

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON DISCIPLINE OF  
SECONDARY SCHOOL STUDENTS IN CENTRAL DIVISION,  
ISIOLO DISTRICT, KENYA**

**MURIUNGI FAITH KANANA**

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MOUNT KENYA UNIVERSITY**

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## ABSTRACT

The success of teaching-learning process is dependent upon the quality of students' discipline. Since students' discipline management is a corporate responsibility between teachers and parents, the school principal is expected to incorporate the two categories of members of school community in his/her school's discipline management programme. This has the implication that the principal should embrace a favorable attitude towards teachers and parents. Effective school research reveals that there is a very significant leadership effect not only on the student learning, but also on an array of school conditions as well. Among the pillars on which education is anchored leadership is pivotal. The purpose of this study was to investigate the influence of head teachers' leadership styles on discipline of secondary school students in Central Division, Isiolo District, Kenya. The researcher used a descriptive survey design. The study was carried out in Central Division of Isiolo District, Eastern Province of Kenya. The target population for the study was secondary school students, head teachers and teachers in the nine public schools in Central Division. The researcher used three sampling procedures: stratified sampling, simple random sampling and purposive sampling. The questionnaires comprised of open-ended and closed-ended questions. Quantitative data was analyzed using descriptive statistics such as mean scores, frequencies, and percentages. Content analysis was used for data that was qualitative in nature. The study found that all the styles had a great influence on the discipline. It was clear that authoritative leadership had the greatest effect followed by transformational leadership, then democratic leadership while situational leadership had the least influence on students discipline at the school. From the findings the study concludes that the schools mainly have discipline problems including mainly fighting, drug and alcohol abuse and bullying. The study also concludes that transformational leadership, authoritative leadership and situational leadership influences students discipline at the school. The study recommends that the school management should double their efforts in curbing these instances of indiscipline using integrated approaches. The principals should also create organizational conditions in which followers can develop their own leadership capabilities and that they should be more concerned with what followers are accomplishing rather than what they are doing. The findings of this study will contribute to knowledge, which might justify stakeholders' expectations of the head teachers. Thus, this study will help some head teachers who for one reason or the other have not been effective in carrying out their responsibilities and therefore work with more effectiveness and efficiency using appropriate leadership styles to improve school climate. The study is useful to the government in policymaking regarding regulatory requirements of and policy making regarding secondary school principals training and discipline management in schools. The study will provide a useful basis upon which further studies on the influence of head teachers leadership styles on discipline of secondary school students could be conducted.