti who assisted me during my research project.

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LIST OF ABBREVIATIONS

ACP   African Caribbean and Pacific

MOEST   Ministry of Education and Science and Technology

NACOSTI   National Commission for Science, Technology and Innovation

NCLB   No Child is Left Behind

SEKU   South Eastern Kenya University

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

U.S   United States

UK   United Kingdom

USA   United States of America

ABSTRACT

The purpose of the study was to investigate the principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya. The study was guided by four research objectives: To examine the influence of principals' democratic leadership style on public secondary school students' discipline in Makindu Sub County; determine influence of principals' communication on public secondary school students' discipline in Makindu Sub County; assess the extent to which the principals' use of school student council in decision making influences public secondary school students' discipline in Makindu Sub County and lastly examine the influence of principals use of school rules and regulations on students discipline in public secondary schools in Makindu sub county. This study was based on the Self Determination Theory developed by Deci and Ryan (2002). The research design used in this study was descriptive survey. The target population of the study was 20 principals, 156 teachers and 1979 from form three and four students. The sample comprised of 20 principals, 46 teachers and 197 students who were selected by simple random sampling. Data in the study was collected using questionnaires. Descriptive statistics methods was used for evaluating headteachers' transformative leadership styles on teachers' job satisfaction. Pearson correlation coefficients were computed to find out the relationships between principals leadership practices and student discipline. The study established that principals in their respective secondary schools encourage open door policy where students are free to see the head of the institution to explain their problems. Principals were and tasked encourage democratic form of school organization in which students elect their own leaders, provision of a suggestion box for the students to give independent views about the school administration and even allowing students to have a say in determining the dress code of the school. Principals communicated in time, for example, school rules and daily routine pinned at notice-boards, classrooms and dining halls. Student council is consulted when major school decisions, for example, on diet, dressing code and cancellation of trips, affecting them is made. In the same vein, it is evident that principals ensure that students have a copy of school rules and regulations, are strict on students' dressing code, maintain that students get permission before leaving the school, are strict on students' class attendance and ensure that rules are clearly laid out in the school notice board. Rules and regulations specify in most cases what school members should do and what they should not do. The study thus recommends that principals should adopt leadership skills and mechanisms which are aimed at minimizing instances of students' indiscipline. Schools should organize for seminars and workshops for student leaders to acquire skills necessary to help reduce instances of indiscipline amongst their colleagues. Principals should adopt collaborative approach which brings all school stakeholders to help address students' indiscipline. Students should be sensitized on the importance of adherence to school rules and regulations. Rules for the membership to the student council should be flexible for all students so that they can own its leadership. This will go a long way in guaranteeing respect to the leaders.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Worldwide, the fundamental purpose of education is to gain knowledge, inculcate forms of proper conduct and acquire technical competency (Oak, 2008). Education is therefore, fundamental to the success of any country's overall development strategy and a corner stone of economic and social development (Republic of Kenya, 2005). Huczynski (2001) says that the success of an organization depends on the quality of its leadership. He observed that the school principal is the most influential individual in an education institution and that good leadership is the key in holding efficient administration together. Chapman (2003) explains that the school principal is viewed as the primary decision maker, facilitator, problem solver and social change agent.

According to Adlam (2003), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. According to Karunanayake (2012), leadership is a process of influencing followers to achieve the desired expectations. Besides, Sergiovanni (1998) observes that the success of any teaching process is determined upon the quality of students' discipline. Such leadership is imperative for schools to function successfully the way strong leadership is vital for any organization to operate efficiently. Discipline is a function of the administration of institutional leadership at school level.

According to Cotton (2003), governments of the world have found that the following types of behaviours by a principal have a significant impact on student's discipline: the establishment of a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning for all students; interactions and cordial relationships with relevant stakeholders with communication and interaction, emotional and interpersonal support, visibility and accessibility, and parent/community participation; developing a school culture conducive to teaching and learning through shared leadership and decision-making, collaboration, risk taking leading to continuous improvements; providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvements.

Australia, the United States of America, England and Canada indicate that discipline problems in schools is on the increase. For example in a report entitled, "School Crime, Violence and Safety in U.S Public Schools 2005-2006" published by the U.S Department of Education in 2007 revealed that discipline problems in American schools was common. According to the findings the overall rate of violent incidents for all public schools in U.S was 31 incidents per 1000 students. Some of the common discipline problems included students' threat of physical attack with or without weapon,

distribution, possession or use of illegal drugs, bullying, sexual battery and rape (Nolle & Chandler, 2007).

In United States of America (USA), Gottfredson (2007) found out that in six middle schools in Charles town South Carolina, students lost 7,932 instructional days because of school suspensions in a single academic year due to misconduct in schools. Weeramunda (2008) also did a study in Sri Lanka on discipline in s schools and noted that violence and students' misbehavior is on the increase. Several unrests were reported in 1990, 1996 and 2004. Garagae, (2007) did a study in Botswana and found that discipline problems in schools manifests themselves in various ways such as bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework.

Discipline is a rudimentary ingredient that plays a crucial role in school system, which insists on upholding the moral values of students (Schon, 2003). This view is supported by Blandford (2008) who asserts that discipline is essential if any organization including school has to succeed in the attainment of its goals. The quality of student discipline is an important factor in determining the intellectual outcome of students and schools (Reynolds, 1989). This is because, discipline provides a sense of direction among learners and hence commitment to school values. Moreover, a disciplined student body has a likelihood of increasing teachers' job satisfaction, which is a critical correlate of commitment to institutional goals (Imber & Neidt, 1990).

In the United Kingdom (UK) the styles principals have used impacted greatly on students' discipline. For example, students' politics has existed since 1880s

with the formation of students' representative councils to represent students' interests towards a leadership style used by principals (Koechler, 2002). The movement varied in subject size and success, with all kinds of students in both public and private educational institutions participating. In the United States of America (USA), students' discipline problems have been experienced in the past years. According to Harllinger and Heck (2008), student activism in USA is often understood as associated towards change in the American Educational System. Currently, many countries all over the world are adopting the legislation on "No Child is Left Behind by 2020" signed into law in January 2002 in the United States of America (USA).

In Singapore and Nigeria the studies attributed discipline problems in schools to unconducive home environment, negative peer pressure, lack of parental guidance or supervision, mass media which promoted negative materialistic and moral values, unrealistic curriculum, and weak school leadership. In Malasyia, Yahana (2009) and Nigeria (Nwagwa, 2007) studies reveals that a common pattern of discipline problems prevail in schools both in developed and developing countries. However, the problem of physical violence is more serious and frequent in occurrence in the developed countries than the developing ones. In Uganda research shows that striking of secondary students as a means of seeking attention or protest has been rampant. In the recent past, hardly did a term pass when a school would go on strike breaking the schooling pattern (Fiona, 2006). Nsubunga (2008) on his paper presented at the 5th ACP conference in Uganda on developing teacher leadership highlighted that the school administration had a duty to disseminate

information to the students especially on issues pertaining to them if students' unrest was to be contained. Sound discipline is necessary if the school has to implement the curriculum effectively and to achieve maximum performance.

Students' discipline in Kenyan secondary schools has been a subject of debate in many forums. This is because instances of students' indiscipline lead to various negative consequences, such as destruction of school property, assault, indecent behaviour such as rape and in extreme cases death of students (Republic of Kenya, 1991). Such incidents tend to impact negatively on the gains made so far at this level of education. For example, death of students in the wake of school violence is a loss of valuable investment in human capital. On the other hand, destruction of physical infrastructure such as laboratories, dormitories and classrooms leads to loss of teaching time before new ones are built to replace the destroyed ones. Besides, putting up new infrastructure overburdens parents financially thereby possibly forcing those in the low-income bracket to withdraw their children from school. This has a high likelihood of increasing wastage at this level of education.

Kenya, however, relies heavily on the type of leadership that prevails in the institutions. In Incidents of students' indiscipline have led to various negative consequences, such as destruction of school property, assault, indecent behaviour such as rape (Republic of Kenya, 1991; Republic of Kenya, 2001). Kenya has also faced increased cases of indiscipline as documented by Mbiti (2007), Kindiki (2009), and Wanjiru (1999). Among the discipline problems experienced by Kenya Secondary Schools include truancy, bullying,

destruction of school property, physical violence by students on teachers and other students. In Kenya, discipline in schools is equally a problem. Ngotho (2011) did a study and found that discipline problems are manifested in form of; drug and substance abuse, truancy, bullying, cheating in examinations and school riots among other ways.

Itsueli (2005) opined that the school leader is required to perform three vital functions: namely, to discern and influence the development of goals and policies; to establish and coordinate educational organizations concerned with planning and implementing appropriate programs; and to procure and manage the resources necessary to support the educational system and its planned programs. This list does not include the variety of stresses and conflicts accompanying social interaction in the schools, nor does it include the social and psychological conflicts resulting from ethnic and personality differences in the school setting (Itsueli, 2005). These limiting factors and constraints tend to make the administration of secondary schools less than favorable because they place considerable limits on the degree of leadership effectiveness of school principals. The need for involvement of secondary school students in school administration started in the 1960s in the United States of America. This was later to spread to other parts of the world in the two decades that follows this period (Powers and Powers (1984).

Muchelle (2001) noted that the desire for student participation in school administration has been supported by a variety of propositions by the proponents of the practice. Globally communication has been used to transmit

information such as policies and rules, changes and developments from the principal to staff members and students and also used to give feedback to the departments, teachers and students on their performance (Saakshi, 2005). Communication is very important in school administration and everything a principal does involve communication (Robbins, 2002). According to Saakshi (2005) asserts that communication contributes greatly to effective administration as many institutions have failed because of poor communication, misunderstood massages and unclear instructions. It is important that principals communicate frequently with staff member and students (Mbiti, 2007).

Gottsfredson (1989) established that students' disruptive behavior in South Carolina was associated with unclear school rules and regulations. Rules were perceived as unfairly enforced. Balyejusa (2002) in Ogunsaju (2005) established that good student behavior in Nigeria was fostered through proper communication means implemented by the principal. Moral laxity was in Nigeria where means of communication could not be used to maintain students' discipline. In Kenya education sector has experienced frequent administration problems that many people link to communication (Asugo, 2002). According to the statistics by Republic of Kenya (2008) an estimated 290 schools in the secondary education sector went on strike in year 2004.

Participation of the student council in decision making process is recommended because individuals who participate are usually more satisfied with the decision that they have collectively made and they would

enthusiastically support it. It also satisfies and motivates key players in the decision making process (Barasa, 2007). A study carried out by Kibaka (2005) found that students should be allowed to participate in school administration such as; elect leaders (monitors and student council), supervising manual work ,taking roll calls in class/dorm, making announcements at assemblies, deciding school menu, code of dressing and counseling fellow students.

Sergiovanni (1995) states that principals who involve student council in decision- making on matters concerning their welfare face fewer problems as compared to those who do not. Baker (2000) states that student's involvement in decision- making, helps to develop their leadership skills and ability to plan. In the long run, such students can come up with ideas that might help the smooth running of the school. Sergiovanni (1995) also states that involving students in decision-making creates a sense of ownership to the students. The students feel that the school is part of them and therefore do everything possible to boost and maintain the reputation of the school.

Various studies, especially Griffin, (1996); Kariuki, (1998); James and Connolly, (2000); Mungai, (2001); Kilpatrick, Johns, Mulford, Falk, & Prescord (2002) and Copland (2003) have been done on the role of school principals in the management of students' discipline. Generally, these studies established that student discipline is likely to be high in schools in which the principal is inspirational, integrative, and collaborative, involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. Such studies have led to the

conclusion that managing students' behaviour requires a concerted effort of the parents, teachers and school principals as the key players (Kilpatrick, et al 2002).

Kuria (2012) conducted a research on influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu district in Kenya. Findings revealed that head teachers use of autocratic leadership negatively influence (-0.65) students discipline. This implied that the more autocratic styles are used, the poorer the student discipline. Findings further revealed that there was very strong negative (-0.66) relationship between laissez-faire leadership and student discipline in secondary schools. Laissez-faire leadership style was not suited for use by head teachers because complete delegation without follow-up mechanisms created student discipline problems. Muli, (2011) carried out a research on the role of student council in the governance of public secondary schools in Machakos Central Division, Machakos District, Kenya. The study found that student council had a role in the maintenance of discipline which they did as they supervised duties in school, monitoring students and assisted the administration in management. Riang'a, (2013) carried out a research on principals' leadership strategies influencing students' discipline in public secondary schools in Kisii Central District, Kenya. Findings revealed that the principals of secondary schools who used democratic leadership style had few cases of indiscipline in their schools. The findings are revealed that principals who involved the students in decision making in matters of discipline had few cases of indiscipline in their schools. The study further established that there is also need for the principals

to be clearer when communicating rules and regulations to students to avoid misinterpretation; that the stakeholders in education should provide appropriate resources for guidance and counseling such as special rooms.

King'ori (2012) carried out a research on the influence of principals' leadership styles on students' discipline in public secondary schools in Tetu District, Kenya. One of the objective was to determine if democratic leadership style had an influence on students' discipline. The findings were that there were discipline issues in schools since most of the secondary school principals applied autocratic leadership style at the expense of democratic, transformational and transactional leadership styles. Mbogori (2012) conducted a study on influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya. The study sought how various leadership styles influenced discipline in schools. Findings revealed that majority of the headteachers were considered democratic, followed by the autocratic while laissez -faire style of leadership received the least support. Democratic leadership style had the greatest influence on student discipline.

Sang, Kiumi, and Mungai, (2009) conducted a study on the relationship between principals' leadership strategies and student discipline in secondary schools in Kenya. The premise of the study was that the level of students' discipline depends on whether the principals' discipline management approach is inclusive or exclusive of teachers' and parents' involvement. Findings indicated that female principals applied more inclusive discipline management

approaches compared to male principals. The findings have important implications on determining policy guidelines on headship appointments and the strategies for upholding student discipline in secondary schools.

1.2 Statement of the Problem

Principals are viewed as central in the creation of effective school administration in which student discipline is motivated to strive for continuous improvement in the quality learning. Discipline is a rudimentary ingredient that plays a crucial role in school systems which insists on upholding the moral values of students. The culture of students' indiscipline is rampant among secondary schools students not only in Makindu Sub County, Kenya. This is inspite of government and schools efforts to curb it through instituting strategies such as; principals' democratic leadership, proper means of communication, involvement of student council' body in decision making process and strengthening of guidance and counseling department in schools. There has been reported cases in discipline in Makindu Secondary Schools notably Ikuungu Secondary school, Ngakaa Secondary School and Nguumo secondary school.

Despite the efforts by the government, secondary schools continue to be confronted with problems arising from the inappropriate behavior of students which lead to strikes. Several studies Muli, (2011), Riang'a , (2013), King'ori, (2012), Mbogori (2012), Sang, Kiumi, and Mungai, (2009) have carried out to investigate the influence of principals' leadership styles on student discipline problems in secondary schools students in Kenya. However, there is paucity of

research on principals' leadership practices and students' discipline not only in Kenya but more so in Makindu Sub County is one of the fast Sub County with 20 secondary schools among the 20 secondary school 11 have been reported to have strike of the student. Therefore it was on this basis that this study sought to establish principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To examine the influence of principals' democratic leadership style on public secondary school students' discipline in Makindu Sub County

ii. To determine influence of principals' communication on public secondary school students' discipline in Makindu Sub County

iii. To assess the extent to which the principals' use of school student council in decision making influence on public secondary school students' discipline in Makindu Sub County

iv.   To examine the influence of principals use of school rules and regulations on students discipline in public secondary schools in Makindu sub county

1.5 Research questions

The study was guided by the following research questions:

i.   To what extent does principals' democratic leadership style influence on students discipline in public secondary school students' discipline in Makindu Sub County?

ii.   In what ways does principals' communication influence on student discipline public secondary school students' discipline in Makindu Sub County?

iii.   To what extent does principals' use of school student council in decision making influence on students discipline public secondary school students' discipline in Makindu Sub County?

iv.   What is the influence of principals' use of school rules and regulations on students discipline in public secondary schools in Makindu Sub County?

1.6 Significance of the study

The findings would be of benefit to the Ministry of Education (MOE) through the Kenya Educational Management Institute in offering school principals seminars and workshops to empower them to be efficient school managers

and managers of discipline. Through involvement of the student council in managing discipline, the study findings may be helpful to the principals in preparing young people for leadership roles in future. This is because student council are future societal leaders and an early training in school would enable them to take leadership roles in their future life. The study findings may sensitize principals on the best leadership style that can be employed in addressing students' discipline. The study findings will add knowledge to the already existing stock of knowledge on the leadership practices in addressing student discipline in schools. They would also form a base on which other researchers can develop their studies. The study findings have highlighted factors that would contribute to the improvement of discipline in public secondary schools. The study may also lead to the improvement of leadership practices that school principals in use in addressing student discipline. The findings of the study would be useful to principals in that it will make them aware of the influence their strategies has on student discipline and it is hoped that this will help them improve the performance of their duties. They also be of great use to teachers to become aware of the importance of involving member of the student council body in maintaining student discipline. They would be encouraged to seek ways of improving student discipline as well as co-operating with the principals.

1.7 Limitations of the Study

Limitations are constraints or drawbacks, both theoretical and practical that the researcher has little or no control over (Orodho, 2003). The study covered

only one sub county not the whole country and therefore the findings can only be generalized to other areas of the country with caution. A multi-district study would give a better and wider generalization of the findings of the study. It was not possible to control the attitudes of the respondents. These affected the research findings since the respondents might at times give socially acceptable answers in order to avoid offending the researcher. These could in turn affect the validity and reliability of the responses. The respondents could not give some information in fear of victimization. The researcher assured the respondents that the information they receive will be for the purpose of the study and that their identities will not be revealed.

1.8 Delimitations of the study

Delimitations are the boundaries of the study in terms of content and the geographical spread (Kasomo, 2007). The study was conducted in Makindu Sub County. The study was conducted in Makindu Sub-county as there is paucity of research on the principals' leadership practices influencing students' discipline. The study concentrated on only four leadership practices which are principals' democratic leadership style, principals' communication, principals' use of school student council and principals' use of school rules and regulations. The study only covered public secondary schools in Makindu Sub County and the private schools were not involved because private schools have different strategies that influence the manner in which principals carry out their administrative task. Respondents included the principals and teachers in Makindu Sub County from rural, semi-rural and urban areas those currently in service.

1.9 Assumptions of the study

The study assumed that principals, teachers and students who participated in the study are in a position to accurately identify the principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya. The study also assumed that principals' leadership practices which are principals' democratic leadership style, principals' communication, principals' use of school student council and principals' use of school rules and regulations have an influence of student discipline.

1.10 Definition of terms

Discipline refers to the state of physical or mental orderliness in a learner as a result of desirable learning externally imposed by rules, punishment and rewards.

Indiscipline refers to unruliness or unwillingness to make any effort required to achieve certain predetermined organizational goods and objectives

Leadership refers to the process whereby individuals influences others to undertake a course of action on their own volition neither because it is required nor because of the fear of the consequences of non compliance.

Student council refers to a group of students with leadership qualities selected by the school authority or elected by other students and give powers to control and guide other students.

Principal refers to the head teacher with overall administrative responsibility over secondary schools in Kenya. This is used interchangeably with head teachers.

Principals' leadership practices refers to those activities related to principals leadership tasks that he or she uses to address discipline in schools

Public secondary school refers to any institution of learning which is run by funds from the government and the public.

School administration refers to the people in an institution who coordinate the effort of all people in a school towards achieving a common goal.

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

Secondary school refers to formal institutions of learning with classes ranging from form one to form four.

Strategies refer to plans of actions or policies designed to achieve major or overall aims of public secondary school.

Student Discipline refers to the control of student`s or one`s own emotions and actions for the development of desirable attitude according to acceptable norms.

1.11 Organization of the Study

This study is organized into three chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions and definitions of significant terms. Chapter two consists of review of related literature, theoretical framework and conceptual framework of the study. Chapter three describes the research methodology used. This includes research design, target population, sample and sampling procedure, research instruments, data collection procedure, and data analysis techniques.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of the study. The chapter discusses, conceptual review of discipline, principals' leadership style and secondary school students' discipline, principals' use of school student council and students' discipline, principals' Communication on Students' Discipline and principals' use of school rules and regulations students' discipline. The chapter also presents the theoretical and conceptual framework for the study.

2.2 Discipline

Okumbe (1998) defines discipline as the values that students should live by within the school, the family, the neighborhood, the village and all the social units up to the nation and the entire world community. Barasa (2007) defines discipline as a learning process and entails a willingness to put forth all the effort which is required to achieve a chosen objective. Discipline clearly incorporates a wide range of behaviours which can change depending on both the context within which the behaviours are enacted and for whom they are directed towards (Wright, 2008). Indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control.

By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system (Adeyemo, 2005). School rules and regulations in most cases do affect students more than any other thing because they are made by the school

authorities in order to guide and protect the students while in school. Initiatives developed to address students' behaviour have for long time lacked appropriateness in terms of their impact upon improving the situation. Discipline is paramount in all areas of life. If discipline has to be effectively inculcated in the learner, the teacher has to be aware of all the factors and agents that influence the formation of certain habits, attitudes and establish how he/she can involve the same agents to enhance positive discipline (Wright, 2008). Teachers and school administrators agree that discipline is a serious problem and that students' behaviour is difficult to deal with. Although the teachers attest to the fact that the repetitive nature of student discipline cases caused them stress, they are all not in agreement on how to deal with discipline cases.

Discipline in school is the ordered behaviour that leads to better learning. Adams (2003) defined discipline with respect to the school system as the readiness or ability to respect authority and observe conventional or established laws of the society or any other organizational. Discipline includes all techniques a teacher uses to increase the proportion of school appropriate behaviours. All the above definitions have been used in terms of behaviour of people and ways to modify the behaviour. Therefore in order to enforce adequate discipline in schools the behaviour of the pupils and teachers needs to be taken into consideration (Kiprop, 2012).

2.3 Principals' Leadership Practices Style and Secondary School Students' Discipline

A leadership style refers to a particular behavior applied by leaders to motivate his or her subordinates to achieve the objectives of an organization (Olembo, 1997; Kemp & Nathan, 1989) identified three types of leadership names authoritarian, democratic and lassies faire. According to Campbell (1993) the autocratic leadership style results in the group members reacting aggressively and apathetically in work environment. Owens (1998) postulates that autocratic leadership centralizes power in the person of the leaders as well as ignoring the needs of the followers. In democratic leadership style the major point of focus is sharing. Olembo (1986) notes that leadership of a principal should be democratic, combining self-confidence, friendless, firmness and tact. It should not merely consist of issuing orders. Also says that the head leads better if he consults his staff and students from time to time on what is going on in the school. The principal shares decision making with the subordinates. He /she seeks discussion and agreements with all the stakeholders before a decision is taken (Durbin, 1998). He also observed that effective democratic school administration affect the trust level of students, teachers and parents. Griffins (1994) stated that the principal should endow each student with habits, self-respect and proper pride in his integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into adult life. David (2007) study focused on the survey of the effectiveness of democratic school administration and management in one school division in Philippines. The implication of the

study is that just like in Philippines school heads in Kenya who favour the use of democratic leadership attach the same level of trust to their students, teachers and parents in the administration of schools.

Discipline in the school is the function of the administration. The general school and even decision discipline is dependent upon the principals' administrative supervisory and leadership styles (Mwaura, 2006). The success of a school to a great extent depend upon its principal. He is the leader who must set the standard for hard work and good behavior. According to Olembo (1986) leadership of a principal should be democratic combining self confidence, friendliness and firmness. It should not merely consist of issuing orders. Linda (1998) in her study concluded that principals should not be too autocratic in there leadership. They should not use tense body language being rigid or clench hands, insulting, humiliating or embarrassing teachers, students, support staff and even parents among others which will lead to indiscipline of students.

Okumbe 1998 noted that principals should encourage open door policy where student are free to see the head of the institution to explain their problems, should encourage students to bring new chamber as well as creative ideas, accept that he/she is capable of making mistakes, allow students to question his/her views, show no favorites and treat all students equally ,encouraging democratic form of school organization in which students elect their own leaders, provision of a suggestion box within the for students to give

independent views about the school administration and even allowing students to have a say in determining the dress code of the school (Kyungu, 2002).

Mbogori (2012) conducted a study on influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya. The study sought to achieve the following objectives: To investigate the influence of the headteachers' democratic leadership styles on students discipline. To investigate the influence the headteachers' autocratic leadership styles on students' discipline. To establish the influence of the headteachers' laisses –faire leadership styles on students' discipline. To establish whether other factors influence students discipline other than the headteachers leadership styles. The study was carried out in 12 public secondary schools in Nairobi province.

A review of related literature was carried out under the following sub titles; students discipline, the concept of leadership and leadership styles, head teacher's role on development of students discipline and other factors that may influence discipline in the school. The study used the descriptive survey design. Findings revealed that majority of the headteachers were considered democratic, followed by the autocratic while laissez -faire style of leadership received the least support. The study revealed that other factors such as home environment and mass media also has some influence on students' discipline. Therefore, based on the findings of the study, it was concluded that the leadership style of the headteacher has a considerable influence on students

discipline in schools although other factors may come into play to impact on discipline.

Kuria (2012) carried out a study on influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu district in Kenya Five research objectives were formulated to guide the study. The sample consisted of 24 head teachers, 148 teachers and 360 students. The researcher used questionnaires to solicit data from the respondents. Both descriptive and inferential statistics were used to analyse the data. Findings revealed that head teachers use of autocratic leadership negatively influence (-0.65) students discipline. This implied that the more autocratic styles are used, the poorer the student discipline.

Findings further revealed that there was very strong negative (-0.66) relationship between laissez-faire leadership and student discipline in secondary schools. Laissez-faire leadership style was not suited for use by head teachers because complete delegation without follow-up mechanisms created student discipline problems. The findings also revealed that there was no significant relationship between head teachers age gender and their leadership (X2 value = 5.267, df = 10, Sig =: 0.691). A Chi square results (X2 value = 7.384, df = 10, Sig = 0.882) revealed that there was no significant relationship between head teachers' experience and their leadership styles. King'ori, (2012) carried out a research on the influence of principals' leadership styles on students' discipline in public secondary schools in Tetu District, Kenya. The objectives of the study were: to establish the discipline

issues in the schools, to establish if autocratic leadership style had an influence on students' discipline, to determine if democratic leadership style had an influence on students' discipline, to determine if laissez faire, transactional and transformational leadership styles had an influence on students discipline.

The key findings of the study were that there were discipline issues in schools, most of the secondary school principals in the district applied autocratic leadership style at the expense of democratic, transformational and transactional leadership styles. The conclusion drawn was therefore that the application of autocratic leadership style was responsible for the discipline cases in the schools.

2.4 Principals' use of school student council and students' discipline

According to Okumbe (2001), the involvement of student council in educational leadership has been mainly due to their closeness to their colleagues in the classroom, dormitories and dining hall. Another reason why students are given leadership roles is to impart participatory leadership skills that they would need in both their working and social environments after leaving school. All public schools in Kenya have student council. A few private schools such as Strathmore do not have student council but they have put in place other measures, such as employing extra support staff to execute most of the student council" duties and responsibilities. In good performing schools such as Starehe Boys Centre, student council are so efficient and effective that the role of teachers is limited to teaching and carrying out other academic duties. They are managers in practice if not by name (Griffin, 1996).

The student council's position is one of responsibility which provides an important connection between pupils and staff. Becoming a member of the student council is a valuable goal and the position of member of the student council forms a valuable part of a pupil's personal development, opening their mind to new levels of responsibility and participation in a very positive way. Student council are a tremendous help to the school and play a particularly important role in mentoring younger pupils (Denton, 2003). They are delegated duties concerned with day-to-day life in school. These include coordination of co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare. They also carry out supervision of learning activities after school for junior pupils and checking attendance (Ozigi, 1995).

For many educators, students' discipline evokes several terms such as "order," "discipline," "cooperation," and "misbehavior which are assumed to be either mere synonyms or antonyms. Doyle (1986) offers some appropriate working definitions that help distinguish each term. The challenges students pose in decision-making are coupled with oft-cited barriers in the form of systemic roadblocks in schools and the patronizing attitudes of adult educators (Fletcher, 2004). However, research has proven that young people are able to make decisions about education and their experiences, knowledge, ideas and opinions are empowered. This will result to greater motivation, reasoning skills, and confidence will flourish amongst themselves. Meaningful student involvement engages students as decision-makers, who partner with educators

to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community.

According to Wambulwa (2004) the involvement of learners in school governing body and co-operation in decision making can result into school improvement. However the limitations on role of student council make it very difficult to have learners participating fully in the school governing body. Wambulwa (2004) raised a number of advantages of learner representation in school governing body. The first one is that there is a link between learners and school governing body therefore contribution by learners can influence decisions. Secondly it contributes to the improvement and maintenance of discipline. Learners can offer their opinions regarding students' discipline as a result adults are made aware of learner thinking regarding school governance. This suggests that if given the opportunity to serve on committees and exercise their right to vote consequently learners and educators get a chance to solve problems together.

Research has indicated that pupils prefer participative decision-making and want to contribute meaningfully to school codes of conduct and structures, Mabeba & PrinSloo (2000), Schimmel (2003), Effrat & Schimmel (2003). Having input into the rules promotes commitment to those rules (Denton, 2003). The criticisms of this approach were that it was time-consuming, that communication from the committee to the whole student body was not easy and that a turnover of the school administration resulted in new leaders who had to learn about the process afresh each time. Collaborative rule-making can

do more than just promote co-operation in the classroom; it can be a very powerful introduction to the workings of democracy. The democratic socialization challenge is for schools to produce citizens who are equipped to contribute to, participate in, and appreciate the democracy within which their society functions (Effrat and Schimmel, 2003).

Dugmore (2006), points out that school Codes of Conduct need to be revisited and revised so that parents, pupils and teachers show commitment to them. The Code of Conduct should promote respect, tolerance, discipline, non-violence, 'nonracialism' and respect for human rights, democratic practice and community participation (Fitzpatrick, 2006). A study carried by Kibaka (2005) found that students should be allowed to participate in school administration such as; elect leaders (monitors and student council), supervising manual work ,taking roll calls in class/dorm, making announcements at assemblies, deciding school menu, code of dressing and counseling fellow students. Olembo (1992) stated that, member of the student council committee can be allowed to formulate many of the school rules and should be open to question or change. The student-teacher relationship is improved and that schools should have student councils whereby the students, together with their teachers, discuss matters affecting the school.

Muli (2011) carried out a research on the role of student council in the governance of public secondary schools in Machakos Central Division, Machakos District, Kenya. The study employed the survey research design. The target population was the twenty four (24) Public Secondary Schools in

the Division. A sample size of twelve (12) schools was randomly selected through stratified sampling to ensure fair representation of the various categories of schools found in the Division. The respondents were the twelve (12) principals, twelve (12) deputy principals, thirty six (36) teachers, sixty (60) student council and two hundred and ten (210) students to total to three hundred and thirty (330) respondents. However, one school from the target population was picked for a pilot study. The researcher specifically developed separate questionnaires for principals, deputy principals, teachers, student council and students to suit each type of respondent and administered them personally. For qualitative data, descriptive statistics entailing means, frequencies and percentages were utilized.

The study revealed that the, student council are appointed by administrators, teachers and students jointly (77.8%), teachers alone (22.2%), administrators alone (8.1%) and teachers alone (13. .5%). Several attributes are used in selecting student council; academic performance (11.1%), good behaviour (11.1%), discipline (11.1%), leadership qualities (11.1%), communication skills (22.2%) or a combination of all the above (33.3%). The major roles of student council include; areas of study (11.1%), supervising duties in school (33.3%), monitoring students (22.2%) and assisting the administration in management (22.2%). The study concluded that; school use different criteria of appointing student council depending on the culture of the school and the student council are prepared through training, seminars and student council symposia.

2.5 Principals' Communication on Students' Discipline

Robbin (2001) defines means of communication as the medium through which the message travels. Mbiti (2007) concluded that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books are means of communication. He also points out that the written work is more permanent and less liable to misinterpretation. Republic of Kenya (2008) indicated that the means of communication between Principal and students should be clear, unambiguous and continuous. Similarly Republic of Kenya (2001) also highlighted the importance of open communication means between the principal and students as it fosters performance and discipline.

Mukindi (1991) in his study examined the importance of communication when carrying out administrative tasks and recommended for interactive communication techniques such as dialogue between the principal and students. For principals to maintain students' discipline, should always communicate in time. He/she can look for the best means to use to pass the information or the message depending the type and urgency of the message. For example, school rules and daily routine should be written down and pinned at notice-boards, classrooms and dining halls for students to access them face to face. School mission and vision should be well communicated through school badges and sign posts. Principal should ensure there is

communication in three major communication networks namely; downward, upward and lateral (horizontal) communication (Barasa, 2007).

This communication process and skills have been extensively researched as a means of enabling school leaders to lead their school establishment more efficiently. In fact, it is known that successful schools are the natural outcome of successful leadership policies dependent on effective communications. La Plant (1979) expressed the idea that ideal communication produces lasting outcomes affecting all corners of the educational process. According to Pitner and Ogawa (1981) superintending is communicating. They studied a number of school leaders on communication skills and concluded that an essential element of the school leader's job is the ability to communicate effectively with people. In another study by Mazzarella and Grundy (1989) with a sample of school principals based on interviews and surveys, it was revealed that effective school leaders are particularly distinguished as communicators and have the skill and aptitude "…they need to interact well with others; they know how to communicate. The effective school models focus on shared visions and goals, effective communication, high expectations of all learners, accountability, learning communities, and a stimulating and secure learning environment. Lack of effective communication between the school leader and the other participants, including teachers, students, and parents, impedes the school's performance. According to Patrick and Frankel (2004), communication encompasses more than speaking. It is also written communication as well as communicating with behavior. The personal communication skills of the school leaders, including verbal and non-verbal

ones, open door policies, and regular meetings, can pave the road to effective communication with the other participants. Much has been studied about the diverse channels of communication that school leaders use with teachers to share objectives, visions, and goals at school.

A study conducted by Marzano, Waters and McNulty (2005) found that effective principals establish strong lines of two way communication throughout the school community. It is important for the principal to ask questions, be truthful, and encourage feedback from members of the school community (Bolman & Deal, 2002). Additional studies identified the major roles of effective school principals in decision making and building productive relationships with parents and the wider community (Leithwood & Riehl, 2005). The principal interacts with students, staff, and parents on a regular basis. Research by McEwan (2003) found that successful principals are communicating one hundred percent of the time by listening, speaking, writing, and reading. Often the principal will use written communication to parents, students, and staff.

Weldy (1979) identified the influential school principal to be the leading individual in any school. Through his/her leadership the tone of the school is established, a healthy and safe environment of learning is set up, and the standards of professionalism and the spirit of teachers are raised. The principal is the key factor of any successful, innovative, child centered, and reputable school environment. Effective principals seek out and create opportunities that actively engage the community as reflected in the school culture (Beck &

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Murphy, 1996). School leaders impact the school culture. The leadership provided by a principal directly affects the climate and culture of a school, which in turn affects student achievement (Sergiovanni, 2001). Effective principals pay attention to the culture of the school and focus on creating a collaborative work environment (Fullan, 1997).

Studies by Marzano et al. (2005) found that effective principals fostered shared beliefs and a collegial sense of community within the school that ultimately impacts student achievement. In order to impact the school culture, school principals must be able to envision a successful school, act with integrity, and communicate this vision through relationships with the school community (McEwan, 2003). Principals, who are effective, work to create a positive environment and believe it is their responsibility to do so (Whitaker, 2003). They understand that local citizens want a school that reflects their values and works to shape a positive culture (Sergiovanni, 2001). Leithwood and Riehl (2005) built collaborative school culture by creating structures to encourage participation. Schools became effective professional educational institution. They recognized the school leader's role in creating a school culture with a sense of collaboration by distributing leadership or developing broad based governance structures, and de-privatizing teaching practices.

Findings from a study conducted by Jackson (2008) stated that the school principal plays five key roles in promoting the retention of teachers: (a) caring listener, (b) supportive advocate, (c) respectful colleague, (d) open-minded team player, and (e) enthusiastic facilitator (p. 112). These roles are reinforced

in well designed programs of professional development for all staff. A basic theme that turns up from the literature focuses on school leaders' expectations and standpoints and their communication to faculty and staff (Bodycott, Walker, & Kin, 2001; Melton, 2007).

2.6 Principals' use of school rules and regulations students' discipline

According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority. Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect students academic performance (Kiprop, 2012).

Principal deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behavior expected of every individual in the group (Harris, 2003).

Kabandize (2004), carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through student council" bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2000), also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense. The consequences from such undisciplined behaviors may result into poor students' academic performance (Green, 2009.

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don't (Okumbe, 1998). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. Jones (2004) also concurred with Okumbe (1998), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students (MOEST, 2001).

2.7 Summary of literature review and research gaps

The chapter presents literature of the variables of the study. Mbogori (2012) study on influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya only focussed on leadership style and student discipline. The current study goes further to establish how other variables such as communication, use of student council and use of rules and regulations have influenced student discipline. Kuria (2012) and King'ori (2012) have also not addressed the variables that this study is focusing on. Wambulwa (2004) found that involvement of learners in school governing body and co-operation in decision making can result into school improvement. However He did not address other variables such as communication, use of student council and use of rules and regulations have influenced student discipline hence the current study fills in a gap in Wamalwa's study. Similarly, Kibaka (2005), Muli (2011) have not in their studies address other variables such as communication, use of student council and use of rules and regulations have influenced student discipline hence the current study fills in a gap in these studies.

A study conducted by Marzano, Waters and McNulty (2005) found that effective principals establish strong lines of two way communication throughout the school community. It is important for the principal to ask questions, be truthful, and encourage feedback from members of the school community. They however did not address the issues addressed in thus study such as involvement of student council, use of school rules and leadership and therefore current study aims at filling this gap. Kabandize (2004 study on

students control through rules and regulations set by individual schools in Uganda did not focus on communication, use of student council and communication as determinants of discipline in schools hence the gap would be filled by the current study.

2.8 Theoretical frame work

Most current theories of motivation have the concept of intention (Lewin, 1951) at their core. They are concerned with factors that promote (vs. fail to promote) people's understanding of behavior-outcome instrumentalities and engaging in efficacious behaviors to attain those outcomes. This conceptual distinction between motivated and amotivated actions - in other words, between intentional and nonintentional behaving - has been described in various terms. These include personal versus impersonal causality (Heider, 1958), voluntary responding versus helplessness (Seligman, 1975), and internal versus external locus of control (Rotter, 1966) This study is based on the Self Determination Theory developed by Deci and Ryan (2002) from studies comparing the intrinsic and extrinsic motives, and the dominant role extrinsic motivation plays in an individual's behavior. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable while extrinsic motivation refers to doing something because it leads to an outward separable outcome.

Self-determination theory when applied to the realm of education, is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes.

These outcomes are manifestations of being intrinsically motivated and internalizing values and regulatory processes. Research suggests that these processes result in high-quality learning and conceptual understanding, as well as enhanced personal growth and adjustment. In this article we also describe social-contextual factors that nurture intrinsic motivation and promote internalization, leading to the desired educational outcomes. According to Deci and Ryan Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation. Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons.

Unlike most other theories, however, self-determination theory makes an important additional distinction that falls within the class of behaviors that are intentional or motivated. It distinguishes between self-determined and controlled types of intentional regulation. Motivated actions are self-determined to the extent that they are engaged in wholly volitionally and endorsed by one's sense of self whereas actions are controlled if they are compelled by some interpersonal or intrapsychic According to Deci (2009) successful school administration is possible when administrators, teachers, and students internalize the value of improved teaching and learning and of the policies, structures, procedures, and behaviors implicitly demanded. This is most likely to happen when school personnel and students experience

satisfaction of their basic psychological needs for autonomy, competence, and relatedness while planning and implementing reform.

When a behavior is self-determined, the regulatory process is choice, but when it is controlled, the regulatory process is compliance (or in some cases defiance). The dimension that ranges from being self-determined to being controlled in one's intentional responding has also been described using the concept of perceived locus of causality. When a behavior is self-determined, the person perceives that the locus of causality is internal to his or her self, whereas when it is controlled, the perceived locus of causality is external to the self. The important point in this distinction is that both self-determined and controlled behaviors are motivated or intentional but their regulatory processes are very different. Further, as we show later, the qualities of their experiential and behavioral components are accordingly different.

2.9 Conceptual framework

The conceptual framework for the study is presented in figure 2.1

Independent variable   **Intervening Variable**

Dependent variable

```
┌─────────────────────┐         ┌─────────────────────┐
│ Principals' leadership│───────▶│    Principals'       │
│       styles          │        │  administrative      │
└─────────────────────┘         │      tasks           │
                                 └─────────────────────┘
┌─────────────────────┐                                     ┌─────────────────────┐
│    Principals'       │───────▶                             │  Secondary school    │
│   communication      │                                     │     students'        │
└─────────────────────┘                              ───────▶│     discipline       │
                                                             └─────────────────────┘
┌─────────────────────┐
│  Principals' use of  │───────▶
│   student council    │
└─────────────────────┘

┌─────────────────────┐
│  Principals' use of  │───────▶
│  School rules and    │
│     regulations      │
└─────────────────────┘
```
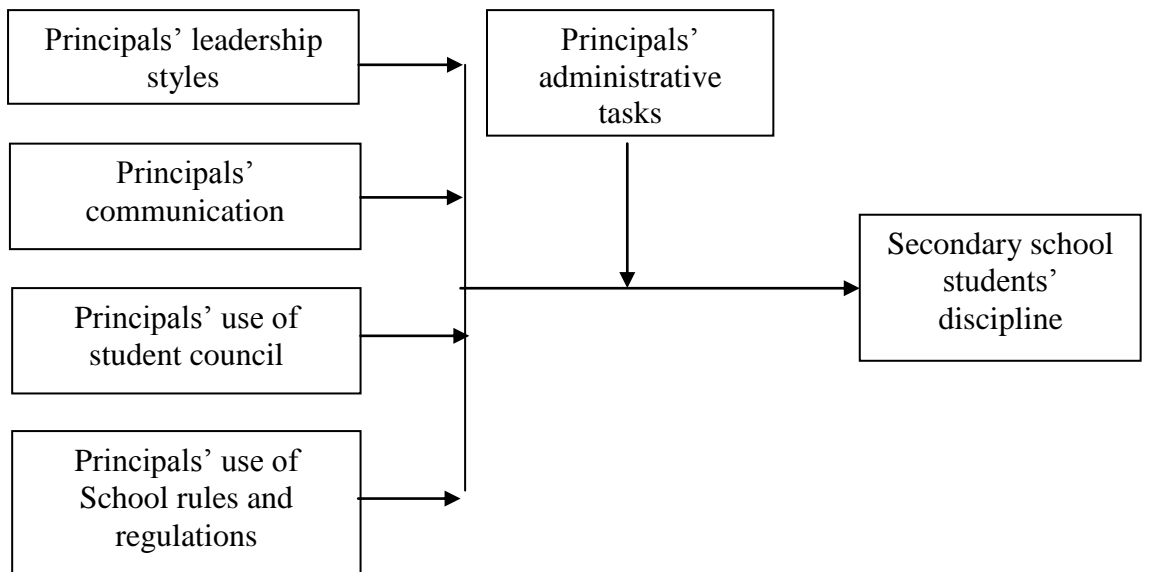
Figure 2.1: Interrelationship between secondary school students' discipline

Figure 2.1 presents the diagrammatical framework for the study on secondary school students' discipline in Makindu Sub County. The study was basically on the principals' leadership practices influencing students' discipline, viewed as a collection responsibility for all members of the school organization. Discipline involves and demands for the democratic leadership. Principals' democratic process in disciplinary matters to influence discipline depends on the strategies used by the principals. Similarly, principals' communication, principals' use of student council, school rules and regulations (the independent variables of the study) also influence student discipline

(dependent variable). That influence takes place when the principal carries out

his or her administrative tasks (intervening variable).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in conducting the study. The chapter presents research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

The research design used in this study was descriptive survey. Descriptive survey is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. The purpose of the survey is to describe existing conditions, identify the standards against which existing conditions can be compared, and investigate the relationships that may exist between events. (Creswell, 2003).Cohen, Manion & Morrisson, (2000) explains that survey research involves collecting data to answer questions concerning the phenomenon under study and mostly uses questionnaire Descriptive survey also was also used to investigate phenomena by collecting samples to analyze and discover occurrences. This research design is deemed suitable to the study as the researcher will be interested in describing the principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya.

3.3 Target population

A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). The target population comprise of all the 20 public secondary schools in Makindu Sub County. The target population of the study were 20 principals, 156 teachers and 1979 from form three and form four students. The choice of the form three and four students was based on the fact that they have been in the school for a relatively longer period and hence they were in a better position to explain how principals leadership style influence discipline.

3.4 Sample Size and Sampling Techniques

A sample is a group of elements or a single element from which data are obtained Macmillan (2004). It is a subset of the population the researcher wants to study. Kerlinger (1998) defines sampling procedures as the method the researcher uses to select the sample. Probability sampling procedures was used in the study. Cohen et al (2009) points out that a sample should be large enough so that the validity and reliability of the data is achieved. Gay et al (2009) stated that probability sampling procedures has every item of the population given an equal chance of inclusion in the sample. Mugenda and Mugenda (2003) explain that it is adequate to take 10% to 20% of the total population for a large and a small population respectively. However, in cases where the population is 30 or less, all the subjects are picked for the study. The sample of the study therefore picked 20 principals, 30 percent of teachers

and 10 percent of students. This implies that 20 principals were picked for the study, 30% of 156 teachers was 46 teachers and 10% of 1976 was 197 students. The individual subjects were selected by simple random sampling.

3.5 Data collection instruments

Data in the study was collected using questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). Questionnaires ensure anonymity of the respondents, thus is expected to enhance their honesty (Orodho, 2005). Questionnaires allow the respondents to freely express themselves (Mugenda & Mugenda, 2003). There were three sets of questionnaires, one for the school principal, one for the teachers and another for the students. The questionnaires had two major sections A and B. Section A comprised of items seeking the demographic information of the respondents while section B had 20 items comprising of 5 statements each on principals' democratic leadership style; principals' communication; principals' use of school student council in decision making principals' use of school rules and regulations. The questionnaire for the students contained one section with items relating to the principals leadership practices and their influence of student discipline.

3.6 Validity of the instruments

According to Kombo and Tromp (2009), validity of a test is a measure of how well a test measures what it is supposed to measure. Validity is that quality of a data gathering instrument or procedure that enables it to measure what is

supposed to measure. Validity is the degree to which a method, test or research tool actually measures what is supposed to measure. Mugenda and Mugenda (2003) described validity as the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. A pretest was conducted in a neighboring sub county and involved 3 principals, 3 teachers. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables will either be discarded or modified to improve the quality of the research instruments. The researcher used content validity to check whether the objectives are represented in the research instruments. The supervisors who are experts in the area of study also validate the instruments through expert judgment (Kombo & Tromp, 2009).

3.7 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results or after repeated trials. When a measure has a high reliability it means there is little error in the scores and if it is low the errors are much. Test -retest method will be used to determine the reliability of the instrument. This involved administering the same instrument twice to the same group of subjects. The researcher administered questionnaire after two weeks after administering the first time. The computation of

Pearson's Correlation Co-efficient (r) between scores from both testing period

will be employed as shown by the formulae (Gay, 1976).

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

X = odd scores
Y = Even scores 7452
ΣX = sum of X scores

According to Mugenda and Mugenda (1999) a coefficient of 0.70 or more,

shows that there is high reliability of data. In this study, a reliability

coefficient of r = 0.725 was obtained which rendered the instruments reliable

for use in data collection.

3.8 Data collection procedure

The researcher sought for a letter of introduction from South Easter Kenya

University (SEKU). With the letter, the researcher applied for a research

permit from the National Commission for Science, Technology and Innovation

(NACOSTI). The researcher then proceed to report to the County

Commissioner and Sub county Education Officer, Makindu Sub County to

inform them of the proposed study in their areas of jurisdiction. The researcher

then booked appointments with the principals of various schools. On arrival to

the schools, the researcher created rapport with the respondents and explain

them about the purpose of the study. The researcher assured the respondents

that strict confidentiality will be maintained in dealing with their identities.

The researcher then issued them with the questionnaires for them to fill. He

picked them immediately after they were filled.

3.9 Data analysis techniques

This study generated quantitative data. Quantitative data was arranged and recorded under particular research questions after which frequencies and percentages were used to analyze and present it. Data was analyzed using computer programme, Statistical Package for Social Sciences (SPSS 21). This processed the frequencies and percentages which were used to discuss the findings. Descriptive statistics methods were used. Pearson's Product Moment Correlation Coefficients were computed to find out the relationships between principals leadership practices and student discipline.

3.10 Ethical considerations

The researcher observed and adhere to research ethics. In adhering to the ethical issues, the researcher safeguarded against doing anything that would harm the participants in the study. The researcher also sought permission from the participants to have them participate in the study. It was the responsibility of the researcher to interpret the data and present evidence so that others could decide to what extent interpretation is believable. The researcher also ensured that participants are informed, to the extent possible, about the nature of the study. Informed consent allows the respondents to choose to participate or not Kombo & Tromp (2006). The participants were given the freedom to choose to participate or not to in the study. Confidentiality and anonymity were achieved by not asking participants to write their names on the questionnaires.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

4.1 Questionnaire Return Rate

The questionnaires were administered in person to the principals, teachers and students. Out of the 263 questionnaires administered, 255 were successfully filled and returned. This gave return rates as indicated in Table 4.1;

Table 4.1: Questionnaire Return Rate

Respondent Categories	Sampled Respondents	Returned Questionnaires	Achieved Return Rate
Principals	20	20	100.00%
Teachers	46	45	97.83%
Students	197	190	96.44%
Total	**263**	**255**	**96.96%**

The data in Table 4. 1 indicates that the total return rate was 96.96% affirming the fact that the response rate was sufficient and above 75% of the acceptable threshold to enable the researcher to generalize the results of the study to the target population (Creswell, 2009).

4.2 Respondents' Demographic Information

The research instruments solicited demographic information of the respondents. These included; gender, age, level of education and occupational experience.

4.2.1 Gender of the Respondents

The study elicited information on the distribution of the respondents by gender and results were as shown in Table 4. 2:

Table 4.2: Distribution of Respondents by Gender

Gender	Principals		Teachers		Students	
	F	%	F	%	F	%
Male	12	60.0	24	53.33	123	64.74
Female	8	40.0	21	46.67	67	35.26
Total	**20**	**100.0**	**45**	**100.0**	**190**	**100.0**

Key: F-Frequency

The data on the Table 4. 2 indicate that majority (60%) of the sampled principals were male with female principals constituting 40%. Slightly more than half (53.33%) of the sampled teachers were male with 46.67% being female. On the same breath, the male students constituted almost two-thirds (64.74%) of the sample whereas their female counterparts constituted a fair 35.26%. These findings indicate that there was gender disparity at all levels of the study.

4.2.2 Respondents' Level of Education

The questionnaires also elicited information on the respondents' level of education since this variable could influence their ability to supply credible information about the research objectives. The results were as indicated as shown in Table 4.3;

Table 4. 3: Respondents' Level of Education

Educational Qualifications	Principals		Teachers	
	F	%	F	%
Diploma	0	0	4	8.8
Bachelors'	8	40.0	34	75.6
Postgraduate	12	60.0	7	15.6
Total	**20**	**100**	**45**	**100**

Key: F-Frequency

The data shown on Table 4. 3 indicates that majority (60%) of the sampled principals had postgraduate qualifications with a fair proportion (40%) possessing bachelors' qualifications. Slightly above three-quarters (75.6%) of the sampled teachers had bachelors' degree, 15.6% had postgraduate qualifications whereas a paltry 8.8% had diplomas. This information reveals that the principals and teachers in the study met the minimum qualification to be principals and teachers and were thus competent to answer the research questions.

4.2.3 Ages of Respondents

The questionnaires also elicited information on the ages of the respondents. The results were as indicated as shown in Table 4.4;

Table 4. 4: Distribution of Respondents by Age

Ages in Years	Principals		Teachers		Students	
	F	**%**	**F**	**%**	**F**	**%**
Below 29	0	0.0	11	24.4	0	0.0
30-39	4	20.0	23	51.1	0	0.0
40-49	6	30.0	7	15.6	0	0.0
50 and Above	10	50.0	4	8.9	0	0.0
Total	**20**	**100.0**	**45**	**100.0**	**190**	**100.0**

Key: F-Frequency

The results in Table 4. 4 indicate that reveal that half (50.0%) of the principals were well over 50 years while a fair proportion was aged between 40.49 years and 30-39 years. The study further indicates that slightly more than half (51.1%) of the sampled teachers were aged between 30-39 years while a fair proportion (24.4%) of the sampled teachers were aged below 29 years, 15.6% were aged between 40-49. A paltry 8.9% of the sampled teachers were aged 50 and above. These findings imply that the information that they provided is reliable since plausible reasoning can be expected of head teachers and teachers with such level of maturity.

4.2.4 Principals' Headship Experience

Information was also collected about principals' headship experience and the results were as indicated in Table 4. 5;

Table 4 5: Distribution of Principals by Headship Experience

Variable	Categories	Frequency	Percentage %
Duration of Teaching and Leadership Experience	Below 5 years	2	10.0
	6-10 years	2	10.0
	11-15 years	6	30.0
	Over 16 years	10	50.0
	Total	**20**	**100**

These results show that half (50.0%) of the principals who were involved in the study have headship experience stretching well over 16 years. A fair proportion (30.0%) had a headship experience between 11-15 years. An equal proportion of 10.0% each had headship experience between 6-10 years and below 5 years respectively. These findings reinforce the expectation that information they provided is authoritative since plausible reasoning is expected from principals with such wealth of experience.

4.2.5 Teachers' Teaching Experience

Information was also collected about teachers' teaching experience and the results were as indicated in Table 4.6;

Table 4 6: Distribution of Teachers by Teaching Experience

Variable	Categories	Frequency	Percentage %
Duration of Teaching Experience	Below years	7	15.7
	6-10 years	8	17.7
	11-15 years	15	33.3
	Over 16 years	15	33.3
	Total	**45**	**100**

These results show that a third (33.3%) of the sampled teachers who were involved in the study had teaching experience stretching well over 16 years as did those who had a teaching experience between 11-15 years. In the same vein, 17.7% had teaching experience 6-10 years with a paltry 15.7% indicating that they had teaching below 5 years. These findings reinforce the expectation that information they provided is authoritative since plausible reasoning is expected from teachers with such duration of teaching experience.

4.3 Principals' Leadership Style and Secondary School Students

As per research question one, the study sought to establish how principals' leadership styles influence discipline amongst secondary school students. Data was collected from principals, teachers and students and results were as indicated in Tables 7:

Table 4. 7: Respondents' Views on the Influence of Principals' Leadership Styles and Secondary School Students' Discipline

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
Encourage open door policy where students are free to see the head of the institution to explain their problems	PR	60.0	20.0	0.0	10.0	10.0
Encourage students to bring new creative ideas..		80.0	11.5	1.3	13.7	8.6
Consulting with students before any changes are made to the diet provided by the school		60.0	20.0	0.0	10.0	10.0
Allowing students to have a say in determining the dress code of the school		80.0	10.0	0.0	10.0	0.0
Setting aside specific day(s) in a week for meetings between the Principals and the students to discuss matters pertaining to the running and of the school		80.0	0.0	0.0	10.0	10.0

Item	RESP					
Encourage open door policy where students are free to see the head of the institution to explain their problems	TR	66.6	9.7	3.9	12.3	7.5
Encourage students to bring new creative ideas..		64.9	0.0	0.0	10.0	10.0
Consulting with students before any changes are made to the diet provided by the school		80.7	4.9	3.3	10.1	6.4
Allowing students to have a say in determining the dress code of the school		70.2	11.8	1.3	12.7	4.0
Setting aside specific day(s) in a week for meetings between the Principals and the students to discuss matters pertaining to the running and of the school		82.5	7.8	1.9	2.3	5.5

Item	RESP					
Encourage open door policy where students are free to see the head of the institution to explain their problems	ST	70.1	12.9	2.3	10.6	4.1
Encourage students to bring new creative ideas..		59.3	15.3	4.2	11.8	9.4
Consulting with students before any changes are made to the diet provided by the school		75.3	4.9	3.3	10.1	6.4
Allowing students to have a say in determining the dress code of the school		65.4	19.3	5.6	5.3	4.4
Setting aside specific day(s) in a week for meetings between the Principals and the students to discuss matters pertaining to the running and of the school		71.9	9.1	2.9	13.6	2.5

Key: RESP-Respondents; PR-Principals; TR-Teachers; ST-Students;

The data on the Table 4. 7 reveals that a fair majority (60%PR; 66.6%TR;

70.1%ST) of the sampled Principals, Teachers and Students strongly agreed

with the view that principals in their respective secondary schools encourage

open door policy where students are free to see the head of the institution to explain their problems. At the same time, 20.0% of the sampled Principals agreed as did 9.7% of the sampled Teachers and 12.9% of the Students. However, 0.0% of the sampled Principals, a paltry 3.9% of the sampled Teachers as well as 2.3% of Students were undecided, 10.0% of Principals as did 12.3% of the Teachers and 10.6% of the Students disagreed whereas 10.0% of Principals, 7.5% of the Teachers and 4.1% of the Students strongly disagreed.

These views corroborate the assertions of Adlam, V (2003) who also noted that principals need to encourage open door policy where student are free to see the head of the institution to explain their problems, should encourage students to bring new chamber as well as creative ideas, accept that he/she is capable of making mistakes, allow students to question his/her views, show no favorites and treat all students equally, encouraging democratic form of school organization in which students elect their own leaders. At the same time, the study revealed that a fair majority (80%PR; 64.9%TR; 59.3%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals encourage students to bring new creative ideas. On the same breath, 0.0% of the sampled Principals agreed as did 11.5% of the sampled Teachers and 15.3% of the Students.

However, 0.0% of the sampled Principals, a paltry 1.3% of the sampled Teachers as well as 4.2% of Students were undecided, 10.0% of Principals as did 13.7% of the Teachers and 11.8% of the Students disagreed whereas

10.0% of Principals, 8.6% of the Teachers and 9.4% of the Students strongly disagreed. These findings also lend credence to the views expressed by Adlam V(2003) who also asserted that principals need to encourage students to bring new chamber as well as creative ideas. The study also found out that a record majority (60%PR; 80.7%TR; 75.3%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals consult with students before any changes are made to the diet provided by the school. At the same time, 20.0% of the sampled Principals agreed as did 7.6% of the sampled Teachers and 4.9% of the Students. However, 0.0% of the sampled Principals, a paltry 4.4% of the sampled Teachers as well as 3.3% of Students were undecided, 10.0% of Principals as did 5.2% of the Teachers and 10.1% of the Students disagreed whereas 10.0% of Principals, 2.1% of the Teachers and 6.4% of the Students strongly disagreed.

The study revealed that majority (80%PR; 70.2%TR; 65.4%) of the sampled Principals, Teachers and Students strongly agreed with the view that principals allow students to have a say in determining the dress code of the school. At the same time, 10.0% of the sampled Principals agreed as did 11.8% of the sampled Teachers and 19.3% of the Students. However, 0.0% of the sampled Principals, a paltry 1.3% of the sampled Teachers as well as 5.6% of Students were undecided, 10.0% of Principals as did 12.7% of the Teachers and 5.3% of the Students disagreed whereas 0.0% of Principals, 4.0% of the Teachers and 4.4% of the Students strongly disagreed.

In the same vein, the study revealed that an impressive majority (80%PR; 82.5%TR; 71.9%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals set aside specific day(s) in a week for meetings between the principals and the students to discuss matters pertaining to the running and of the school. At the same time, 0.0% of the sampled Principals agreed as did 7.8% of the sampled Teachers and 9.1% of the Students. However, 0.0% of the sampled Principals, a paltry 1.9% of the sampled Teachers as well as 2.9% of Students were undecided, 10.0% of Principals as did 2.3% of the Teachers and 13.6% of the Students disagreed whereas 10.0% of Principals, 5.5% of the Teachers and 2.5% of the Students strongly disagreed. These findings affirm the fact that principals' consultations should not merely consist of issuing orders, but involves sharing decision making with the subordinates. He/she seeks discussion and agreements with all the stakeholders before a decision is taken and trust students, teachers and parents. To verify the possibility of a relationship between principals' leadership styles and students' discipline, the researcher collected data on frequency of consultations and number of disciplinary cases in school records and the results were as shown in Table4.8:

Table 4. 8: Results of Frequency of Principals' Consultations and Number of Students' Disciplinary Cases

How Often a Principal Consults Student Council in a Term	Number of Students' Disciplinary Cases
5	40
10	43
15	43
20	42
25	33
30	33
35	33
40	31
45	23
50	21
55	19
60	19
65	11

From Table 4. 8, it is evident that in schools where principals apply democratic style of leadership and opens room for consultations with the student council, the number of students' disciplinary cases are minimal. These results were further subjected to Pearson's Product Moment Correlation Test Analysis and results were as shown in Table 4.9:

Table 4.9: Pearson's Product Moment Correlation Test Analysis on Relationship between Frequency of Principals' Consultations and Number of Students' Disciplinary Cases

		Frequency of Consultations	Number of Disciplinary Case
Frequency of Consultations	Pearson Correlation	1	-.961[**]
	Sig. (2-tailed)		.000
	N	13	13
Number of Disciplinary Case	Pearson Correlation	-.961[**]	1
	Sig. (2-tailed)	.000	
	N	13	13

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 4.9, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between frequency of principals' consultations and the number of students' disciplinary cases which generated strong negative correlation coefficients of r= -0.961 with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.000<0.05. These findings were statistically significant and thus indicate that there is significant relationship between principals' consultation of the student council and the number of students' disciplinary cases in school records.

4.4 Principals' Communication and Secondary School Students' Discipline

As per research question two, the study sought to establish how communication styles adopted by secondary school principals impact on secondary school students' discipline. Data was collected from principals, teachers and students and results were as shown in Table 4.10:

Table 4.10: Respondents' Views on the Influence of Principals' Communication and Students' Discipline

Test Items	RESP	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.	**PR**	80.0	10.0	0.0	0.0	10.0
There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.		80.0	0.0	0.0	10.0	10.0
Principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls		80.0	0.0	0.0	10.0	10.0
School mission and vision well communicated through school badges and signposts.		60.0	10.0	10.0	10.0	10.0
There are three major communication networks in school namely; downwards, upwards and lateral communication		60.0	20.0	0.0	10.0	10.0

There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.	**TR**	77.2	10.4	2.5	6.1	3.8
There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.		68.4	15.1	3.2	9.1	4.2
Principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls		84.2	5.6	1.4	5.1	3.7
School mission and vision well communicated through school badges and signposts.		57.9	13.4	3.7	17.3	7.7
There are three major communication networks in school namely; downwards, upwards and lateral communication		80.7	7.6	4.4	5.2	2.1

There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.	**ST**	74.0	9.4	4.2	7.3	5.1
There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.		61.9	13.7	5.2	8.9	10.3
Principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls		87.9	3.9	2.8	3.9	1.5
School mission and vision well communicated through school badges and signposts.		51.1	13.9	6.7	18.3	10.0
There are three major communication networks in school namely; downwards, upwards and lateral communication		75.3	4.9	3.3	10.1	6.4

Key: RESP-Respondents; PR-Principals; TR-Teachers; ST-Students;

The data on the Table 10 reveals that a fair majority (80%PR; 77.2%TR; 74.0%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that there are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools. At the same time, 10.0% of the sampled Principals agreed as did 10.4% of the sampled Teachers and 9.4% of the Students. However, 0.0% of the sampled Principals, a paltry 2.5% of the sampled Teachers as well as 4.2% of Students were undecided, 0.0% of Principals as did 6.1% of the Teachers and 7.3% of the Students

disagreed whereas 10.0% of Principals, 3.8% of the Teachers and 5.1% of the Students strongly disagreed.

These findings were consistent with the assertions of Mbiti (2007) who concluded that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books are means of communication. Mbiti (2007) also points out that the written work is more permanent and less liable to misinterpretation. At the same time, the study revealed that a fair majority (80%PR; 68.4%TR; 61.9%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that there are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue. On the same breath, 0.0% of the sampled Principals agreed as did 15.1% of the sampled Teachers and 13.7% of the Students.

However, 0.0% of the sampled Principals, a paltry 3.2% of the sampled Teachers as well as 5.2% of Students were undecided, 10.0% of Principals as did 9.1% of the Teachers and 8.9% of the Students disagreed whereas 10.0% of Principals, 4.2% of the Teachers and 10.3% of the Students strongly disagreed. These findings lend credence to the findings of a study conducted by Republic of Kenya (2008) who indicated that the means of communication between Principal and students should be clear, unambiguous and continuous. In other words, Republic of Kenya (2001) highlighted the importance of open

communication means between the principal and students as it fosters performance and discipline. The study also found out that a record majority (80%PR; 84.2%TR; 87.9%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls.

At the same time, 0.0% of the sampled Principals agreed as did 5.6% of the sampled Teachers and 3.9% of the Students. However, 0.0% of the sampled Principals, a paltry 1.4% of the sampled Teachers as well as 2.8% of Students were undecided, 10.0% of Principals as did 5.1% of the Teachers and 3.9% of the Students disagreed whereas 10.0% of Principals, 3.7% of the Teachers and 1.5% of the Students strongly disagreed. These findings corroborate the findings of a study conducted by Mukindi (1991) who examined the importance of communication when carrying out administrative tasks and recommended for interactive communication techniques such as dialogue between the principal and students. For principals to maintain students' discipline, should always communicate in time. These findings affirm the fact that principals can look for the best means to use to pass the information or the message depending the type and urgency of the message. For example, school rules and daily routine should be written down and pinned at notice-boards, classrooms and dining halls for students to access them face to face.

The study revealed that majority (60%PR; 57.9%TR; 51.1%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that

school mission and vision are well communicated through school badges and signposts. At the same time, 10.0% of the sampled Principals agreed as did 13.4% of the sampled Teachers and 13.9% of the Students. However, 10.0% of the sampled Principals, a paltry 3.7% of the sampled Teachers as well as 6.7% of Students were undecided, 10.0% of Principals as did 17.3% of the Teachers and 18.3% of the Students disagreed whereas 10.0% of Principals, 7.7% of the Teachers and 10.0% of the Students strongly disagreed. These findings also lend credence to Mukindi's (1991) assertions that school mission and vision should be well communicated through school badges and sign posts. The study revealed that majority (60%PR; 80.7%TR; 75.3%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that there are three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication.

On the same note, 20.0% of the sampled Principals agreed as did 7.6% of the sampled Teachers and 4.9% of the Students. However, 0.0% of the sampled Principals, a paltry 4.4% of the sampled Teachers as well as 3.3% of Students were undecided, 10.0% of Principals as did 5.2% of the Teachers and 10.1% of the Students disagreed whereas 10.0% of Principals, 2.1% of the Teachers and 6.4% of the Students strongly disagreed. These findings support the views of Barasa (2007) who asserted that principal should ensure there is communication in three major communication networks namely; downward, upward and lateral (horizontal) communication. To verify he possibility of a relationship between principals' communication and students' discipline, data

was collected on how often principals communicate with students and the number of disciplinary cases in their respective schools and the results were as shown in Table4. 11:

Table4. 11: Results of Frequency of Adherence to Setting Practices and End-Year Examination Scores

Frequency of Communication	Number of Students' Disciplinary Cases
1	11
2	19
3	19
4	21
5	23
6	31
7	33
8	33
9	33
10	42
11	43
12	43
13	40

From Table4. 11, it is evident that in schools where principals communicate frequently with their students, students' disciplinary cases are minimal. These results were subjected to Pearson's Product Moment Correlation Test Analysis and results were as shown in Table 4. 12:

Table4. 12: Pearson's Product Moment Correlation Test Analysis on Relationship between Principals' Communication and Number of Students' Disciplinary Cases

		Frequency of Principals' Communication	Number of Disciplinary Case
Frequency of Principals' Communication	Pearson Correlation	1	.961[**]
	Sig. (2-tailed)		.000
	N	13	13
Number of Disciplinary Case	Pearson Correlation	.961[**]	1
	Sig. (2-tailed)	.000	
	N	13	13

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 4.12, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between frequency of principals' communication with students and the number of students' disciplinary cases which generated strong positive correlation coefficient of r= 0.961 with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.000<0.05. These findings were statistically significant and thus indicate that there is significant relationship between principals' communication with students and the number of students' disciplinary cases in school records. These findings lend credence to the assertions of Mukindi (1991) who examined the importance of communication when carrying out administrative tasks and recommended for interactive communication techniques such as dialogue between the principal and

students. In other words, for principals to maintain students' discipline, they should always communicate in time. These results were consistent with the findings of a study conducted by Barasa (2007) which generated a p-value of 0.023<0.05.

4.5 Principals' Use of Student Council and Students' Discipline

As per research question three, the study sought to establish how principals' use of student council impacts on students' discipline in secondary schools. Data was collected from principals, teachers and students and results were as indicated in Table 13:

Table 4.13: Respondents' Views on the Influence of Principals' Use of Student Council on Students' Discipline

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
The student council is consulted when making school rule	PR	60.0	20.0	10.0	0.0	10.0
The student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made		60.0	20.0	0.0	10.0	10.0
The student council suggests possible ways of improving school.		80.0	10.0	0.0	10.0	0.0
The student council attends disciplinary meetings.		60.0	20.0	0.0	10.0	10.0
The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements.		80.0	0.0	0.0	10.0	10.0

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
The student council is consulted when making school rule	**TR**	73.7	14.4	3.4	5.7	2.8
The student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made		64.9	17.1	4.2	6.3	7.5
The student council suggests possible ways of improving school.		78.9	9.3	2.1	5.3	4.4
The student council attends disciplinary meetings.		66.6	9.7	3.9	12.3	7.5
The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements.		64.9	11.5	1.3	13.7	8.6

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
The student council is consulted when making school rule	ST	72.3	11.1	3.2	5.9	7.5
The student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made		65.4	13.7	5.2	18.3	11.1
The student council suggests possible ways of improving school.		81.0	8.6	3.8	4.1	2.5
The student council attends disciplinary meetings.		70.1	12.9	2.3	10.6	4.1
The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements.		59.3	15.3	4.2	11.8	9.4

Key: RESP-Respondents; PR-Principals; TR-Teachers; ST-Students;

The data on the Table 4. 13 reveals that a fair majority (60%PR; 73.7%TR; 72.3%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that the student council is consulted when making school rule. At the same time, 20.0% of the sampled Principals agreed as did 14.4% of the sampled Teachers and 11.1% of the Students. However, 10.0% of the sampled Principals, a paltry 3.4% of the sampled Teachers as well as 3.2% of Students were undecided, 0.0% of Principals as did 5.7% of the Teachers and 5.9% of the Students disagreed whereas 10.0% of Principals, 2.8% of the Teachers and 7.5% of the Students strongly disagreed. These findings corroborate the assertions of Olembo (1992) who stated that, member of the student council committee can be allowed to formulate many of the school rules and should be

open to question or change. These findings affirm the fact that through consultations between school management and student council, the student-teacher relationship is improved and that schools should have student councils whereby the students, together with their teachers, discuss matters affecting the school. At the same time, the study revealed that a fair majority (80%PR; 64.9%TR; 65.4%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that the student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made. On the same breath, 20.0% of the sampled Principals agreed as did 17.1% of the sampled Teachers and 13.7% of the Students. However, 0.0% of the sampled Principals, a paltry 4.2% of the sampled Teachers as well as 5.2% of Students were undecided, 10.0% of Principals as did 6.3% of the Teachers and 18.3% of the Students disagreed whereas 10.0% of Principals, 7.5% of the Teachers and 11.1% of the Students strongly disagreed.

These findings are in line with the assertions of Fletcher (2004) that meaningful student involvement engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community.

The study also found out that a record majority (80%PR; 78.9%TR; 81.0%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that the student council suggests possible ways of improving school. At the same time, 10.0% of the sampled Principals agreed as did 9.3% of the sampled Teachers and 8.6% of the Students. However, 0.0% of the sampled

Principals, a paltry 2.1% of the sampled Teachers as well as 3.8% of Students were undecided, 10.0% of Principals as did 5.3% of the Teachers and 4.1% of the Students disagreed whereas 0.0% of Principals, 4.4% of the Teachers and 2.5% of the Students strongly disagreed.

The findings were consistent with the assertions of Denton (2003) that student council is a tremendous help to the school and play a particularly important role in mentoring younger pupils since they perform delegated duties concerned with day-to-day life in school. These include coordination of co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare. In other words, the student council's position is one of responsibility which provides an important connection between pupils and staff. The study also found out that a record majority (60%PR; 66.6%TR; 70.1%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that the student council attends disciplinary meetings. At the same time, 20.0% of the sampled Principals agreed as did 9.7% of the sampled Teachers and 12.9% of the Students. However, 0.0% of the sampled Principals, a paltry 3.9% of the sampled Teachers as well as 2.3% of Students were undecided, 10.0% of Principals as did 12.3% of the Teachers and 10.6% of the Students disagreed whereas 10.0% of Principals, 7.5% of the Teachers and 4.1% of the Students strongly disagreed.

The findings were consistent with the findings of a study conducted in Machakos Central Division in which Muli (2011) indicated that student

council plays a critical role in the governance of public secondary schools. The study also found out that a record majority (80%PR; 64.9%TR; 59.3%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that the student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements. At the same time, 0.0% of the sampled Principals agreed as did 11.5% of the sampled Teachers and 15.3% of the Students. However, 0.0% of the sampled Principals, a paltry 1.3% of the sampled Teachers as well as 4.2% of Students were undecided, 10.0% of Principals as did 13.7% of the Teachers and 11.8% of the Students disagreed whereas 10.0% of Principals, 8.6% of the Teachers and 9.4% of the Students strongly disagreed.

These findings corroborated the findings of a study carried by Kibaka (2005) who found that students should be allowed to participate in school administration such as; elect leaders (monitors and student council), supervising manual work ,taking roll calls in class/dorm, making announcements at assemblies, deciding school menu, code of dressing and counseling fellow students. To verify the possibility of a relationship between the principals' use of student council and discipline, data was collected on how often student leaders participate in school meetings and the number of disciplinary cases and the results were as shown in Table 4. 14:

Table 4.14: Results of the Number of Times Student Leaders Participate in School Management's Meetings and Number of Disciplinary Cases

Number of Meetings Student Leaders Attend Per Term	Number of Disciplinary Cases
2	43
4	43
6	40
8	42
10	33
12	33
14	33
16	31
18	23
20	21
22	19
24	19
26	11
28	7

From Table 4. 14, it is evident that in schools where principals involve student councils in school management meetings, students' disciplinary cases are minimal. These results were subjected to Pearson's Product Moment Correlation Test Analysis and results were as shown in Table 4. 15:

Table 4.15: Pearson's Product Moment Correlation Test Analysis on Relationship between Number of Meetings Students Attend and Number of Students' Disciplinary Cases

		Number of Management Meetings Students Attend	Number of Disciplinary Case
Number of Management Meetings Student Leaders Attend	Pearson Correlation	1	-.979[**]
	Sig. (2-tailed)		.000
	N	14	14
Number of Disciplinary Case	Pearson Correlation	-.979[**]	1
	Sig. (2-tailed)	.000	
	N	14	14

**. Correlation is significant at the 0.01 level (2-tailed).

From Table 4.15, the results are presented in a matrix form such that the correlations are replicated. A Pearson Product-Moment Correlation was run to determine the relationship between number of management meetings with student leaders and the number of students' disciplinary cases which generated strong negative correlation coefficient of r = -0.979 with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.000<0.05. These findings were statistically significant and thus indicate that there is significant relationship between principals' use of student council and the number of students' disciplinary cases in school records. These findings were consistent with the findings of a study conducted in Machakos Central Division in which Muli (2011) indicated that student council plays a critical role in the governance of

public secondary schools. These results were consistent with the findings of a study conducted by Mulli (2011) which generated a p-value of 0.035<0.05.

4.6 Principals' Use of School Rules/Regulations and Students' Discipline

As per research question four, the study sought to establish how principals' use of school rules and regulations impacts on students' discipline in secondary schools. Data was collected from principals, teachers and students and results were as indicated in Table 4. 16:

Table 4.16: Respondents' Views on the Influence of Principals' Use of School Rules/Regulations and Students' Discipline

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
I ensure that students have a copy of school rules and regulations	PR	60.0	20.0	10.0	0.0	10.0
I am strict on students' dressing code		60.0	20.0	0.0	10.0	10.0
I maintains that students get permission before leaving the school		80.0	10.0	0.0	20.0	0.0
I am strict on students' class attendance		60.0	20.0	0.0	10.0	10.0
I ensures that rules are clearly laid out in the school notice board		80.0	0.0	0.0	10.0	10.0

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
I ensure that students have a copy of school rules and regulations	**TR**	73.7	14.4	3.4	5.7	2.8
I am strict on students' dressing code		64.9	17.1	4.2	6.3	7.5
I maintains that students get permission before leaving the school		78.9	9.3	2.1	5.3	4.4
I am strict on students' class attendance		64.9	17.1	4.2	6.3	7.5
I ensures that rules are clearly laid out in the school notice board		84.2	5.6	1.4	5.1	3.7

Test Items	RESP.	Ratings				
		SA	A	U	D	SD
		%	%	%	%	%
I ensure that students have a copy of school rules and regulations	**ST**	72.3	11.1	3.2	5.9	7.5
I am strict on students' dressing code		65.4	13.7	5.2	8.3	11.1
I maintains that students get permission before leaving the school		81.0	8.6	3.8	4.1	2.5
I am strict on students' class attendance		65.4	13.7	5.2	18.3	11.1
I ensures that rules are clearly laid out in the school notice board		87.9	3.9	2.8	8.9	1.5

Key: RESP-Respondents; PR-Principals; TR-Teachers; ST-Students;

The data on the Table 4.18 reveals that a fair majority (60%PR; 73.7%TR; 72.3%ST) of the sampled Principals, Teachers and Students strongly agreed

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with the view that principals ensure that students have a copy of school rules and regulations. At the same time, 20.0% of the sampled Principals agreed as did 14.4% of the sampled Teachers and 11.1% of the Students. However, 10.0% of the sampled Principals, a paltry 3.4% of the sampled Teachers as well as 3.2% of Students were undecided, 0.0% of Principals as did 5.7% of the Teachers and 5.9% of the Students disagreed whereas 10.0% of Principals, 2.8% of the Teachers and 7.5% of the Students strongly disagreed. These findings corroborate the assertions of Adams (2003) that schools rules and regulations are among the strategies designed to instill good conduct of students. Adams (2003) asserted that on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations. These rules and regulations specify in most cases what school members should do and what they should not do. This implies self-control, orderliness, good behavior and obedience to school authority.

At the same time, the study revealed that a fair majority (60%PR; 64.9%TR; 65.4%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals are strict on students' dressing code. On the same breath, 20.0% of the sampled Principals agreed as did 17.1% of the sampled Teachers and 13.7% of the Students. However, 0.0% of the sampled Principals, a paltry 4.2% of the sampled Teachers as well as 5.2% of Students were undecided, 10.0% of Principals as did 6.3% of the Teachers and 18.3% of the Students disagreed whereas 10.0% of Principals, 7.5% of the Teachers and 11.1% of the Students strongly disagreed.

The study also found out that a record majority (80%PR; 78.9%TR; 81.0%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals maintain that students get permission before leaving the school. At the same time, 10.0% of the sampled Principals agreed as did 9.3% of the sampled Teachers and 8.6% of the Students. However, 0.0% of the sampled Principals, a paltry 2.1% of the sampled Teachers as well as 3.8% of Students were undecided, 10.0% of Principals as did 5.3% of the Teachers and 4.1% of the Students disagreed whereas 0.0% of Principals, 4.4% of the Teachers and 2.5% of the Students strongly disagreed. These findings lend credence to the Okumbe (1998) who asserts that schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don't. In other words, regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. The study also found out that majority (60%PR; 64.9%TR; 65.4%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals are strict on students' class attendance. At the same time, 20.0% of the sampled Principals agreed as did 17.1% of the sampled Teachers and 13.7% of the Students. However, 0.0% of the sampled Principals, a paltry 4.2% of the sampled Teachers as well as 5.2% of Students were undecided, 10.0% of Principals as did 6.3% of the Teachers and 18.3% of the Students disagreed whereas 10.0% of Principals, 7.5% of the Teachers and 11.1% of the Students strongly disagreed.

The study also found out that a record majority (80%PR; 84.2%TR; 87.9%ST) of the sampled Principals, Teachers and Students strongly agreed with the view that principals ensure that rules are clearly laid out in the school notice board. At the same time, 0.0% of the sampled Principals agreed as did 5.6% of the sampled Teachers and 3.9% of the Students. However, 0.0% of the sampled Principals, a paltry 1.4% of the sampled Teachers as well as 2.8% of Students were undecided, 10.0% of Principals as did 5.1% of the Teachers and 3.9% of the Students disagreed whereas 10.0% of Principals, 3.7% of the Teachers and 1.5% of the Students strongly disagreed. These findings support the views expressed by Kiprop (2012) that this adherence to rules and regulations ensures self-control, orderliness, good behavior and obedience to school authority.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This section provides detailed summary of the research findings based on the objectives of the study which included; principals' leadership styles, communication, use of student council and use of rules and regulations in relation to secondary school students.

5.1.1 Principals' Leadership Style and Secondary School Students' Discipline

The study established that principals' leadership styles influence discipline amongst secondary school students. Majority of the sampled principals, teachers and students responded in favor principals in their respective secondary schools encourage open door policy where students are free to see the head of the institution to explain their problems. These findings affirm the fact that principals need to encourage open door policy where student are free to see the head of the institution to explain their problems, should encourage students to bring new chamber as well as creative ideas, accept that he/she is capable of making mistakes, allow students to question his/her views, show no favorites and treat all students equally, encouraging democratic form of school organization in which students elect their own leaders.

Principals encourage students to bring new creative ideas. That is, principals need to encourage students to bring new chamber as well as creative ideas. They allow students to have a say in determining the dress code of the school. These findings attest to the fact that encouraging democratic form of school organization in which students elect their own leaders, provision of a suggestion box within the for students to give independent views about the school administration and even allowing students to have a say in determining the dress code of the school. The study also established that principals set aside specific days in a week for meetings between the principals and the students to discuss matters pertaining to the running and of the school which affirms the fact that principals' consultations should not merely consist of issuing orders, but involves sharing decision making with the subordinates. He/she seeks discussion and agreements with all the stakeholders before a decision is taken and trust students, teachers and parents.

These findings were supported by conducting Pearson's Product-Moment Correlation Test Analysis on the relationship between frequency of principals' consultations and the number of students' disciplinary cases which generated strong negative correlation coefficients of $r= -0.961$ with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is, p-value = $0.000 < 0.05$. This implies that principals' consultation of the student council and the number of students' disciplinary cases in school have recorded a downward trend. Besides, principals who make several consultations anytime they need to make a

decision concerning students have their schools experience fewer cases of students' infractions and cases of indiscipline minimized.

5.1.2 Principals' Communication and Secondary School Students' Discipline

The study also established that principals' communication impact on secondary school students' discipline. Well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools. This is indicative of the fact that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books are means of communication. The findings affirm the fact that the written work is more permanent and less liable to misinterpretation.

In other words, open communication means between principals and students which is clear, unambiguous and continuous, that is, use of dialogue. These findings lend credence to the fact that the means of communication between Principal and students should be clear, unambiguous and continuous. That is, open communication means between the principal and students fosters performance and discipline. Furthermore, principals need to communicate in time, for example, school rules and daily routine pinned at notice-boards, classrooms and dining halls. These findings point to the fact that principals' communication when carrying out administrative tasks and recommended for

interactive communication techniques such as dialogue between the principal and students.

For principals to maintain students' discipline they should always communicate in time. These findings affirm the fact that principals can look for the best means to use to pass the information or the message depending the type and urgency of the message. For example, school rules and daily routine should be written down and pinned at notice-boards, classrooms and dining halls for students to access them face to face. In addition, school mission and vision should be well communicated through school badges and signposts through three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication. In a nutshell, the principal should ensure there is communication in three major communication networks namely; downward, upward and lateral (horizontal) communication.

Inferential data also indicated in schools where principals communicate frequently with their students, students' disciplinary cases are minimal. A Pearson Product-Moment Correlation Test Analysis also generated strong positive correlation coefficient of r= 0.961 with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.000<0.05. These values further affirm the fact that there is significant relationship between principals' communication with students and the number of students' disciplinary cases in school records.

5.1.3 Principals' Use of Student Council and Students' Discipline

The study established that principals' use of student council impacts on students' discipline in secondary schools. That is, the student council is consulted when making school rule and being a member of the student council committee can be allowed to formulate many of the school rules and should be open to question or change. This implies that, through consultations between school management and student council, the student-teacher relationship is improved and that schools should have student councils whereby the students, together with their teachers, discuss matters affecting the school.

Student council is consulted when major school decisions, for example, on diet, dressing code and cancellation of trips, affecting them is made. Thus, meaningful student involvement engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community. This enables the student council to suggest possible ways of improving school. In other words, student council is a tremendous help to the school and play a particularly important role in mentoring younger pupils since they perform delegated duties concerned with day-to-day life in school. These include coordination of co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare. Besides, the student council's position is one of responsibility which provides an important connection between pupils and staff.

The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements. This attests to the fact that students should be allowed to participate in school administration such as; elect leaders (monitors and student council), supervising manual work, taking roll calls in class/dorm, making announcements at assemblies, deciding school menu, code of dressing and counseling fellow students. Inferential data also indicated that in schools where principals involve student councils in school management meetings, students' disciplinary cases are minimal. This was further supported by running a Pearson's Product-Moment Correlation which generated strong negative correlation coefficient of r = -0.979 with corresponding significant level (p-value) of 0.000 which was less than the predetermined level of significance, 0.05, that is, p-value = 0.000<0.05. These findings affirm the fact that there is significant relationship between principals' use of student council and the number of students' disciplinary cases in school records. That is, student council plays a critical role in the governance of public secondary schools.

5.1.4 Principals' Use of School Rules/Regulations and Students' Discipline

The study also established that principals' use of school rules and regulations impacts on students' discipline in secondary schools. That is, principals ensure that students have a copy of school rules and regulations, are strict on students' dressing code, maintain that students get permission before leaving the school, are strict on students' class attendance and ensure that rules are clearly laid out in the school notice board. These findings attest to the fact that schools rules and regulations are among the strategies designed to instill good

conduct of students. Admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations.

These rules and regulations specify in most cases what school members should do and what they should not do. This implies self-control, orderliness, good behavior and obedience to school authority. Schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don't. In other words, regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization.

5.2 Conclusions

Based on the research findings, it was evident that principals in their respective secondary schools encourage open door policy where students are free to see the head of the institution to explain their problems. The findings affirm the fact that principals need to encourage open door policy where student are free to see the head of the institution to explain their problems, should encourage students to bring in new chamber as well as creative ideas, principals should accept that he/she is capable of making mistakes, allow students to question his/her views, show no favorites and treat all students equally by encouraging democratic form of school organization in which students elect their own leaders.

Principals were tasked encourage democratic form of school organization in which students elect their own leaders, provision of a suggestion box within the for students to give independent views about the school administration and

even allowing students to have a say in determining the dress code of the school. It is evident that well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools. This was indicative of the fact that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books are means of communication.

Principals need to communicate in time, for example, school rules and daily routine pinned at notice-boards, classrooms and dining halls. These findings point to the fact that principals' communication when carrying out administrative tasks and should use dialogue. For principals to maintain students' discipline they should always communicate in time. The findings affirm the fact that principals can look for the best means to use to pass the information or the message depending the type and urgency of the message. School rules and daily routine should be written down and pinned at notice-boards, classrooms and dining halls for students to access them face to face. In addition, school mission and vision well communicated through school badges and signposts through three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication. The student council was consulted when making school rule and being a member of the student council committee could be allowed to formulate many of the school rules and should be open to question or change.

Student council was consulted when major school decisions, for example, on diet, dressing code and cancellation of trips, affecting them was made. Thus, meaningful student involvement engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community. These include coordination of co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare. Besides, the student council's position was one of responsibility which provides an important connection between pupils and staff. The student council was involved in supervising manuals, taking the roll call, punishing those breaking rules and make announcements.

In the same vein, it is evident that principals ensure that students have a copy of school rules and regulations, was strict on students' dressing code, maintain that students get permission before leaving the school, was strict on students' class attendance and ensure that rules were clearly laid out in the school notice board. Rules and regulations specify in most cases what school members should do and what they should not do. This implies self-control, orderliness, good behavior and obedience to school authority. Schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don't. In other words, regulations on the other hand were authoritative orders with a course of law intended to promote order and efficiency in an organization.

5.3 Recommendations

Based on the above findings, the study makes the following recommendations;

i. Principals should adopt leadership skills and mechanisms which are aimed at minimizing instances of students' indiscipline.

ii. School principals should organize for seminars and workshops for student leaders to acquire skills necessary to help reduce instances of indiscipline amongst their colleagues.

iii. Principals should adopt collaborative approach which brings all school stakeholders to help address students' indiscipline.

iv. Students should be sensitized on the importance of adherence to school rules and regulations

v. Rules on the membership to the student council should be flexible to all students so that they can own its leadership. This will go a long way in guaranteeing respect to the leaders.

5.3.1 Suggestions for Further Research

i. A survey should be conducted to establish the effectiveness of how different leadership styles impact on students' discipline in secondary schools.

ii. A study should be conducted to examine the role of different school stakeholders in enhancing students' discipline in secondary schools.

iii. A study should be conducted to find out how principals' management training on students' discipline in secondary schools.

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Gideon Katolo
Department of Educational
Administration and Planning
South Eastern Kenya University

16th January, 2016

The Principal,

_____ Secondary school

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR

SCHOOL

I am a student at South Eastern Kenya University currently pursuing a Masters' degree in Educational Administration. I am carrying out a research on **"principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya."** Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. The information you provide will be used for the purpose of the study. You are assured that your identity will remain confidential.

Thank you for your cooperation.

Gideon Katolo

APPENDIX B:

PRINCIPALS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the principals'
leadership practices and their influence on students' discipline management in
public secondary school in Makindu Sub County, Kenya. The information you
give will be used for the purpose of the study only and your identity will
remain confidential. Therefore, do not write your name.

Section A: Demographic information

Please tick (√) to indicate your answer

1. What is your gender: Male   [   ]   Female   [   ]

2. What is your age?

    Below 29 years   [   ]   30-39 years   [   ]

    40-49 years   [   ]   50 and above years   [   ]

3. What is the level of your profession?

    Diploma in Education   [   ]   B.Ed   [   ]

    Masters   [   ]   PhD   [   ]

4. How long have you been a principal in this school?

    Below 5 years   [   ]   6 -10 years   [   ] 11 – 15 years   [

    ]

**Section B Principals' leadership style and secondary school students'
discipline**

5. In a scale of 1 to 5, indicate the extent to which you agree or disagree with
    the following statements

    **Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1
    strongly disagree**

No.	Statements	1	2	3	4	5
1	Encourage open door policy where students are free to see the head of the institution to explain their problems.					

2	Encourage students to bring new creative ideas.					
3	Consulting with students before any changes are made to the diet provided by the school					
4	Allowing students to have a say in determining the dress code of the school					
5	Setting aside specific day(s) in a week for meetings between the Principals and the students to discuss matters pertaining to the running and of the school.					
	Principals' communication					
6	There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.					
7	There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.					
8	Principals communicate in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls					
9	School mission and vision well communicated through school badges and signposts.					
10	There are three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication					
	Principals' use of school student council					
11	The student council is consulted when making school rule					

12	The student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made					
13	The student council suggests possible ways of improving school.					
14	The student council attends disciplinary meetings.					
15	The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements.					
	Principals' use of school rules and regulations					
16	I ensure that students have a copy of school rules and regulations					
17	I am strict on students' dressing code					
18	I maintains that students get permission before leaving the school					
19	I am strict on students' class attendance					
20	I ensures that rules are clearly laid out in the school notice board					

Adapted from Riang'a K. J. (2012)

APPENDIX C

TEACHERS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya. The information you give will be used for the purpose of the study only and your identity will remain confidential. Therefore, do not write your name.

PART A: Demographic information

Please tick (√) to indicate your answer

1. What is your gender: Male   [   ]   Female   [   ]

2. What is your age?

Below 29 years   [   ]   30-39 years   [   ]

40-49 years   [   ]   50 and above years   [   ]

3. What is the level of your profession?

Diploma in Education [   ]   B.Ed   [   ]

Masters   [   ] PhD   [   ]

4. How long have you been a teacher in this school?

Below 5 years   [   ]   6 -10 years   [   ] 11 – 15 years   [   ]

Section B Principals' leadership style and secondary school students' discipline

6. In a scale of 1 to 5, indicate the extent to which you agree or disagree with the following statements pertaining your principle

    Key 5 – Strongly agree; 4 Agree;   3 = Undecided; 2 Disagree; 1 Strongly disagree

No.	Statements	1	2	3	4	5
1	The principal encourages open door policy where students are free to see the head of the institution to explain their problems.					

2	The principal encourages students to bring new creative ideas.					
3	The principal consults with students before any changes are made to the diet provided by the school					
4	The principal allows students to have a say in determining the dress code of the school					
5	The principal sets aside specific day(s) in a week for meetings between the him and the students to discuss matters pertaining to the running and of the school.					
	Principals' communication					
6	There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.					
7	There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.					
8	The principal communicates in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls					
9	School mission and vision well communicated through school badges and signposts.					
10	There are three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication					
	Principals' use of school student council					
11	The student council is consulted when making					

	school rule					
12	The student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made					
13	The student council suggests possible ways of improving school.					
14	The student council attends disciplinary meetings.					
15	The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements.					
	Principals' use of school rules and regulations					
16	The principal ensures that students have a copy of school rules and regulations					
17	The principal is strict on students' dressing code					
18	The principal maintains that students get permission before leaving the school					
19	The principal is strict on students' class attendance.					
20	The principal ensures that rules are clearly laid out in the school notice board					

APPENDIX D

STUDENTS QUESTIONNAIRE

This questionnaire is designed to help the researcher find out the principals'
leadership practices and their influence on students' discipline management in
public secondary school in Makindu Sub County, Kenya. The information you
give will be used for the purpose of the study only and your identity will
remain confidential. Therefore, do not write your name.

PART A: Demographic information

Please tick (√) to indicate your answer

1. What is your gender: Male   [   ]   Female   [   ]

2. What is your age?

Below 13 years   [   ]   14-16 years   [   ]

17-19 years   [   ]   20 and above years   [   ]

3. Indicate your class?

Form 3   [   ]   Form 4[   ]

Section B Principals leadership practices and secondary school students'
discipline

7. In a scale of 1 to 5, indicate the extent to which you agree or disagree with
    the following statements pertaining your principal

    Key 5 – Strongly agree; 4 Agree; 3 = Undecided; 2 Disagree; 1
    Strongly disagree

No.	Statements	1	2	3	4	5
	Principals' leadership style					
1	The principal encourages open door policy where students are free to see the head of the institution to explain their problems.					
2	The principal encourages students to bring new creative ideas.					
3	The principal consults with students before any changes are made to the diet provided by the					

	school					
4	The principal allows students to have a say in determining the dress code of the school					
5	The principal sets aside specific day(s) in a week for meetings between the him and the students to discuss matters pertaining to the running and of the school.					
	Principals' communication					
6	There are well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools.					
7	There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.					
8	The principal communicates in time always e.g. school rules and daily routine pinned at notice-boards, classrooms and dining halls					
9	School mission and vision well communicated through school badges and signposts.					
10	There are three major communication networks in school namely; downwards, upwards and lateral (horizontal) communication					
	Principals' use of school student council					
11	The student council is consulted when making school rule					
12	The student council is consulted when major school decisions (e.g. ion diet, dressing code, cancellation of trips) affecting them is made					

13	The student council suggests possible ways of improving school.					
14	The student council attends disciplinary meetings.					
15	The student council is involved in supervising manuals, takes the roll call, punish those breaking rules and make announcements.					
	Principals' use of school rules and regulations					
16	The principal ensures that students have a copy of school rules and regulations					
17	The principal is strict on students' dressing code					
18	The principal maintains that students get permission before leaving the school					
19	The principal is strict on students' class attendance.					
20	The principal ensures that rules are clearly laid out in the school notice board					

APPENDIX E
INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE STUDIES OF SOUTH EASTERN KENYA UNIVERSITY

SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR

BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200   TEL: 020-2413859 (KITUI)·
KITUI, KENYA   :020-2531395 (NAIROBI)
Email: info@seku.ac.ke   Email: bps@seku.ac.ke

Our Ref: E55/MTI/20483/2014   Date: Thursday, February 04, 2016

Katolo Gideon Nthakyo
Reg. No. E55/MTI/20483/2014
C/O Dean, School of Education

Dear Katolo,

RE: PERMISSION TO COLLECT DATA

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, *"Principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub-County, Kenya"*. Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Anthony Mungai Gathumbi and Dr. Kithyo Matemu. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report *(SEKU/ARSA/BPS/F-02)* which can be downloaded from the University Website.
The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. Cornelius Wanjala
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
                       Dean, School of Education
                       Chairman, Department of Educational Administration and Planning
                       Dr. Anthony Mungai Gathumbi (Dept. Educational Administration& Planning)
                       Dr. Kithyo Matemu
                       Director, Mtito-Andei
                       BPS Office -To file

CW/mk

ARID TO GREEN .... *TRANSFORMING LIVES*

SOUTH EASTERN KENYA UNIVERSITY
OFFICE OF THE DIRECTOR
BOARD OF POSTGRADUATE STUDIES

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CERTIFICATION OF CORRECTION
NB: This certificate of Correction should be forwarded to the Director,
Board of Postgraduate Studies for clearance before Thesis can be hard bound

PART I: DETAILS OF CANDIDATE
Candidates' Name: KATOLO GIDEON NTHAKYO
Registration No: . E55/MTI/20483/2014   Signature: .
Date of Oral Defence: 23.2.2016
Title of Thesis: PRINCIPALS' LEADERSHIP PRACTICES AND THEIR INFLUENCE ON STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOL IN MAKINDU SUB-COUNTY-KENYA
Degree Title: MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION
Department: EDUCATIONAL ADMINISTRATION AND PLANNING
School: . EDUCATION

PART II: DECLARATION BY SUPERVISOR(S) OVERSEEING CORRECTIONS
I the undersigned Supervisor overseeing corrections, I do hereby confirm that the candidate has effected **ALL** the corrections as per the instruction of the Board of Examiners.

NAME: Dr. Isaac Mattern, Kilyo SIGN: DATE: 24/2/2016 .
(CORRECTIONS SUPERVISOR I)

PART III: CONFIRMATION BY DEAN OF THE SCHOOL
Confirmed that the Supervisor appointed to oversee the corrections have done so as per the instructions of the Board of Examiners

NAME: Dr. Johattern Mwau SIGN DATE: 25/2/2016
DEAN

PART IV: AUTHORITY FOR FINAL BINDING OF THESIS
Authority for final binding of thesis is hereby granted.

NAME _____ DATE & STAMP _____
DIRECTOR (BPS)

1