

**INFLUENCE OF PRINCIPALS' STRATEGIC LEADERSHIP PRACTICES ON
STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MASINGA, KENYA**

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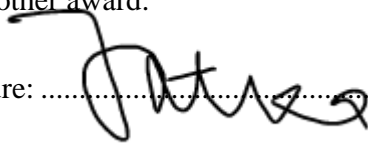
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DECLARATION AND APPROVAL

Declaration by student

This thesis is my original work and has not been presented for a degree in any other university or for any other award.

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DEDICATION

To my beloved wife, Peninah Kathambi, I dedicate this study, whose unwavering faith in my academic potential motivates me. This project signifies my commitment as evidence of the robustness of our partnership.



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ABSTRACT

The study aimed to investigate the impact of principals' strategic leadership techniques on school management and student retention in public secondary schools within Masinga Sub County, Machakos County, Kenya. The research addressed critical issues such as students' non-compliance with school regulations, inconsistent academic outcomes, and challenges related to maintaining discipline. Drawing from a thorough literature review, the study emphasized the significance of principals as role models, the enforcement of student discipline, the role of parental involvement in behavior management, and the necessity of creating a conducive learning environment. The theoretical frameworks guiding this investigation were Fayol's Administrative Theory of Management and the Path-Goal Theory of Leadership, which provided a comprehensive basis for analyzing strategic leadership practices. The research employed a descriptive research design, which facilitated a systematic exploration of the relationships between variables and allowed for in-depth insights into principals' leadership strategies. A mixed-methods approach was adopted, incorporating both quantitative and qualitative data collection methods. The quantitative component involved structured questionnaires administered to participants, while the qualitative aspect included in-depth interviews and document analysis. The target population for the study comprised 206 respondents, including principals, teachers, and school management committee members from the public secondary schools in Masinga Sub County. A stratified sampling technique ensured representation across different school categories, enhancing the study's robustness. To ensure reliability and validity, the research instruments were pre-tested in a pilot study conducted in a neighboring sub-county. The Cronbach's alpha coefficient was calculated to measure internal consistency, achieving a reliability score of 0.82, indicating high reliability. Content validity was ensured by aligning the questionnaire items with the research objectives and obtaining expert feedback. The collected data underwent rigorous analysis: quantitative data were analyzed using regression analysis to identify significant predictors of effective school management and student retention, while qualitative data from interviews were coded and thematically analyzed to enrich the findings. The findings revealed that principals who employed strategic leadership techniques, characterized by clear communication, role modeling, and collaborative decision-making, had a positive influence on student discipline and school management. The study concluded that principals' strategic leadership practices are essential for promoting school management effectiveness and boosting student retention rates. Leadership approaches that focus on fostering relationships, enhancing communication, and modeling ethical behavior were particularly effective. It was evident that principals who prioritized inclusive leadership strategies, involving both staff and parents, were more successful in creating an environment conducive to learning and discipline. The integration of leadership theories like Fayol's and the Path-Goal model provided a structured approach to understanding the mechanisms of effective school management. Based on these findings, the study recommended that educational policymakers develop training programs for school principals focused on strategic leadership skills. Such training should emphasize collaborative decision-making, effective communication, and relationship-building techniques. Schools should also establish structured frameworks for involving parents in school activities to enhance behavior management. Regular workshops and professional development sessions for teachers and administrators were advised to foster a shared vision for effective school governance. Further, school management should adopt a comprehensive approach that combines strategic leadership with policy support to maintain discipline and elevate academic performance.

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ABBREVIATIONS AND ACRONYMS

KCSE: Kenya Certificate of Secondary Education

NARC : National Rainbow Coalition

MoE: Ministry of Education

SPSS: Statistical Package for the Social Sciences



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education plays a crucial role in achieving educational goals and objectives. It is through education that students acquire the necessary values and skills that shape their behavior and discipline. For education to be truly effective, it must focus not only on academic achievements but also on the holistic development of students, including their moral and ethical growth.

Teachers and society as a whole benefit from strong leadership. Competing in the technological advancements of the twenty-first century, including global teacher networks, poses many challenges that require a strong educational leader for schools. With these essential components, a principal can guide their school through times of cultural and pedagogical transformation: enhancing engagement, articulating vision, and driving change. Educational leaders are recognized for their ability to improve educational quality in an era of technological innovation (Abbas et al., 2020).

Leadership, guidance, and coordination of the institution's many activities are the principal's primary responsibilities. The establishment and maintenance of an effective learning environment is their principal responsibility in support of the school's instructional programs. They are also responsible for helping educators improve their methods of teaching. The principal plays a crucial role in helping the institution achieve its goals. In order to boost teachers' professional efficacy, they need to provide genuine and effective leadership. Principals should create an atmosphere that encourages exceptional teaching by communicating well-respected goals and making them a part of their daily work (Saleem et al., 2020).

The way a leader gives orders is determined by Phuc et al. (2021), sets goals, and motivates subordinates is known as their leadership style. They noted that a leader adopts different leadership styles based on the circumstances. It is believed that democratic or laissez-faire leadership styles work better with highly motivated and aligned personnel, but an authoritarian approach works better in times of crisis.

In countries such as England, Australia, Canada, and the United States, reports indicate that discipline issues are prevalent in schools. For example, the U.S. Department of Education's 2007 report titled "In U.S. Public Schools: School Crime, Violence, and Safety between 2005-2006" revealed that indiscipline in American schools was rampant. The report found that there were 31 incidents of violence per 1,000 students, involving student fights with or without weapons, drug and substance abuse, rape, and bullying (Nolle & Chandler, 2007). Ken Reid (2010) noted that Britain also faces drug-related crimes.

In a study conducted in Pakistan, Farooq, Dilshad, and Qadir (2022) examined the impact of a different study; the effects of authoritarian, democratic, and laissez-faire leadership styles on classroom performance. When teachers use authoritarian methods of instruction, it may have a major impact on student achievement. The emphasis on compliance and obedience among pupils is a common result of such leadership's emphasis on stringent regulations and orders. Obedience and compliance were the hallmarks of this kind of leadership style, which often placed an emphasis on rigid regulations and orders.

Despite the quick compliance, this approach hindered the development of original ideas and analytical reasoning, which might have reduced the effectiveness of the learning process as a whole (Farooq, Dilshad and Qadir 2022). Students were less likely to speak up or take intellectual risks in an authoritarian-led classroom because of the prevailing climate of fear and tension. Teacher

effectiveness was shown to be favorably affected by both democratic and authoritarian leadership approaches. Although authoritarian leadership is often depicted in the literature as a negative style contributing to teacher dissatisfaction, their study found a positive impact on performance (Farooq, Dilshad and Qadir 2022). Students' involvement and morale took a hit, which in turn reduced their will to study. Furthermore, teacher-student interactions were strained due to the power shown by authoritarian leaders. Students had a hard time asking for assistance or interacting with their professors because of the lack of respect, trust, and open dialogue. In addition, pupils were not motivated to think creatively, critically, or seek other answers in these settings.

The link between leadership styles and students' academic progress in Pakistan was also explored by Maryam, Ejaz, and Tatlah (2022). Their findings showed that pupils' academic performance was somewhat enhanced by the authoritarian leadership style. Therefore, the research concluded that the country's pupils' academic performance was improved under authoritarian government.

In Africa, indiscipline is a significant problem. Gragae (2007) observed that in Zimbabwe, discipline issues manifest in various ways, including drug possession and abuse, cheating in examinations, truancy, bullying, vandalism, and unwillingness to work, a view supported by Ngotho (2011) in Kenya. In Botswana, students died or went blind after breaking into a laboratory and consuming methanol and ethanol (Botswana Press Agency, 2006).

Weeramunda (2008) found in his study on school discipline in Sri Lanka that student indiscipline is on the rise. In countries like Nigeria and Singapore, studies attributed discipline issues in schools to home factors, insufficient parental guidance, mass media influence, and weak school leadership. Nwagwa (2007) reported that both developed and developing countries experience similar patterns of discipline issues. In Uganda, reports indicate that secondary school strikes are frequent, often

occurring to attract administrative attention, with hardly a term passing without such incidents (Fiona, 2006).

In South Africa, Sobunkola (2021) investigated numerous tactics connected to visionary leadership employed by administrators to guarantee pupils pass grade 12 and sufficiently given resources to instructors. Upper Echelon Theory's efficacy was utilized to guide the study. Ten school principals from the Ehlanzeni District in Mpumalanga were interviewed, and documentation were analyzed. The survey also discovered that, while many secondary schools required visionary leadership, it was not feasible due to weak leadership, which resulted in a total disconnect and simply no unity between administration and teachers; insufficient financial assistance, such as timely payment of wages and allowances, procurement of essential books, chalks, tables, and seats for learning purposes; and ineffective monitoring procedures on the quality of instructors hired throughout the recruiting process. Nonetheless, Sobunkola's (2021) sample size of 10 principals was insufficient for their findings to have statistical significance.

Tedla Redda and Gaikar (2021) used a descriptive survey study approach to examine the impact of leadership styles on academic achievement in Eritrean schools. To collect information, they used non-probability sampling techniques including convenience and purposive sampling. Questionnaires, observation checklists, and interviews were used to gather data. According to the results, there is a direct negative relationship between an increase in authoritarian leadership and academic achievement. Therefore, the research found that authoritarian leadership did not improve academic achievement.

In Kenya, indiscipline issues in schools are equally a menace. The problems involve use of drugs, school riots, truancy and exam cheating (King'ori, 2012). For example, research by the United Methodist Church of Kenya (2009) indicated that drug and substance abuse in Kenyan

schools is increasing at an alarming rate with 60 per cent of the youths getting exposed to drug and substance abuse while in high school. Bullying which manifests itself in form of violence and aggression in schools is prohibited but it still remains widespread in many secondary schools, for example, a form two student succumbed to her injuries at Kimuri school in Kinangop. The student was allegedly killed by a form four student over a wrangle. (The star, 4th Nov 2015).

In a local context, Bomet and Kitur (2021) examined how the transformational leadership styles of school administrators affect students' performance on K.C.S.E. exams. Kitur (2021) chose 114 respondents for his descriptive research design study. These responses included 109 study directors and 5 quality assurance officials. A total of 109 directors of studies were surveyed for the research, as well as interviews with quality assurance officials and document analysis. Kitur (2021) discovered that when a principal encouraged the growth of instructors and pupils by cultivating cooperation and inspiring them, academic performance improved. Furthermore, Kitur (2021) did not investigate different sorts of transformational leadership styles that permitted vision-building and encouraged a learning culture.

In spite of the massive student protests that rocked Kenyan schools in 2008, secondary institutions continued to use authoritarian methods of administration and management, according to Wanderi (2018). Despite the fast changes occurring in the nation's technical, socio-cultural, and economic landscapes, he also observed that public secondary schools' management techniques remained same. According to Nokia (2014), school administrators must change and adapt to be relevant. School districts are required by the Ministry of Education to implement careful change management strategies (Garcinia et al., 2017). To successfully execute the school's plan and

curriculum, they urge administrators to adopt democratic leadership styles and guarantee equitable engagement by all parties involved.

1.2 Statement of the Problem

The educational landscape in Kenya has seen substantial investments in programs aimed at boosting educational opportunities and enhancing graduation, retention, quality, and transition rates (Osero & Orodho, 2015). Despite these concerted efforts, many schools continue to grapple with challenges such as student discipline, academic achievement, and staff motivation. Public secondary schools in Masinga, Kenya, are notably affected, experiencing persistent issues of student indiscipline, including truancy, substance abuse, and school violence. These behaviors not only disrupt the learning environment but also impact academic performance and school retention rates, thus threatening the overall mission of educational institutions to foster a supportive atmosphere conducive to student growth and success (George, Sakirudeen, & Sunday, 2017).

Principals play a pivotal role in setting the tone for school culture and discipline, which are critical factors for fostering academic excellence and positive behavior among students (Kariuki, 2019; Allen, Grugsby, & Peters, 2015). However, the specific strategic leadership practices that influence student discipline remain underexplored, creating a significant knowledge gap. Existing literature suggests that effective school leadership is often linked to transformational and instructional leadership approaches that emphasize building trust, fostering collaboration, and creating a shared vision (Arokiasamy, 2017; Hou, Cui, & Zhang, 2019). Nevertheless, there is limited empirical research investigating how these strategies directly impact student discipline within public secondary schools in Kenya, particularly in Masinga Sub County.

Research has shown that the integration of strategic leadership practices can have a substantial effect on school management and student behavior (Leithwood & Jantzi, 2018; Farooq, Dilshad, & Qadir, 2022). For instance, servant and transformational leadership models have been recognized for promoting ethical behavior and improving school climates, which in turn support positive student outcomes (Abbas et al., 2020; Cohen, 2016). However, the connection between principals' leadership practices and student discipline requires further exploration to identify which approaches are most effective in addressing the challenges schools face today. The limited focus on this aspect of leadership limits the development of targeted interventions that could enhance student discipline and overall school performance.

The absence of focused research on the specific leadership strategies that impact student discipline in Masinga's public secondary schools poses a challenge for school administrators seeking evidence-based solutions (Balwant, 2016). Without a clear understanding of how strategic leadership can influence student behavior, efforts to implement comprehensive policies may be hindered. To bridge this gap, it is essential to investigate the leadership practices that principals employ and evaluate their effectiveness in fostering a disciplined, respectful, and academically driven school culture. Addressing this gap is critical for educational stakeholders, including policymakers and school leaders, who aim to create strategies that mitigate indiscipline and promote a positive learning environment (Galli, 2019; Kitur, 2021).

This study aims to provide valuable insights into the strategic leadership practices of principals in Masinga, Kenya, and their impact on student discipline. By drawing from established leadership theories and employing a mixed-methods approach, the study seeks to identify leadership techniques that contribute to better student behavior, academic outcomes, and school culture. The findings could guide the development of targeted interventions and policies that empower

principals to create and sustain a disciplined, conducive learning environment. Ultimately, this research aspires to contribute to educational leadership literature and inform practices that support effective school management (Hauserman & Sheldon, 2018; Maryam, Ejaz, & Tatlah, 2022).

1.3 Purpose of the Study

To determine the influence of principals' strategic leadership practices on students' discipline in Public Secondary Schools In Masinga, Kenya.

1.4 Objectives of the Study

- i) To identify the strategic leadership practices employed by principals in public secondary schools in Masinga, Kenya.
- ii) To assess the impact of these strategic leadership practices on students' discipline in public secondary schools in Masinga.
- iii) To examine the challenges principals face in implementing strategic leadership practices aimed at improving student discipline.
- iv) To analyze the relationship between principals' leadership styles and the level of discipline among students in public secondary schools in Masinga.

1.5 Research Questions

- i) What strategic leadership practices are commonly employed by principals in public secondary schools in Masinga, Kenya?
- ii) How do these strategic leadership practices influence students' discipline in public secondary schools in Masinga?
- iii) What challenges do principals face in implementing strategic leadership practices that promote student discipline?

iv) What is the relationship between the principals' leadership style and the level of discipline among students in public secondary schools in Masinga?

1.6 Rationale/Justification/Significance of the Study

Educational policy development in Kenya may be informed by the study's conclusions. Understanding how principals' leadership practices affect school management can guide policymakers in crafting strategies to enhance educational leadership and management across the country. School administrators and legislators may use the study's results to guide their decision-making as well. It can help them identify areas where leadership practices need improvement and where successful practices can be scaled up.

School principals and other educational leaders may benefit greatly from the study's findings for their own professional growth. It can identify key leadership practices that are associated with successful school management, helping current and aspiring school leaders improve their skills. Research on school administration and leadership may benefit from this study both nationally and internationally. It adds to the understanding of how leadership practices can vary in different contexts and cultures.

However, **the rationale** for this study lies in the pressing need to address persistent issues of student discipline in public secondary schools in Masinga, Kenya, despite significant efforts by educators and policymakers to create conducive learning environments. While various programs have aimed to improve academic achievement and retention, the role of principals' strategic leadership practices in influencing student behavior remains underexplored. Understanding these practices is essential, as effective leadership is a cornerstone for fostering a positive school culture, enhancing discipline, and supporting academic success. By identifying key leadership approaches that contribute to improved discipline, this study seeks to fill the existing knowledge gap and

inform targeted interventions that can bolster school management, improve student behavior, and elevate overall academic performance, benefiting educational stakeholders and policy development.

1.7 Scope of the study

1.7.1 Time Scope

This study was conducted over a period of six months, beginning in January 2024 and concluding in June 2024. This timeframe allowed for the comprehensive collection and analysis of data, including school observations, interviews, and questionnaire administration. The period was chosen to ensure data collection aligned with the academic calendar, facilitating access to respondents and allowing for the capture of ongoing strategic leadership practices and their effects on student discipline within the school year.

1.7.2 Geographic Scope

The study focused on public secondary schools located in Masinga Sub-County, Machakos County, Kenya. This specific region was chosen due to its distinct educational challenges and the reported cases of student discipline issues that have impacted school performance and learning environments. By examining schools within this sub-county, the research aimed to provide localized insights into how principals' strategic leadership techniques are applied and their effectiveness in shaping student discipline in the context of Masinga's educational landscape.

1.7.3 Thematic Scope

The research concentrated on evaluating the strategic leadership practices employed by principals and their impact on managing student disciplinary issues in public secondary schools. It focused on understanding specific practices such as role modeling, resource allocation, stakeholder engagement, and creating a supportive learning environment. Additionally, the study targeted key

figures within the schools, including principals, department chairs, and support staff, to gather comprehensive perspectives on leadership approaches. The investigation also aimed to contribute to existing literature by comparing and contrasting findings with previous studies conducted by Abbas et al. (2020), Allen et al. (2015), and Leithwood & Jantzi (2018), among others. This comparative aspect provided a broader understanding of how strategic leadership influences school administration and student behavior, adding depth to the existing body of research.

1.8 Study Limitations

To enhance the cooperation of respondents and minimize any potential reluctance, the researcher encouraged transparency and honesty among participants when answering questions. The confidentiality of the surveys and their use for the study's objectives was emphasized.

This approach aimed to build trust and reassure participants about the confidentiality of their responses, thereby promoting their willingness to engage openly in the research process.

Collecting data in educational settings can be challenging. Principals and teachers would be reluctant to provide candid responses, leading to social desirability bias. Additionally, data collection would be affected by time constraints since the school terms especially in 3rd term is short.

Findings may be highly context-specific to Masinga Sub County, Machakos County, Kenya, and may not be easily generalizable to other regions or countries with different educational systems, cultures, and leadership structures.

Lastly, the data collected may rely heavily on self-reported information from principals and teachers, which could introduce bias if respondents provide inaccurate or overly positive assessments of their leadership practices.

1.9 Assumptions of the Study

All school administrators are considered to have a substantial impact on school administration and operations in the research. This assumption is fundamental to the research question, as it implies that changes school administration is impacted by the leader's leadership style.

The study also assumed that specific leadership practices employed by principals are relevant to school management and can impact various aspects of the school's operation, including academic performance, staff morale, and learners' discipline.

Lastly, the researcher assumes that school principals have the capacity to adapt and change their leadership practices in response to solved problems or addressed needs in their classrooms.

This assumption is fundamental to the study's exploration of the potential for improvement.

1.10 Operational definition of Terms

- **Role modeling-** encompasses the mannerisms, conduct, and perspective demonstrated by a school principal that serve as examples and influence the behavior and attitudes of others within the school community, including teachers, staff, and students
- **Conducive learning environment** – refers to a setting or atmosphere that is favorable, supportive, and suitable for facilitating successful instruction and study. In such an environment, students are more likely to be engaged, motivated, and able to acquire knowledge and skills
- **School resources** – refers to the tangible and intangible assets, materials, and support systems that educational institutions use to facilitate teaching, learning, and overall school operations.
- **Stakeholder involvement** – refers to the active engagement, participation, and the participation of all parties with a financial, political, or other interest in the operation,

policies, or results of the school. This involvement extends beyond the school's immediate staff and students and includes a wide range of stakeholders, such as parents, guardians, families

- **Discipline of students** - refers to the systematic and comprehensive process of planning, organizing, coordinating, directing, and overseeing all aspects of a school's or the organization's activities in a way that efficiently and effectively accomplishes its educational aims



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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Results from empirical investigations into the independent variables are presented in this section. Additionally, it emphasizes the theoretical framework and guiding hypotheses of the investigation.

2.2 Strategic leadership practices employed by principals in public secondary schools

The importance of effective school leadership in enhancing student performance has been well-documented in the literature (Huguet, 2017). Numerous studies have highlighted the positive impact of strategic leadership practices on various educational outcomes, including academic achievement, student engagement, and school climate. (Dessalegn et al., 2016; Kalabo, 2017).

One key aspect of strategic leadership in schools is the integration of instructional and transformational leadership approaches. Instructional leadership focuses on directly influencing teaching and learning, while transformational leadership aims to inspire and motivate staff to work towards a shared vision. According to the literature, combining these two leadership models has the potential to significantly enhance learner performance.

The framework presented by (Murphy et al., 2010) outlines eight key dimensions of leadership for productive schools, including vision for learning, instructional program, curricular program, assessment program, communities of learning, resource allocation and use, organizational culture, and social advocacy (Murphy et al., 2010). These dimensions encompass the specific behaviors and practices that effective school leaders employ to drive school improvement and student success. The literature also highlights the importance of strong instructional leadership practices in building teacher capacity and cultivating a positive learning environment. Effective instructional

leaders are able to provide meaningful feedback, promote professional development, and create a culture of continuous learning and growth. Additionally, the literature emphasizes the critical role of school leaders in fostering a collaborative and supportive organizational culture.

Northouse (2017) and Balwant (2016) also found that strategic leadership have a significant impact, a crucial role in improving student performance by clearly outlining objectives and plans, motivating learners and that they should keep practicing what they've learned. By respecting each student's unique qualities, an effective administrator keeps pupils focused on their studies and employing charisma to persuade and inspire them. Rather than relying on predefined problem-solving approaches, administrators collaborate with both students and instructors to handle issues (Northouse, 2017).

Principals, according to Voss, Kunter, and Baumert (2017), should manage classroom coaching by modeling the behavior of effective leaders. Principals that model professionalism, respect, and ethical behavior provide a good example for the rest of the school community. Their behaviors set the tone for a strong school culture that values trust, respect, and a desire to learn. Teachers can be inspired and motivated by principals who exhibit excellent teaching approaches, continual learning, and a commitment to students. This can lead to higher teacher morale and better teaching effectiveness, which will eventually enrich students' learning experiences. Creating a common goal for improvement in the classroom is essential, say Pietsch and Tulowitzki (2017). The most difficult problem for school leaders is dealing with diverse types of people who have varied aims and interests (Leppard, 2018).

The studies cited primarily draw from various international contexts, and there is a lack of localized research that explores the cultural dynamics, preferences, and constraints faced by principals in Masinga regarding their role modeling practices.

The research focused on public secondary school principals, department heads, and non-teaching personnel. Modeling the principal's position, providing resources, creating a conducive learning environment, and involving stakeholders in school activities are the four factors that were investigated. Finding out how these factors affect public secondary school administration is the main goal.

Furthermore, these studies emphasize the interconnected character of the school experience, which includes social, emotional, and intellectual factors that all contribute to student retention. The study's findings conclude that school leaders play a critical role in providing not only moral support, but also the required assets and facilities for the enhancement and long-term sustainability of students' instructional and learning experiences, thus improving student retention rates and achieving the institution's educational objectives. As a result, principals must provide a good example in a variety of areas, including timeliness, dedication, diligence, fairness, resourcefulness, firmness, and courage. Principals offer a good example for students to follow, encouraging them to follow the rules of the school and, as a result, increasing student retention.

Nwobodo and Agusiobo (2017) affirm a strong connection in academic adjustment, which helps students behave better in class. They argue that administrators, acting as role models, shape the perception of students, teachers, and parents towards the school, influencing their sense of belonging and acceptance. This emotional connection fosters ownership of the school's goals, vision, and purpose, thereby enhancing student retention. Thapa (2018) emphasizes the importance of good schools, outlining five essential features: school climate, relationships, instructional leadership, safety, and the process of school reform.

These dimensions are corroborated by Loukas (2020), who stresses that a principal's role modeling encompasses various aspects, including physical, social, and academic dimensions. It is imperative

for school principals to ensure the seamless integration of these dimensions, working cohesively to bolster academic performance and student retention. Consequently, there is a pressing need for the current study to explore the impact of secondary school administrators' transformational leadership styles on student retention via role modeling.

The purpose of Kariuki's (2019) study in Kenya was to investigate how strong leadership in Nyandarua County public schools affected teacher effectiveness. The study revealed that teachers' performance played a crucial role in school improvement, and principals serving as role models played significant roles in enhancing teachers' performance and retaining students. It's worth noting that Kariuki's study primarily focused on assessing teachers' performance, while the current research centered on exploring effective leadership strategies and their influence on student retention (Kariuki, 2019).

The efficiency of teachers in Nyandarua County is significantly influenced by the good leadership in the public schools. Administrators at schools work to foster a supportive climate by ensuring that educators have access to the tools, information, and support they need to do their jobs well. Executives prioritize the health and happiness of educators by working to lessen teacher burnout and increase staff engagement and loyalty. Teachers are able to focus their efforts and dedication on excellent teaching with this supported approach.

In order to provide teachers the tools they need to become more effective educators and better managers of their classrooms, school administrators place a premium on ongoing professional development opportunities like seminars, training sessions, and mentoring programs (Kariuki, 2019). Teachers' efficacy rises as a direct consequence of their commitment to continuous professional development, which allows them to meet the changing requirements of their pupils.

Teacher performance is improved when objectives and expectations are clearly communicated. Administrators at schools with excellent leadership make sure that everyone knows what the school's goals are and how they should be achieved. This helps to get the instructors on the same page. With this common goal in mind, we can form a strong team that will do our best to help the students. School administrators also foster a climate of responsibility by holding educators to a high level of professionalism in all aspects of their work, including lesson preparation, classroom management, and assessment (Kariuki, 2019).

As educators strive to live up to the expectations placed upon them by their superiors, the emphasis on accountability naturally leads to higher levels of student involvement. In order to foster stronger ties between schools and the larger community, leaders in Nyandarua place a premium on parental and community engagement. School leaders provide a strong support system for teachers by cultivating connections with parents and other community members.

Teachers are inspired to go the extra mile when they know they have the support of parents and the community, thanks to this community involvement, which helps create a healthy school atmosphere. Resource allocation is a key component of effective leadership, as is providing instructors with the tools they need to do their jobs well, including modern technology and a safe and supportive classroom setting (Kariuki, 2019). Thanks to these tools, educators are able to implement cutting-edge pedagogical practices and place a greater emphasis on the quality of education, resulting in improved student outcomes.

In addition, Ogola (2017) set out to examine different types of leadership in secondary schools in Nairobi County and their effects on both student performance and retention. The findings from Ogola's research indicated that principals who served as role models were more inclined towards task-oriented leadership behaviors rather than emphasizing human relationship-oriented

approaches. As a means of demonstrating commitment, work ethic, and success to their team, principals who act as role models may find that task-oriented leadership suits them best. In educational contexts where quantifiable results like as student performance and school rankings are valued, their capacity to model discipline, high performance standards, and responsibility is greatly enhanced by their emphasis on tasks and goals (Ogola, 2017).

Meet regulatory criteria, please stakeholders, and accomplish particular educational goals—all of which might demand a strong emphasis on productivity and efficiency—may also be external factors that contribute to this task-oriented approach (Ogola, 2017). These leaders may see their primary responsibility as establishing standards and directing results, and they may hold the belief that putting an emphasis on organized procedures and explicit expectations would produce more measurable outcomes. To make the most of their time, energy, and resources, principals in the education sector may need to focus on task-oriented leadership due to the high expectations placed on them and the limited resources available to them. By using this route, they are able to have an immediate impact on operational success and school performance measures (Ogola, 2017). Unfortunately, this frequently leads them to neglect relationship-oriented tactics like helping teachers develop as individuals or creating stronger teams, as they may not seem to directly impact their institutional goals.

2.3 Provision of School Resources and Discipline of students

The effective discipline of students significantly hinges on how principals provide school resources. Principals can strategically allocate and oversee resources to establish an environment conducive to quality education, student well-being, and the attainment of educational goals within the school (Gupta, 2019). How well leaders distribute and oversee school resources has a

substantial impact on student discipline. Strategic resource allocation by principals promotes good conduct, decreases disciplinary difficulties, and creates a nurturing learning environment. Having access to well-maintained facilities and educational resources is critical. There is less chance of disruptive conduct when students have access to interesting resources and contemporary technology, which makes them more involved in their studies.

On the other side, when resources are few, it may cause dissatisfaction, monotony, and, ultimately, misbehavior. A more disciplined student population is a direct result of principals who make it a point to ensure that classrooms have current resources by eliminating possible sources of distraction and dissatisfaction (Gupta, 2019). The school administration encourages and finances extracurricular activities so that students have positive ways to spend their time and pursue their passions. A well-rounded student life includes extracurriculars like sports, the arts, and organizations, which help develop important life skills like dedication, perseverance, and collaboration. Participation in extracurricular activities outside of school makes pupils feel more a part of the school community and reduces the likelihood that they will act out in class.

When these programs are funded, principals often see a significant decrease in behavioral concerns. This is because pupils are given constructive, organized ways to channel their energy. Having access to counseling and support services is also essential for effective discipline (Gupta, 2019).. When school administrators invest in licensed counselors and support workers, it fosters an atmosphere where kids feel heard and cared for. A person's disruptive conduct may have its roots in unresolved emotional or social difficulties; a counselor may assist in identifying and addressing these issues. There is less of a need for harsh disciplinary methods when emotional support is present since discipline is then more about guiding than punishing. Another important part of student discipline is staff and teacher training.

Teachers are better equipped to control student conduct when principals provide professional development opportunities for them (Gupta, 2019).. Teachers may learn to keep issues in the classroom from becoming worse by taking classes in conflict resolution, tactics for student participation, and management. The outcome is a well-organized classroom where children are valued and respected, and where behavioral problems are kept to a minimum. The actual school building also has a significant impact. Students are more likely to take pride in their school and adhere to its regulations if they feel secure, comfortable, and welcome there. Students are more inclined to react favorably when school administrators guarantee that buildings are clean, secure, and well-maintained (Gupta, 2019).

A feeling of discipline is typically the result of an atmosphere that is well-structured and encourages order. Behavioral programs that recognize and reward good behavior are another tool principals may use to encourage discipline (Gupta, 2019). Student recognition events and incentive programs are two examples of systems that acknowledge and reward excellent conduct. These help students feel more responsible for their own actions. Students are more likely to feel supported and motivated to accomplish behavioral standards when this strategy emphasizes positive reinforcement instead of punishment.

School administrators that put an emphasis on school improvement and allocate financial resources accordingly saw an uptick in student performance and retention rates, according to research by Hauserman & Stick (2018), Gupta (2019), and Hooper and Bernhardt (2016). It is essential for principals to keep an eye on the school's finances (Fullan, Rincón-Gallardo & Hargreaves, 2015). In addition, according to Imkins (2018), a well-structured budget may help with financial resource planning and management, which in turn can lead to more efficiency.

According to Oldring (2019), in order to close achievement disparities, administrators must actively engage parents and other outside stakeholders in the school community. Public secondary schools may face shortages in personnel, money, and other financial incentives that are vital for student retention if the government does not adequately support them, as pointed out by Sahin (2016).

Furthermore, while the literature hints at the importance of a sound legal and policy framework for effective resource allocation, Principals in Masinga confront unique policy and legal obstacles, but little is known about these issues. Investigating how the local legal and policy context may impact the availability of government support, staffing, funding, and other financial incentives crucial for retaining students in school is essential for developing informed policies and practices. According to Halverson (2018), principals play a critical role in coordinating teaching and learning via supervising activities including managing infrastructure, budgeting, communicating with the community, training and assessing instructors, employing, and supporting students who are suffering. These efforts are aimed at improving learner retention within the school. Teachers require tools and materials like textbooks, instructional technology, and classroom supplies, which may be provided by principals who use resources properly. This can result in better teaching approaches and better student learning experiences. Similarly, Brandt (2017) discovered that top performing schools have high expectations, constant surveillance of students' progress, favorable educational experiences, and goal clarity.

Furthermore, good principals put pressure on teachers and students to attain high levels of academic achievement and retention. Most public secondary schools are cash-strapped when it comes to integrating computers and other types of technology into the classrooms, necessitating the intervention of administrators, hence the necessity for the current study. While the existing

literature highlights the multifaceted responsibilities of principals in coordinating, there is a lack of study on the unique difficulties associated with education, which includes the supply of resources for instruction and strategies principals in Masinga, Kenya, face in integrating technology into classrooms.

According to research, school characteristics encompass various factors such as available facilities, school size, regulations, integrity, value system, norms, and recognition (Agusiobo, 2017). These elements include the physical facility, classrooms, and instructional resources, academic success, issues related to school climate, student-teacher relationships, and the size of the school all have a role. Furthermore, according to Kothari (2016), keeping pupils requires motivated, administrators must distribute resources such as materials used by public secondary schools to explain student achievement gaps. Similarly, improved school facilities and principal oversight of resources to improve student accomplishment, leading to high academic success and retention. Sufficient resources, including curriculum materials and educational software, empower schools to develop and execute a comprehensive, current curriculum in alignment with educational standards.

According to Malusu (2019), a considerable percentage of secondary schools in Kenya suffer performance concerns due to low finances, in addition to issues such as bad leadership and inadequate infrastructure. Malusu (2019) states that many secondary schools in Kenya are facing performance issues, which are mostly caused by a lack of funding, coupled with other important factors including ineffective leadership and outdated facilities. Inadequate funding prevents schools from acquiring necessary educational tools and materials, which are critical for quality instruction and student achievement. Lack of funding makes it difficult for many schools to supply students with sufficient texts, technology for learning, and lab equipment.

Due to a shortage of funding, educators may struggle to provide students with interesting courses or carry out the kinds of hands-on experiments that are essential to disciplines like mathematics and physics. Students' academic performance suffers as a result of their lack of test preparation. Aside from budgetary constraints, the quality of school leadership is a key factor determining educational results (Malusu, 2019).

According to Malusu, there are a number of symptoms of bad leadership, such as making bad decisions, not having a clear vision, and not having enough support for faculty and staff. Teachers' morale and happiness on the job may take a nosedive if school administrators don't do anything to encourage and inspire their staff. Because of this, student performance can take a hit and the school might become even more unstable as a consequence of high turnover rates. These problems are made worse by insufficient infrastructure (Malusu, 2019).

Class sizes are too high, facilities are outdated, and there is a lack of enough space for students to study at many of Kenya's secondary schools. The atmosphere is not fit for productive instruction when these factors are present. It may be challenging for instructors to maintain order in classrooms that are too full, as this can cause disruptions such as raised noise levels and a lack of one-on-one attention for each student. Students are already discouraged from routinely attending school because of the potential safety hazards posed by obsolete or dilapidated infrastructure.

The analysis revealed a pattern in which high-cost and well-established schools routinely outperformed low-cost schools, which frequently lacked crucial resources. These under-resourced institutions have a difficult time attracting pupils to public secondary education. Access to adequate teaching materials greatly facilitates the teaching process, resulting in a retention rate of around 80% of the gained knowledge. This supportive atmosphere promotes learner-centered teaching by fostering exploration, innovation, creativity, motivation, and active engagement,

which leads to excellent student retention rates. Principals' supply of resources as a technique for improving student retention has proven beneficial in a variety of global and regional situations. As a result, there was an urgent need for the current study to look at the relevance of this method in Masinga Sub-County's public secondary schools.

2.4 Principal's Stakeholder Involvement and Discipline of students

Principals who encourage and enable family involvement in school activities, such as involvement in PTAs and participation in decision-making processes, have the ability to foster a healthy collaboration between home and school. Parents who are active in their children's lives are more likely to back their academic pursuits. When parents work effectively with school leaders, both student retention rates and academic achievement at the school can improve significantly. Effective administrators should aggressively urge parents to join in and contribute to maintain enrollment in public secondary schools (Sapungan & Sapungan, 2014). Collaboration between home and school is greatly improved when principals encourage family participation in school events.

Principals may foster an atmosphere where parents feel appreciated and a part of the school community by engaging them in activities like PTAs and decision-making procedures. Because it helps parents and teachers better understand each child's individual requirements, this involvement is crucial in closing the achievement gap. Academic success is more likely to occur when parents take an active role in their children's schooling. As an example of this support, you may show up at school activities, provide a hand with homework, or just stress the value of education at home (Sapungan & Sapungan, 2014).

Academic success is more common among children whose parents are involved in their schooling, according to several studies. They show considerable improvements in classroom conduct,

attendance, and motivation to study. Plus, there's a win-win situation when parents and school administrators work together productively. School administrators and parents both have important things to contribute to the development of educational policy and practice, and both groups may work together to help families better assist their children in the classroom (Sapungan & Sapungan, 2014). In addition to improving kids' educational experiences, this connection helps families feel more connected to the school and one other.

When schools work together, students are more likely to stay in school and do well academically. Student engagement and motivation are enhanced, and academic performance improves, when parents are actively involved in their children's schooling. Student persistence and graduation rates improve when parents take an active role in their children's schooling. In order to foster parental participation, administrators must actively participate. Good school administrators should do more than just ask parents to become involved; they should also find ways to let them make a real difference. As an example, you may hold seminars, invite parents to join committees, and start conversations about how to make your school better. Principals may do their part to keep students enrolled in public high schools by encouraging an environment that values diversity of opinion and teamwork (Sapungan & Sapungan, 2014).

Principals should also encourage parental involvement in tracking their children's academic performance and retention by providing necessary financial support, endorsing guidance and counseling programs, and creating a conducive learning environment that motivates students to realize their full potential within the school setting (Cohen, 2016). The existing literature highlights the positive correlation between family involvement, student retention rates, and academic achievement. Yet, our knowledge of the precise tactics is lacking due to a lack of study employed by principals to effectively urge and engage parents in Masinga, Kenya.

According to Ryan (2015), parental involvement in instilling morals at home is positively linked to academic success and retention in America. Academic achievement and student retention in American schools are positively affected by parental engagement in teaching morals and values at home (Ryan, 2015). This link emphasizes the significance of parental involvement in influencing a child's conduct and academic performance. From checking up on their child's grades to having open conversations about important moral and ethical questions, there is a vast array of things that parents may do to be involved.

A solid moral compass that directs one's actions and choices is fostered when parents are involved in their children's schooling. Students are encouraged to cultivate important character attributes for academic achievement, such as accountability, honesty, and respect for authority, via this foundation (Ryan, 2015). Raised in homes that place a premium on morals and values, children tend to be more self-controlled, enthusiastic, and academically gifted. Positive conduct that is in line with academic objectives is also encouraged when there is strong moral direction at home. For example, students who have a strong work ethic and value honesty are more likely to turn in their work on time, not cheat, and have respect for their instructors and classmates (Ryan, 2015).

Both the students' and the teacher's academic performance benefit from these actions because they create an atmosphere that is favorable to learning. Additionally, Ryan's study highlights the necessity of parental participation in creating a supportive home environment that stresses the value of education. Attending parent-teacher conferences, offering homework assistance, and having open conversations about academics are all ways parents may show their children how much they value education. In addition to building a feeling of community at school, this reinforcement motivates students to put their academic work first (Ryan, 2015).

Furthermore, student retention rates might be favorably affected by significant parental participation. Less likely to drop out and more likely to remain involved in school are students who report feeling supported by their relatives. The emotional support that students need to overcome obstacles and stay dedicated to their studies may be found in a supportive family environment that prioritizes education and moral values.

Additionally, Ryan emphasizes the importance of principals sensitizing parents during gatherings where parents may discuss ways to make their homes more suitable for their children's education, therefore increasing their enthusiasm for academic pursuits.

Effective principals are expected to establish a friendly environment for parents and to avoid making them feel intimidated (Balwant, 2016). Principals who actively include stakeholders in school activities, such as parents, community members, and local authorities, foster a strong sense of community and collaboration. This participation may result in increased community support for the school, which is important for fundraising, volunteers, and overall school performance. While the cited literature highlights the positive association between parents imposing morals at home and academic success in the American context, there is a research gap in exploring whether similar dynamics apply in the specific cultural and educational context of Masinga, Kenya.

Principals should encourage parents to provide their children with more than just books and pencils, according to Plowden (2017). They should also make sure their children have good illumination at night, tables, and seats. Plowden stresses that, as good leaders, principals are responsible for informing parents of the significance of their involvement. In addition to the obvious need for books and pencils, Plowden (2017) argues that principals should actively encourage parents to supply their children with other resources that are vital to their education.

A supportive family life is critical for children's academic achievement, according to Plowden. Making sure kids have a quiet place to study, enough furniture (such tables and chairs), and enough lighting at night is part of this. All of these things come together to provide a conducive setting, which is great for getting things done (Plowden, 2017). In particular, children need well-lit areas so that they may read and do their homework without experiencing eye strain and with improved concentration. The more pleasant associations a youngster has with studying in a well-lit study space, the more likely they are to devote themselves to their education.

Similarly, a child's capacity to focus and work effectively may be greatly influenced by having appropriate furnishings, such as a strong table and a comfy chair. Giving kids a special place to study sends a message about how important school is and how valuable their time is as learners. According to Plowden, it is the duty of principals, as good leaders, to convey the importance of parental participation in these domains. School administrators may encourage parental involvement in their children's education by sharing information regarding the positive effects of a nurturing home life on student attainment (Plowden, 2017).

Principals may inform parents about how they can support their children's academic achievement via meetings, newsletters, or seminars. Also, administrators may make sure parents know that they can be involved in more ways than just donating money or supplies. Instead it involves developing an atmosphere that is conducive to learning in general. They should talk to their kids about the value of education, set up regular study habits, and make sure their kids have a plan for when to do their homework (Plowden, 2017). Principals may establish a relationship that is mutually beneficial for students and parents by encouraging parents to take an active role in their children's education.

Students are more likely to study and graduate from high school when their parents are actively involved in their education. Furthermore, Plowden points out that administrators can improve student retention by inviting parents and participating in a variety of events, including open houses, academic events, award ceremonies, annual meetings, fundraising galas, sports days, and curriculum implementation.

Kambandya (2016) studied the effects of administrative policies on student retention at community day secondary schools in Malawi's Salima District. Improving student retention in these institutions was the primary goal of the research. The results showed that while some administrators did things like create a welcoming school environment and provide incentives to boost retention, families weren't actively involved. In order to increase family involvement in school events, education, and student retention, administrators suggested that schools have more parent-teacher association meetings. It is difficult for parents who cannot read or write to be involved in their children's schooling since they can only speak their original language.

Simiyu and Riechi (2016) found that when school administrators, parents, and instructors work together to help children from low-income families, the dropout rate drops. This was seen in Kenya. Government subsidies, such as food programs, scholarship programs, and community development grants, work well with this strategy. Also, the government's free secondary education program was an attempt to increase enrolment and graduation rates from public high schools. Also, the Constituency Bursary Fund was established when the National Rainbow Coalition (NARC) was in power to make sure that kids from low-income households could stay in school, as pointed out by Onuko (2015).

Therefore, it is essential for principals to actively include parents through transparent communication and collaborative decision-making processes. This involvement helps parents better comprehend their role in retaining their children in secondary schools until completion.

2.5 Challenges principals face in implementing strategic leadership practices aimed at improving student discipline

The role of school principals has evolved from mere administrative duties to encompassing a more strategic leadership approach (Drago-Severson et al., 2013). Principals today are expected to be more proactive in their management of schools, with a focus on improving student discipline and academic performance (Sepuru & Mohlakwana, 2020) (Niekerk & Niekerk, 2006) (Soriano, 2016).

One of the key challenges that principals face is the lack of professional development opportunities to equip them with the necessary skills and knowledge to effectively lead their schools. Principals are often required to perform complex tasks with limited resources, but with high expectations for extraordinary outcomes. This has led to a situation where many principals feel unprepared for the demands of their role.

Another challenge is the lack of a supportive work environment. Principals are responsible for creating a positive learning climate and promoting a collaborative environment among teachers and staff. However, they may face resistance from teachers or other stakeholders who are resistant to change or do not understand the importance of their strategic leadership role.

Additionally, principals must navigate a complex web of educational reforms and policies, which can add to the difficulties of contemporary leadership. They are required to ensure that all educators are equipped with the knowledge, skills, and attitudes to enhance student learning, but

may lack the resources or support to do so effectively. (Bukhari et al., 2021) (Sepuru & Mohlakwana, 2020)

Another challenge faced is the provision of a conducive learning environment. It supports student learning, well-being, and engagement, enhances teacher satisfaction, and contributes to a positive school culture. Principals and school administrators play a pivotal role in creating and maintaining such environments, which are essential for achieving educational goals and fostering a thriving educational community. A favorable study environment provides a secure foundation where learning goes beyond physical health.

It is a supportive, welcoming, and respectful atmosphere for students. According to Schein (2019), the most important aspect of a leader's profession is creating an effective school learning environment. Similarly, Leithwood (2018) acknowledges that there is substantial data to demonstrate that providing a learning environment has a significant impact in student retention. Furthermore, Leithwood (2018) emphasizes that administrators who establish a learning environment for kids in schools reflect the members' standards, views, values, and assumptions. Further, research by Peterson-Ahmad, Stepp, and Somerville (2018) found that effective leadership significantly predicts a favorable school learning environment.

Students are more likely to stay enrolled in school when they improve their critical thinking, problem-solving, and idea-and information-utilization abilities, according to research by Allen (2015). Also, a plethora of American research have shown that schools with good leadership have better learning environments overall, inspiring everyone involved to go above and beyond what was expected of them in terms of participation and output (Moolenaar, Daly, and Sleengers, 2015). Inspiring pupils to achieve the school's goals and vision is a key competency for successful administrators. In a similar vein, Sahin, Arseven, and Kiliç (2016) argue that effective leaders may

foster a pleasant learning environment by treating students with dignity and creating a welcoming space where students feel supported.

All of these things—providing personalized support, demonstrating important school values, showing strong work performance, creating frameworks, and encouraging involvement in decision-making processes—contribute to creating a favorable school learning environment, according to Arokiasamy (2017). Furthermore, Busch and Fernandez (2019) argue that effective leadership practices may foster a favorable school climate for learning, particularly when it comes to problem-solving strategies.

Research by Uthman and Kassim (2018) examined the effect of principal leadership on secondary school student retention in the Nigerian state of Kaduna. Foundational to the study was Freud's environmental theory and the notion of transformation. Based on the results, it's clear that the leadership styles of the schools' administrators had a major influence on the school climate, academic performance, and student retention rates. The research shows that a transformational principal may help with individual needs by assigning specific responsibilities.

Separately, Sithole (2017) investigated the effects of school climate on students' motivation to learn and retention rates in South African classrooms and found that students' academic performance and persistence improved when teachers provided a supportive learning environment. The findings revealed that administrators may either assist students obtain excellent grades or cause them to fail. The study revealed that a favorable learning and teaching environment provided by principals determines students' success in their learning development.

Jumba and Githinji (2018) identified that schools under the leadership of transformational principals in Kenya cultivate an environment conducive to learning.

In such educational institutions, students commonly refer to the school as "our school," promoting a culture of accountability, responsibility, and ownership in all decision-making endeavors. The researchers arrived at the conclusion that transformational principals employ practices that involve allowing students to select their leaders, providing a feedback box for children to use, and politely responding to students' comments and ideas. These approaches serve to stimulate students' interest in their studies, as they experience a sense of autonomy in decision-making, ultimately enabling them to remain committed to their education until completion.

The studies cited primarily draw from international contexts, such as the United States, Nigeria, and South Africa. Principals in Masinga should be the subject of regional studies that focus on their unique leadership styles to create a conducive learning environment and its direct impact on students' discipline. Moreover, the studies often emphasize the impact of leadership on student success and retention, but there is limited exploration of the intricate dynamics between the learning environment and discipline.

2.6 Theoretical Framework

This research was grounded in two existing theories that explain commonly observed facts or phenomena. These theories are well-established and widely accepted (Kisavi, 2019);

2.6.1 Transformational Leadership Theory

Transformational leadership, a theory rooted in the concept of inspiring and motivating followers to transcend their self-interest for the greater good, has emerged as a powerful paradigm in organizational dynamics. This leadership style, characterized by its ability to foster a sense of purpose, empowerment, and innovation, has proven to be a catalyst for organizational transformation and success. One prominent school of thought, known as Transformational

Leadership Theory, posits that great leaders inspire and motivate their followers to reach their full leadership potential. The key tenet of this idea is that leaders can engage and inspire their teams to achieve good change by creating a common vision and establishing strong interpersonal ties.

The ability to inspire others to achieve their ideals is essential in transformative leadership. When transformational leaders act ethically and establish high standards for their followers to follow, they act as role models. They build a culture of honesty and dedication by gaining their teammates' trust and respect, which in turn motivates others to do the same. Inspiring others is another important part. A transformational leader is one that inspires and motivates their people by painting a beautiful picture of the future. They exude a positive and energetic energy that motivates team members to take risks and achieve common objectives. A highly motivated and engaged team may be developed via the capacity to instill a sense of direction and purpose. A characteristic of transformative leadership is the encouragement of intellectual stimulation. These leaders inspire their followers to think critically and creatively by questioning established norms.

Transformative leaders pave the way for others to realize their greatest potential by encouraging the exploration of novel ideas and methods. Furthermore, transformative leaders show personalized care. By offering tailored guidance, mentoring, and coaching, they attend carefully to the growth and development of each follower. By tailoring strategies to each team member's unique needs, we can foster an environment where everyone feels appreciated and supported. Leadership with a vision, delegating authority, encouraging teamwork, centering efforts on effecting change, and building rapport based on shared values are all tenets of the theory of transformational leadership. In order to bring their teams together and give them a sense of purpose, transformational leaders have a crystal-clear idea of what they want to accomplish.

As transformational leaders promote independence and delegate tasks, empowerment is another guiding concept. Workers are happier and more productive when their leaders inspire them to take pride in their work and build their self-assurance. An important part of being a transformational leader is working together as a team and making sure everyone feels welcome and appreciated so that everyone can share their thoughts and opinions. Working together in this way improves both imagination and analytical thinking. Additionally, transformational leadership stresses the need of always evolving and bettering oneself. In order to find creative solutions and inspire their teams to adapt to changing situations, leaders question and challenge established conventions and practices.

At the heart of transformational leadership lies the ability to inspire followers to achieve extraordinary results. By articulating a compelling vision, leaders can galvanize their teams to strive for ambitious goals. This vision, often characterized by its idealism and future-orientation, provides a sense of direction and purpose, motivating individuals to go beyond their comfort zones and embrace challenges.

Moreover, transformational leaders excel at creating a supportive and empowering environment. By fostering a culture of trust, respect, and open communication, they encourage their followers to contribute their unique perspectives and ideas. This collaborative approach not only enhances employee engagement but also fuels creativity and innovation. By empowering their team members, transformational leaders cultivate a sense of ownership and accountability, leading to higher levels of performance and satisfaction.

Another hallmark of transformational leadership is the ability to develop followers into more effective leaders. By providing mentorship, coaching, and opportunities for growth,

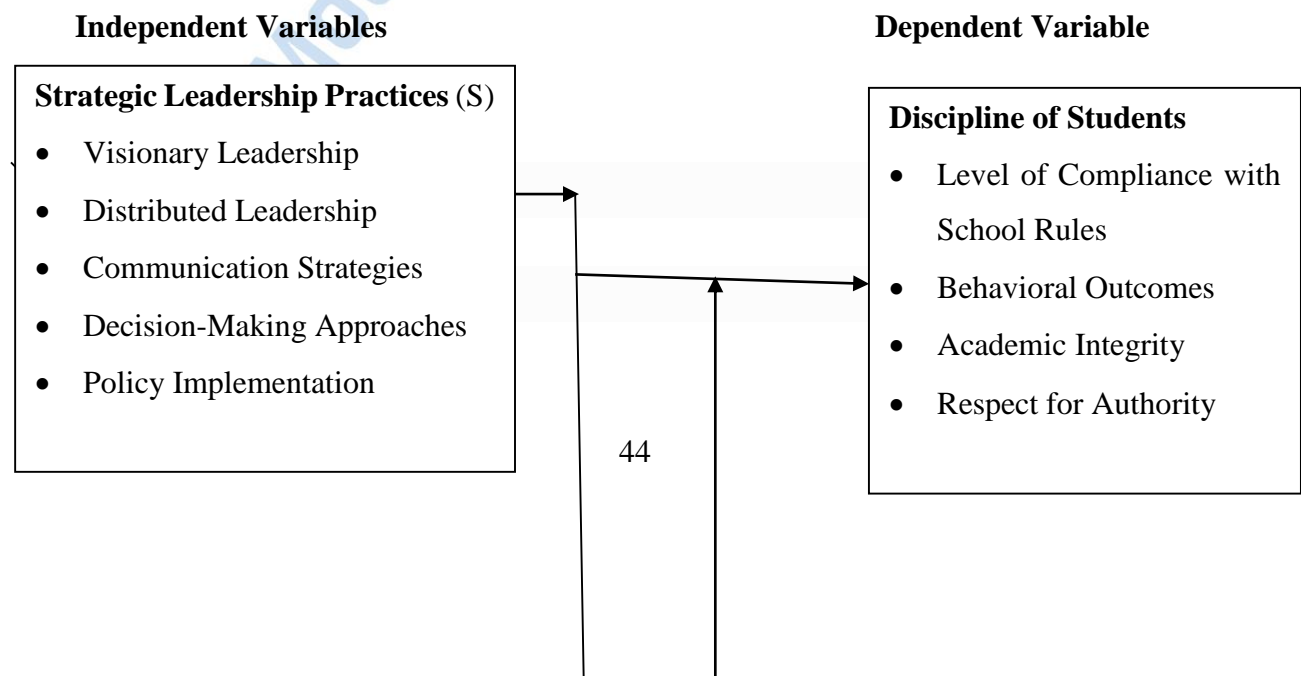
transformational leaders help their team members to reach their full potential. This focus on development not only strengthens the leadership bench but also creates a sustainable pipeline of talent for the organization.

Principals who exhibit transformational leadership practices may foster a positive school climate, encourage high standards of behavior, and influence students to adopt self-discipline. By setting clear expectations and modeling appropriate behavior, transformational leaders can indirectly influence student discipline.

In conclusion, transformational leadership theory offers a powerful framework for understanding and cultivating effective leadership. By inspiring followers, creating a supportive environment, and developing future leaders, transformational leaders can drive organizational change and achieve extraordinary results. As the challenges and complexities of the modern business landscape continue to evolve, the principles of transformational leadership will remain essential for organizations seeking to thrive and succeed.

2.7 Conceptual Framework

An in-depth mental model of concepts that directs research is called a conceptual framework (Kariungi, 2014). By showing how several variables are dependent on one another, it helps to clarify the interplay between various components (Abuli, 2012).



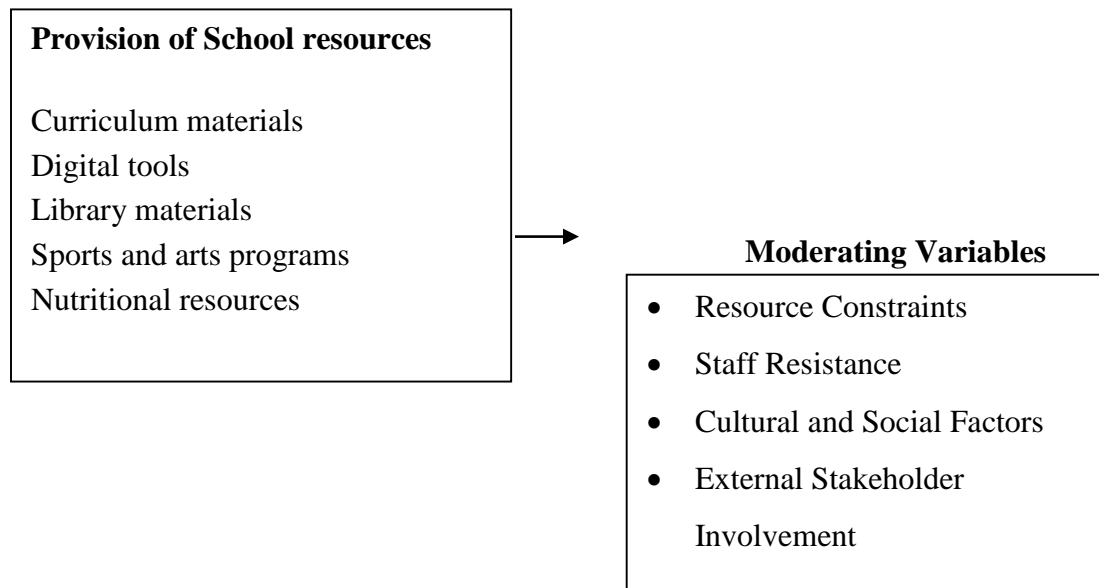


Figure 2.1: Conceptual framework



2.8 Summary of the Literature Review

The literature review's second chapter gives a thorough synopsis of empirical investigations on independent variables and introduces the theoretical frameworks that guided the study. It begins by emphasizing the influential role of a principal's role modeling on school management. Principals who lead by example are shown to have a significant impact on shaping school culture, improving staff and student behavior, promoting effective communication and collaboration, and inspiring a commitment to excellence. They also effectively convey knowledge and skills to students, encouraging academic success and fostering responsible citizenship. Moreover, these principals engage students and teachers in problem-solving and exhibit professionalism, respect, and ethical behavior, contributing to a positive school culture.

The literature review then delved into the provision of school resources and its effects on school management. Principals' strategic allocation and management of resources are highlighted as key factors that can positively influence student performance and retention. Adequate resources, including curriculum materials and educational technology, enable schools to develop a well-rounded curriculum in line with educational standards. The chapter also stresses the importance of principals involving stakeholders in school management, particularly parents and community members. Encouraging parental involvement can lead to a strong home-school partnership, resulting in improved student retention and academic performance. Lastly, the review emphasizes the significance of creating a conducive learning environment, with principals playing a central role in fostering an atmosphere that supports student learning, well-being, and engagement.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used to meet the study's aims. Methods and instruments for collecting a representative sample, analysis of the data, and any relevant ethical issues are all part of the study plan.

3.2 Research Design

This study made use of descriptive research, which reflects the social phenomenon under investigation. The purpose of descriptive survey research, according to Williamson and Johanson (2017), is to characterize phenomena and the research while also attempting to explain how particular behaviors or occurrences take place. However, it can report on recent or ongoing events without having any impact on the variables being examined.

3.3 Target Population

The term "target population" describes the whole set of people or things that are being marketed that possess specific traits as defined by the criteria used for sampling in the study (Stokes & Wall, 2017). In the words of Saunders et al. (2014), whatever it is you're trying to reach is part of the target population that are being investigated by the researcher. The research targeted school principals (53), 3 heads of departments from each school, 2 students (head prefects from each school) and 2 support staffs from each school (MoE Masinga Sub County, 2023). Three ministry of education Masinga Sub County officials were interviewed.

Category	Target Population	Percentage
Heads of Departments	159	37.5%
Head Prefects	106	25%
School Principals	53	12.5%
Support staffs	106	25%
Total	424	100%

Source: Researcher (2023)

3.4 Sample Size and Sampling Procedure

The sample size is the number of cases picked from a larger population to estimate its characteristics; a sample is a part of that population (Cramer & Howitt, 2007). In order to calculate the appropriate sample size, the researcher referred to Yamane's (1967) formula. There was a 5% margin of error and a 95% confidence level maintained by the research.

Equation 1: Determination of sample size equation

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

Where;

sample size is denoted by n.

"N" stands for the study population.

e = 5% error; and 1 = Constant

The sample size was calculated as;

$$n = \frac{424}{1+424(0.05^2)}$$

n = 206 respondents

To ensure that the study's sample was as representative as possible, stratified random sampling was used. This method entails segmenting the population according to important traits that are in

line with the goals of the study. Then, based on the size of each stratum within the population, random samples were taken from each. Findings are more accurate and reliable when researchers stratify the population before sampling to make sure each subgroup is well-represented in the sample. There were three levels: boarding schools, day schools, and hybrids of the two. A random sample approach was used to pick the respondents.

Table 3.2 Sample Size Data

Category	Sample size
Heads of Departments	78
Head of prefects	52
School Principals	24
Support staffs	52
Total	206

Source: Researcher (2024)

3.5 Data Collection Methods and Procedures

In order to get broad data and specific viewpoints from participants, we used both open-ended and closed-ended surveys. Surveys are useful for several reasons, including collecting data from a representative cross-section of the population, reducing interviewer bias, conserving time, and protecting respondents' confidentiality (Kumwenda, 2015). Respondents are more likely to provide useful information when given a structured questionnaire to follow. Structured surveys are also time-saving since they already have potential responses pre-programmed (Sekaran & Bougie, 2011). In conclusion, researchers in a wide range of disciplines may greatly benefit from questionnaires because of their adaptability as a data collection method.

3.5.1 Validity of Research Instruments

The reliability of measuring devices is ascertained by how well they measure and fulfill their intended functions (Biddix, 2016). Ensuring that each item in the instrument assesses the intended goal would help determine the instrument's content validity. In order to do this, my project supervisor carefully examined the instrument to make sure it meets the study's goals.

This process of review and validation by an experienced supervisor is crucial for making the study's results more credible and valid.

3.5.2 Reliability of research instruments

Reliability is all about ensuring consistent measurements. In this case, you're looking at the piloted results from Yatta Sub County to see if they yield similar findings, which would indicate good reliability. Essentially, you're checking if the piloted measures produce consistent data. Reliability index was calculated using Cronbach's alpha. It was calculated using the Formula

$$\alpha = \frac{NC}{V + (N - 1)C}$$

Where **N** is the number of Items.

C is the average inter-item covariance.

V Average Variance.

In accordance with the formula, Cronbach's alpha grows as the number of items does.

This ensures that all objects are measuring the same core concept. So that the study's research

tool can reliably provide the same data or outcomes when tested several times. The findings are

deemed statistically trustworthy if the reliability is at least 0.70.

3.6 Data collection

A research permission was obtained from the National Commission for Science and Technology and Innovation in order to lawfully gather the required data. Additional approval from Machakos County's Ministry of Education was requested and granted. Finally, participants were notified

about the impending study by the researcher themselves. The data collecting process began with providing respondents with verbal instructions or explanations, followed by the distribution of questionnaires. Participants were required to self-administer the surveys, with the possible support of a research assistant on an as-needed basis. Transparency, informed permission, and proper instruction were guaranteed throughout the data gathering process by this technique.

3.7 Data analysis technique

After the field data is collected, it was imported into Microsoft Excel, checked for correctness, and updated as needed. The next step was to implement coding and analysis using SPSS version 22 for the social sciences. The data was presented properly using tables, charts, and appropriate statistical averages and dispersion metrics. Data from the closed-ended questionnaire was first analyzed descriptively, and then inferential analysis was used to discover the correlations between the variables. In order to look for any relationships among various operational variables, we used the Pearson linear correlation coefficient. A more thorough comprehension of the study's conclusions was possible thanks to this all-encompassing method of data analysis, which shed light on the dataset's linkages and patterns.

r =correlation coefficient

x_i =Values of the X variable in a sample

\bar{x} =mean of the values of the x variable

y_i =Values of the y variable in a sample

\bar{y} =Mean of the values of the y variable

The last step was to use some simple linear regression analysis to explore the potential dependence between the different operational variables. This statistical method allowed for an examination of how one relationship between a dependent variable and one or more independent variables. Furthermore, the internal consistency was evaluated using Cronbach's Alpha, a reliability

coefficient and reliability of the scales of questions used in the study. Learn how well each scale's questions measure with the help of this index the same underlying construct consistently. By employing these statistical techniques, the research study gained a deeper understanding of the relationships between variables and the reliability of the measurement instruments used.

3.8 Ethical Issues

Before data collection, the research guaranteed participants that the information gathered would be used only for scholarly purposes. The responders' full consent was obtained from the participants prior to the study. Ensuring the protection of respondents' well-being is paramount, and they participated in the study voluntarily. The researcher strictly adhered to ethical principles to prevent any potential mental, physical, or social harm to the participants. Anonymity was maintained to safeguard the identities of the respondents, ensuring that their personal information remains confidential. The participants were assured of the confidentiality of their data and that only aggregate result would be disclosed to protect individual privacy. The researcher did not resort to deceitful practice or enticement in order to obtain data from the participants. The researcher treated the respondents with dignity and maintained integrity.

CHAPTER FOUR

DATA ANALYSIS, RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter highlights the findings of the study. It first outlines the demographic characteristics of the respondents and then the descriptive statistics and correlation and regression analysis of study variables.

4.2 Questionnaire Return Rate

This study targeted the school principals, heads of departments, head prefects and support staffs from public secondary schools in Masinga Subcounty. Out of the 206 respondents that were targeted, 191 respondents took part in this study. This translated to 92.7% response rate. The high response rate of 92.7% achieved in this study indicates a successful data collection process. The researcher and research assistants effectively reached all targeted schools in Masinga Subcounty and persuaded the respondents including school principals, heads of departments, head prefects, and support staff to complete and return the questionnaires. This high level of participation was facilitated by the researcher's diligent follow-ups and reminders, ensuring a robust dataset for analysis. The low non-return rate of 7.3% suggests that the majority of respondents were engaged and willing to contribute to the study, reflecting well on the research team's efforts and the relevance of the study to the participants.

Category	Frequency	Percentage
Completed and returned	191	92.7
Not returned	15	7.3
Total	206	100

Table 4. 1; Response Rate

4.3 Reliability Results

The researcher used the completed questionnaire to generate the Cronbach Alpha Coefficients.

Table 4.2 presents the conclusions that have been established and compiled.

Table 4.2: Reliability Results

	No. of Items	Cronbach Alpha Coefficient
Role modelling	5	.822
Provision of resources	5	.842
Stakeholder involvement	5	.811
Conducive learning environment	5	.801
Discipline of students	5	.788

The reliability results from Table 4.2 demonstrate strong internal consistency across the study's scales, with Cronbach Alpha coefficients ranging from 0.788 to 0.842. Each scale—role modelling, provision of resources, stakeholder involvement, conducive learning environment, and discipline of students—exceeds the 0.70 threshold, indicating that the items within each construct are consistently measuring the intended variables. The high reliability of these scales underscores

the robustness of the research instruments, suggesting that they effectively capture and measure the relevant constructs within the study. These results are consistent with the findings of Tavakol and Dennick (2011), who suggest that Cronbach's Alpha coefficients above .70 reflect good internal consistency for survey scales.

4.4 Demographic Attributes of Respondents

These attributes are important in getting to know the type of respondents that took in the study. For instance, their education qualifications helps understand whether the responses given are more reliable.

4.4.1 Percentage Response by Gender

The table 4.1 highlights the social demographic factors of the respondent in the study.

Demographic Characteristics		Frequency	Percentage (%)
Gender	Female	88	46%
	Male	103	54%
Age	15-24	66	35
	25-35	22	12
	36-45	78	41
	46-55	21	10
	Above 56	4	2
Level of Education	Secondary	66	35
	Certificate	11	6
	Diploma	34	18

	Degree	74	39
	Postgraduate	6	2

The study's demographic breakdown highlights the diversity in gender, age, and educational background among respondents, ensuring a comprehensive view of perspectives on student discipline in Masinga Sub County. Of the 191 participants, 54% were male and 46% female, with a slight male majority contributing to a balanced representation. The largest age group, 36-45 (41%), predominantly includes senior teachers with extensive experience in discipline-related roles.

The 15-24 age group (35%) primarily consists of head prefects who provide peer-based insights into student discipline. Other age groups include 25-35 (12%) younger educators, 46-55 (10%) experienced school principals, and above 56 (2%) in senior administrative roles. Educationally, 39% of respondents hold a degree, reflecting a significant portion with advanced training, while 35% completed secondary education, likely encompassing support roles and junior staff. Additionally, 18% hold diplomas, adding practical expertise, while smaller portions with certificates (6%) and postgraduate qualifications (2%) bring a variety of academic perspectives. This diverse representation of gender, age, and education provides a broad, informed foundation for analyzing student discipline in schools.

4.5 Students discipline in public secondary schools in Masinga Subcounty

This section examines the responses on a 5-point Likert scale regarding the students discipline in public secondary schools in Masinga Subcounty. The results reflect respondents' opinions on various aspects of students discipline in public secondary schools in Masinga Subcounty. Table 4.6 provides a detailed summary of these responses.

STATEMENTS	1	2	3	4	5	Mean	SD
Students in this school generally exhibit respectful behavior	7.3%	10%	9.7%	39.3%	23.7%	3.99	0.714
Students regularly attend classes and punctuality is a common practice.	6.3%	14.3%	10%	40%	29.4%	4.28	0.551
Student academic performance is satisfactory	24.6%	37.1%	14.3%	16.3%	7.7%	2.69	0.891
There is a positive relationships between students and teachers which contributes to a healthy learning environment	10.6%	15.1%	11.3%	38.3%	24.7%	3.93	0.728
Discipline policies in the school are consistently enforced	10.6%	17.1%	14.3%	36.3%	21.7%	3.89	0.731
Composite and composite mean						3.76	0.723

N=191

Table 4.6; students discipline in public secondary schools in Masinga Subcounty

The analysis of student discipline in public secondary schools in Masinga Subcounty reveals varied perceptions on several aspects, as indicated by responses on a 5-point Likert scale. The majority of respondents perceive that students generally exhibit respectful behavior, with a mean score of 3.99. This suggests a positive view on students' demeanor. Additionally, class attendance and punctuality are seen as common practices, reflected in a higher mean score of 4.28 and a lower standard deviation of 0.551, indicating strong agreement on regular attendance and punctuality.

In contrast, the perception of student academic performance is less favorable, with a mean score of 2.69 and a standard deviation of 0.891. This lower score, coupled with high percentages of

disagreement (24.6% strongly disagree and 37.1% disagree), highlights concerns about the adequacy of academic achievements among students. The relationship between students and teachers is viewed positively, with a mean score of 3.93. This reflects a generally favorable opinion on how these relationships contribute to a healthy learning environment, although not as strongly as attendance and punctuality. Discipline policies are perceived to be consistently enforced, with a mean score of 3.89. This suggests that while there is agreement on the enforcement of discipline, there is room for improvement, as indicated by the 10.6% strongly disagreeing and 17.1% disagreeing with the consistency of policy enforcement.

The composite mean score of 3.76 with a standard deviation of 0.723 reflects a generally positive but somewhat mixed view on student discipline in these schools. This indicates that while there are areas of strength, such as respectful behavior and attendance, there are also notable concerns regarding academic performance and the consistency of disciplinary measures.

Ministry officials perceive schools as central to shaping students' discipline, emphasizing that effective discipline strategies are crucial for student development. They believe that clear, consistent rules and active engagement with students promote positive behavior. Regular training for teachers on discipline management and involving parents in the disciplinary process are also considered effective. The officials stress that a supportive school environment and strong leadership are key to fostering positive discipline outcomes.

This research has shown that respectful behavior, regular attendance, and strong teacher-student relationships are important components of a positive learning environment (O'Connor & McCartney, 2007). These characteristics are evident in the public secondary schools in Masinga Sub County, where student discipline is generally well-managed. Inconsistent disciplinary policy enforcement, which Ekundayo and Alonge (2011) highlight as an important component of

academic achievement, continues to be a major cause for worry with relation to students' academic performance. Ministry officials stress the need of well-defined regulations, regular enforcement, professional development for educators, and engagement of parents in order to promote appropriate conduct in the classroom and enhance students' performance in the classroom similar to what Marzano, Waters, and McNulty (2005) and Epstein (2011) found. Students' timeliness and politeness are assets to Masinga schools, but studies show that more policy enforcement is needed. Educators and families should work together more effectively to help students overcome academic obstacles and grow as individuals (Gottfried, 2010).

4.6 Principals' role modeling and students discipline in public secondary schools in Masinga Subcounty

This section presents the descriptive statistics for principals' role modeling, and how they influence the students discipline in public secondary schools in Masinga Subcounty. The constructs were on a 5 point likert scale from 1 strongly disagree to 5 strongly agree.

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
The principal consistently arrives on time for scheduled meetings and events.	6.6%	15.7%	8.4%	42.6%	26.7%	4.41	0.524
The principal's attire reflects a professional and appropriate standard for a school environment.	7%	13%	9%	43.3%	27.7%	4.46	0.514
The principal actively engages with the school's curriculum, demonstrating a commitment to academic excellence.	20%	33.3%	10.3%	20.3%	16.1%	2.32	0.838
The principal promotes a culture of respect for diversity among staff and students.	8%	12.3%	14.3%	40.3%	25.1%	4.30	0.535

The principal provides effective and supportive supervision to teachers and staff.	11%	16.3%	12.3%	38.3%	22.1%	4.22	0.544
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Composite SD and Composite Mean						3.94	0.591
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Table 4.7; principals’ role modeling and students discipline in public secondary schools in Masinga Subcounty

N=191

The analysis of principals' role modeling and its influence on student discipline in public secondary schools in Masinga Subcounty reveals several insights. The data indicates a strong correlation between principals' personal conduct and students' discipline. For instance, principals are generally seen as punctual and professionally attired, with mean scores of 4.41 and 4.46, respectively. These high scores suggest that principals' consistent arrival on time for meetings and their adherence to professional dress codes are perceived positively and likely contribute to a disciplined school environment.

However, the principal’s engagement with the curriculum scores notably lower, with a mean of 2.32. This lower score indicates that principals' involvement in the academic aspects of the school is less recognized, possibly showing that most principals don’t engage in teaching activities in most schools. On the other hand, principals are well-regarded for promoting respect for diversity (mean = 4.30) and providing supportive supervision to staff (mean = 4.22), suggesting that these aspects of their role modeling are seen as effective in fostering a positive school culture.

Overall, the composite mean of 3.94 reflects a generally favorable view of principals' role modeling. This indicates that while principals are effective in several areas, including punctuality,

professionalism, and promoting respect, there remains room for improvement in actively engaging with the curriculum to enhance academic outcomes.

Ministry officials commented that principals' role modeling significantly influences school culture and discipline. They noted that principals who consistently demonstrate punctuality, professionalism, and respect set a positive example for both teachers and students, leading to improved adherence to school values. This behavior from principals helps establish a disciplined environment, fosters mutual respect, and enhances overall school performance. Officials emphasized that effective role modeling by principals is crucial for promoting a culture of accountability and respect within schools.

Research has shown that principals' actions have a significant effect on school climate and discipline, and this study's examination of Masinga Subcounty's role models is in keeping with those findings. Consistently professional, punctual, and respectful administrators create a favorable school climate and promote disciplined student conduct (Nguyen, Ng, and Yeoh, 2019), which is in accordance with the results in Masinga. Principals' active participation in the classroom is also emphasized by Sebastian, Allensworth, and Huang (2016), who note that when principals are involved in the curriculum on a personal level, Students' motivation and achievement are favorably impacted. Principals in Masinga had high levels of professionalism and respect, but they failed to fully engage in student learning, which may have increased their influence. According to this research, Masinga's school discipline and academic performance may be even better if principals were more actively involved in curricular activities and set a good example themselves.

4.6.1 Correlation Analysis between influence of principals’ role modeling and students discipline in public secondary schools in Masinga Subcounty

This analysis provides valuable insights into whether effective principals’ role modeling contribute to students discipline in public secondary schools.

Variable		Principals’ role modeling	Students discipline in public secondary schools in Masinga Subcounty
Principals’ role modeling	Pearson Correlation	1	0.660**
	Sig. (2-tailed)		0.000
	N	191	191
Students discipline in public secondary schools in Masinga Subcounty	Pearson Correlation	0.660**	1
	Sig. (2-tailed)	0.000	
	N	191	191

With a correlation value of 0.660 ($p < 0.001$), the Pearson correlation analysis shows a substantial, positive association between principals’ role modeling and the students discipline in public secondary schools. Recent studies provide strong evidence supporting the positive influence of principals' role modeling on student discipline. Glickman and Gordon (2023) conducted a longitudinal study exploring the impact of principal leadership on school climate and student discipline. Their findings revealed a substantial positive association between principals' leadership behaviors, including their role modeling, and improvements in both school climate and student discipline. Principals who consistently demonstrated respectful and professional behavior were shown to significantly influence students' adherence to discipline policies, thus fostering a more

orderly school environment (Glickman & Gordon, 2023).

Similarly, Khan and Baloch (2022) examined the relationship between principal leadership and student behavior. Their empirical analysis confirmed a strong positive correlation between principals' role modeling and enhanced student behavior. The study highlighted that principals who exemplify ethical and professional standards have a notable effect on students' adherence to disciplinary rules, reinforcing the importance of role modeling in shaping student behavior. Choi and Kim (2023) further corroborated these findings through their investigation of the effects of role modeling by school principals on student discipline and academic performance. Their study, demonstrated that principals' positive role modeling had a significant impact on students' adherence to discipline and contributed to improved academic outcomes. This reinforces the notion that principals who model appropriate behaviors play a critical role in influencing student discipline and overall school performance.

4.6.2 Regression Analysis for Principals' role modeling and the Students discipline in public secondary schools in Masinga Subcounty

This section explores the regression analysis to assess the relationship between independent (Principals' role modeling) and dependent variables in the context of students discipline in public secondary schools in Masinga Subcounty.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.660 ^a	.540	.428	.5445

a. Predictors: (Constant), Principals' role modeling

Principals' role modeling have a major impact on the students discipline in public secondary schools in Masinga Subcounty, according to the regression study. The substantial positive link between principals' role modeling and students discipline is indicated by the R-value of 0.660. With an R Squared value of 0.540, principals' role modeling account for 54% of the variability in students discipline. Even after accounting for the number of predictors, the Adjusted R Square of 0.428 indicates that Principals' role modeling continue to account for a sizable amount of the variability.

There has been new research that backs up this link. For instance, according to Liu, Xu, and Weitzel (2020), a favorable school climate and well-behaved students are direct results of strong leadership from principals. They discovered that when school leaders exhibit professionalism and set clear expectations, pupils are more inclined to absorb these norms, resulting in enhanced self-control and responsibility. Additionally, as Sebastian, Allensworth, and Huang (2016) stress, when administrators act ethically and respectfully, it creates a school culture in which students feel valued and are encouraged to adhere to school regulations, which in turn promotes an atmosphere that is favorable to learning and personal development. These results corroborate those from the Masinga Subcounty and show how a school's culture of respect and discipline may have a profound impact on student conduct when the principal sets a good example.

4.7 Provision of school resources and students' discipline in public secondary schools in Masinga Subcounty

This section examines how provision of school resources by principals affect students discipline in public secondary schools in Masinga Subcounty. Table 4.11 highlights the findings.



STATEMENTS	1	2	3	4	5	Mea	Std Dev
The school provides an adequate supply of curriculum materials for effective teaching and learning	4.7%	7%	7%	45.3%	36%	4.67	0.443
The school provides sufficient digital tools (computers, tablets, etc.) to enhance the learning experience	27%	31.3%	8.3%	20.3%	13.1%	2.48	0.883
The school library is well-stocked with a variety of educational materials, books, and references.	9%	15.7%	11.3%	40.3%	23.7%	4.12	0.612
The school provides adequate resources to support a diverse range of sports and arts programs	15%	23.3%	12.3%	30.3%	16.1%	3.41	0.791
The school ensures the provision of nutritious meals or snacks for students	20%	26.3%	12.3%	27.3%	11.1%	2.88	0.801
Composite mean and standard deviation						3.51	0.706

N=191

The analysis of how the provision of school resources by principals influences students' discipline in public secondary schools in Masinga Subcounty reveals varying degrees of effectiveness across different areas. The data indicates that the provision of curriculum materials is highly effective, with 81.3% of respondents agreeing or strongly agreeing that their schools provide an adequate supply of these materials, reflected in a high mean of 4.67. This suggests a strong positive impact on discipline, as well-equipped learning environments often lead to more engaged and well-behaved students. However, the provision of digital tools presents a contrasting picture. A

significant portion of respondents (58.3%) disagreed or strongly disagreed that their schools provide sufficient digital tools to enhance the learning experience, resulting in a low mean of 2.48. This indicates a potential area of concern, as the lack of modern educational resources could contribute to disciplinary issues due to disengagement or frustration among students.

The availability of library resources and sports/arts programs received more moderate responses, with means of 4.12 and 3.41, respectively. These areas show that while resources are generally sufficient, there is room for improvement, particularly in supporting extracurricular activities, which are crucial for holistic student development and discipline. Finally, the provision of nutritious meals or snacks scored a mean of 2.88, reflecting moderate satisfaction among respondents. Given the importance of proper nutrition in maintaining students' focus and behavior, this area may require further attention to enhance overall student discipline. The composite mean of 3.51 suggest a generally positive but uneven impact of resource provision on student discipline across the surveyed schools.

The findings from interviews with Ministry officials indicated that adequate resources, such as curriculum materials, digital tools, library materials, and sports equipment, are considered crucial for both the effectiveness of learning and the maintenance of student discipline in schools. Officials emphasized that well-stocked libraries and sufficient curriculum materials create an environment conducive to academic excellence, reducing idleness among students, which is often linked to disciplinary issues. They highlighted that when students have access to the necessary learning tools, they are more engaged and motivated, which naturally promotes better behavior.

4.7.1 Correlation Analysis for Provision of school resources and Students discipline in public secondary schools in Masinga Subcounty

This section explores the correlation between provision of school resources and the students discipline in public secondary schools in Masinga Subcounty.

Variable		Provision of school resources	Students discipline in public secondary schools
Provision of school resources	Pearson Correlation	1	0.692**
	Sig. (2-tailed)		0.000
	n	191	191
Students discipline in public secondary schools	Pearson Correlation	0.692**	1
	Sig. (2-tailed)	0.000	
	n	191	191

Table 4.12; Correlation Analysis

With a correlation coefficient of 0.692 ($p < 0.001$), the Pearson correlation analysis demonstrates a substantial, positive association between provision of school resources and Students discipline in public secondary schools in Masinga Subcounty. These results are consistent with other investigations. For instance, research by Wang and Eccles (2013) found a strong correlation between well-resourced schools and positive student behavior. They concluded that when schools are adequately equipped with learning materials, digital tools, and extracurricular resources, students are more likely to engage in their education, which in turn fosters discipline and reduces behavioral issues. This finding aligns with the correlation coefficient of 0.692 observed in the current study, reinforcing the idea that resources directly contribute to maintaining discipline among students. Furthermore, a study by Orodho and Njeru (2016) on Kenyan secondary schools highlighted that the availability of diverse resources, including libraries and sports facilities,

played a crucial role in shaping students' conduct. The researchers noted that schools with well-stocked libraries and active sports programs reported fewer cases of indiscipline. These schools provided students with constructive outlets for their energy and intellectual curiosity, which promoted a culture of respect and adherence to school rules.

4.7.2 Regression Analysis for Provision of school resources and Students discipline in public secondary schools in Masinga Subcounty

This section investigates the relationship between provision of school resources and the students discipline in public secondary schools in Masinga Subcounty through regression analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.610	.482	.4452

a. Predictors: (Constant), Provision of school resources

The regression study shows a substantial link between Provision of school resources and Students discipline in public secondary schools in Masinga Subcounty. The R-value of 0.692 indicates a substantial positive association. The R-squared value of 0.610 indicates that provision of school resources may explain roughly 61% of the variation in students' discipline. The adjusted R-squared value of 0.482 accounts for the number of factors and suggests that about 48% of the variance in the students discipline in public secondary schools in Masinga Subcounty is explained when correcting for model complexity.

4.8 Stakeholder involvement and students discipline in public secondary schools in Masinga Subcounty

This section sought to establish the influence of principals' involvement of key stakeholders on the discipline of students in public secondary schools in Masinga Subcounty. Answers were

recorded on a five-point rating system ranging from strongly disagree (1) to strongly agree (5), based on four given opinion statements. The results are summarized in Table 4.15.

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
Stakeholders, including teachers and parents, are actively involved in the discipline decision-making processes of the school.	10%	12.3%	13.7%	40%	24%	3.99	0.672
Parents and teachers collaborate effectively in addressing and managing student discipline issues.	14%	25.3%	15.3%	26.3%	19.1%	3.14	0.882
Regular updates on school activities and events are communicated to parents and other stakeholders.	10%	17.7%	10.3%	36.3%	25.7%	3.88	0.764
The school conducts regular and well-attended parent-teacher meetings which help control student discipline.	8%	15.7%	14.3%	37.3%	24.7%	3.91	0.716
Timely communication with stakeholders fosters a sense of transparency and inclusivity within the school community.	12%	15.7%	8.3%	39.3%	24.7%	3.98	0.670
Composite mean and SD						3.78	0.741

N=191

The analysis of stakeholder involvement and student discipline in public secondary schools in Masinga Subcounty reveals that active participation of stakeholders, such as teachers and parents, plays a significant role in shaping student behavior. The findings, show that a majority of respondents agreed that stakeholders are actively involved in discipline-related decision-making

processes, with a mean score of 3.99. This indicates a high level of agreement among participants that involving stakeholders contributes positively to student discipline.

However, the collaboration between parents and teachers in managing discipline issues showed a lower level of agreement, with a mean score of 3.14. This suggests variability in the effectiveness of such collaborations, possibly indicating areas where improvement is needed. Regular communication with parents and stakeholders, including well-attended parent-teacher meetings, was also seen as important for maintaining discipline, with mean scores of 3.88 and 3.91, respectively, and moderate standard deviations, reflecting a consistent belief in the value of these practices.

Overall, the composite mean of 3.78 and standard deviation of 0.741 suggest that while stakeholder involvement is generally viewed as beneficial for student discipline, there is some variability in the effectiveness of specific strategies, such as collaboration between parents and teachers. The results underscore the importance of timely communication and inclusivity in fostering a disciplined school environment.

From the interviews with ministry officials, it was evident that they highly value the involvement of stakeholders, particularly parents and teachers, in the decision-making processes related to student discipline. The officials emphasized that when parents and teachers are actively engaged in these processes, it fosters a stronger sense of community and accountability, which in turn positively influences student behavior. They noted that collaborative efforts between parents and teachers create a unified front in addressing disciplinary issues, making it easier to enforce rules and maintain order within the school.

4.8.1 Correlation Analysis

This analysis demonstrated the relationship between influence of stakeholder involvement and students discipline in public secondary schools in Masinga Subcounty.

Variable		Influence of stakeholder involvement	Students discipline in public secondary schools in Masinga Subcounty
Influence of stakeholder involvement	Pearson Correlation	1	0.678**
	Sig. (2-tailed)		0.000
	N	191	191
Students discipline in public secondary schools in Masinga Subcounty	Pearson Correlation	0.678**	1
	Sig. (2-tailed)	0.000	
	n	191	191

** . Correlation is significant at the 0.05 level (2-tailed).

With a correlation coefficient of 0.678 ($p < 0.001$), the Pearson correlation analysis shows a strong positive association between the influence of stakeholder involvement and students discipline in public secondary schools in Masinga Subcounty. Recent studies in Kenya align with the finding that stakeholder involvement significantly influences student discipline in schools. For instance, a study by Omondi and Otieno (2022) found that active participation of parents and teachers in decision-making processes was positively correlated with improved discipline among students in secondary schools. This was attributed to the collaborative approach that fosters a sense of accountability and responsibility among students.

Similarly, Mutua et al. (2023) highlighted that regular communication and updates between schools and stakeholders, such as parents and teachers, played a crucial role in enhancing students'

adherence to school rules and regulations. The study emphasized that when stakeholders are well-informed and actively involved, students are more likely to exhibit disciplined behavior.

4.8.2 Regression analysis of Influence of stakeholder involvement and students discipline in public secondary schools in Masinga Subcounty

Regression analysis was used in this part to examine the connection between stakeholder involvement and the students discipline in public secondary schools in Masinga Subcounty.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678 ^a	.555	.464	.4661

Regression study reveals a strong correlation between stakeholder involvement and the students discipline in public secondary schools in Masinga Subcounty. The significant positive connection is indicated by the R-value of 0.678. With an R-squared of 0.565, stakeholder involvement practices account for almost 55.5% of the variation in the s students discipline in public secondary schools in Masinga Subcounty. After correcting for model complexity, the Adjusted R-squared value of 0.464, which takes into consideration the number of predictors, indicates that approximately 46% of the variability is explained.

4.9 Provision of conducive learning environment and Students discipline in public secondary schools in Masinga Subcounty

This section presents the descriptive statistics for provision of conducive learning environment in relation to the students discipline in public secondary schools in Masinga Subcounty.

STATEMENTS	1	2	3	4	5	Mean	Std. Dev.
Students feel secure within the school premises, contributing to a positive and focused learning atmosphere.	8.6%	12.7%	9.4%	38.6%	30.7%	4.34	0.547
The school has clear and fair disciplinary policies that contribute to a positive learning environment	10.6%	12.7%	15.3%	35.7%	25.7%	3.92	0.678
Favorable school policies create a sense of order and fairness, positively influencing student behavior	7.6%	11.7%	10.3%	40.7%	29.7%	4.42	0.535
Friendly programs contribute to a supportive and cooperative learning atmosphere, impacting students' behavior positively	19.1%	23.7%	7.3%	33.2%	16.7%	3.36	0.801
Comfortable physical infrastructure positively influences students' focus and engagement in learning activities	16.6%	17.7%	10.3%	34.7%	20.7%	3.82	0.535
Composite mean and SD						3.97	0.619

N=191

Table 4.19; Provision of conducive learning environment and students discipline in public secondary schools in Masinga Subcounty

The findings in this section indicate that the provision of a conducive learning environment plays a significant role in influencing students' discipline in public secondary schools in Masinga Subcounty. The statement that students feel secure within the school premises received a high level of agreement, with a mean of 4.34. This suggests that a secure environment contributes to a positive

and focused learning atmosphere, which in turn supports disciplined behavior among students. Similarly, the clarity and fairness of school disciplinary policies were also viewed positively, with a mean of 3.92, indicating that these policies are effective in fostering a disciplined environment.

Moreover, the data shows that favorable school policies that create a sense of order and fairness have a significant impact on student behavior, as evidenced by the high mean score of 4.42. However, the influence of friendly programs, which aim to create a supportive learning atmosphere, was rated somewhat lower, with a mean of 3.36 and a standard deviation of 0.801. This suggests that while these programs are beneficial, there may be room for improvement in their implementation or effectiveness.

Overall, the composite mean of 3.97 and standard deviation of 0.619 suggest that, on average, the provision of a conducive learning environment has a positive impact on students' discipline, although some areas, such as the implementation of supportive programs, may need further enhancement.

4.9.1 Correlation Analysis for Provision of conducive learning environment and students discipline in public secondary schools in Masinga Subcounty

This highlights the association between provision of conducive learning environment and the effectiveness of Students discipline in public secondary schools in Masinga Subcounty using the Pearson correlation coefficient.

Variable		Provision of conducive learning environment	Students discipline in public secondary schools
Provision of conducive learning environment	Pearson	1	0.574**
	Correlation		
	Sig. (2-tailed)		0.000
	N	191	191
Students discipline in public secondary schools	Pearson	0.574**	1
	Correlation		
	Sig. (2-tailed)	0.000	
	n	191	191

** . Correlation is significant at the 0.05 level (2-tailed).

Table 4.20; Correlation Analysis

With a correlation coefficient of 0.574 ($p < 0.001$), the Pearson correlation analysis demonstrates a moderately good association between provision of conducive learning environment and the effectiveness of Students discipline in public secondary schools in Masinga Subcounty. Recent studies corroborate the finding that the provision of a conducive learning environment is significantly associated with improved student discipline. For instance, Wachira et al. (2023) found that in Kenyan secondary schools, well-maintained facilities, clear disciplinary policies, and supportive school climates were strongly linked to better student behavior. Their research revealed that schools with a positive learning atmosphere—characterized by safety, fairness, and comfort—saw fewer instances of indiscipline, underscoring the role of the environment in shaping student conduct.

Similarly, Njenga and Karanja (2022) emphasized the impact of a conducive learning environment on student discipline in Nairobi County schools. They observed that schools with adequate infrastructure, clear policies, and active stakeholder engagement reported higher levels of discipline and academic

performance. This aligns with the current study's findings, highlighting the importance of creating and maintaining environments that foster both academic success and proper behavior.

4.9.2 Regression Analysis of Provision of conducive learning environment and Students discipline in public secondary schools in Masinga Subcounty

The researcher used regression analysis to ascertain the relationship between provision of conducive learning environment and the students discipline in public secondary schools in Masinga Subcounty.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.574 ^a	.500	.430	.4574

Table 4. 21; Model Summary

The results of the regression analysis show a significant correlation between provision of conducive learning environment and Students discipline in public secondary schools in Masinga Subcounty. $R = 0.574$: The R-squared value indicates the direction and intensity of the link between the two variables that are being studied, the independent and dependent ones. Here, a moderate positive linear association is indicated by an R-value of 0.574, which means that there is a tendency for the dependent variable to rise, albeit not in a precisely linear fashion, as the independent variable(s) increase. The moderately positive association is indicated by the R-value of 0.574. As a measure of how much variation in the dependent variable can be accounted for by the independent variables, R Square (0.500) is the coefficient of determination. Half of the variation is attributable to variables that this model does not account for, suggesting that a large amount of variation remains unexplained. The model accounts for half of the variability in the outcome variable with its R^2 of 0.500, indicating that the predictors included in the model adequately explain the remaining variation. Provision of conducive learning environment can

account for almost 50% of the variance students discipline in public secondary schools in Masinga Subcounty, according to the R-squared value of 0.500. When model complexity is taken into consideration, the Adjusted R-squared value of 0.430, which takes into account the number of predictors, indicates that almost 43% of the variability in the students discipline in public secondary schools in Masinga Subcounty is explained. To avoid overestimating the model's explanatory ability, the adjusted R-squared value (0.430) is used to modify the original R-squared value by taking into account the ratio of predictors to sample size. A few of the predictors may not be making a significant contribution to the model, as shown by a little decrease from R^2 (0.500) to adjusted R^2 (0.430). This discrepancy suggests that a less complex model with fewer variables might achieve comparable results, perhaps lowering the likelihood of over fitting. One measure of how far off the regression line the observed data points are is the standard error of the estimate, which comes out at 0.4574. Here, a standard error of 0.4574 indicates that, generally speaking, the forecasts differ from the real data by around 0.4574 units. The number gives an idea of how accurate the predictions are; lower values show a better match between the model and the actual data, while higher values show that the forecasts are farther off.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study's findings, conclusions made and the research recommendations.

5.2 Summary of Findings

This study examined the influence of principal's strategic leadership practices on the discipline of students. A case study public secondary school in Masinga sub county, Machakos County, Kenya. First, it aimed to examine how principals' role modeling affected the discipline of students from public secondary schools in Masinga Sub-County. Second, it sought to investigate the effect of principals' provision of resources on the discipline of students from public secondary schools in Masinga Sub-County. Third, the study examined how principals' stakeholder involvement practices influence the discipline of students in public secondary schools in Masinga Sub-County. Finally, it looked into how principals' provision of a conducive learning environment influence on the students' discipline in public secondary schools in Masinga Sub-County.

5.2.1 Students discipline in public secondary schools in Masinga Subcounty

The analysis of student discipline in public secondary schools in Masinga Subcounty paints a picture of both strengths and challenges. Most respondents feel that students generally exhibit respectful behavior, as reflected by a mean score of 3.99. There's also strong agreement that students regularly attend classes and are punctual, with a mean score of 4.28, showing a commitment to being present and on time. However, academic performance seems to be a concern, with a lower mean score of 2.69. On a positive note, the relationships between students and teachers are seen as healthy and supportive, contributing to a better learning environment, with a mean score of 3.93. While discipline

policies are viewed as being fairly consistent, some respondents still feel there's inconsistency, as shown by a mean score of 3.89. Overall, the composite mean of 3.76 suggests that while there are positive aspects of student discipline, particularly in behavior and attendance, there are also areas, like academic performance and the enforcement of discipline, that need further attention.

5.2.2 Principals' role modeling and Students discipline in public secondary schools in Masinga Subcounty

The analysis of principals' role modeling and its impact on student discipline in public secondary schools in Masinga Subcounty reveals significant insights. The data indicates that principals are generally seen as positive role models in terms of punctuality (mean = 4.41) and professional attire (mean = 4.46), which is associated with better student discipline. Principals are also recognized for promoting respect for diversity (mean = 4.30) and providing supportive supervision (mean = 4.22). However, their engagement with the curriculum scores lower (mean = 2.32), suggesting less emphasis on academic involvement. The composite mean of 3.94 reflects a generally positive view of principals' role modeling but highlights areas needing improvement, particularly in curriculum engagement. The Pearson correlation coefficient of 0.660 ($p < 0.001$) confirms a substantial positive association between principals' role modeling and student discipline, emphasizing that effective role modeling by principals is crucial in fostering a disciplined school environment and improving overall school performance.

5.2.3 Provision of school resources and Students discipline in public secondary schools in Masinga Subcounty

The analysis of how the provision of school resources affects student discipline in public secondary schools in Masinga Subcounty reveals varying levels of effectiveness across different resources. The availability of curriculum materials is highly valued, with a mean score of 4.67, suggesting that well-

equipped classrooms positively impact student behavior. Conversely, the provision of digital tools scores lower (mean = 2.48), indicating dissatisfaction and potential disengagement among students due to inadequate technological resources. Library resources and extracurricular support show moderate scores (means of 4.12 and 3.41, respectively), highlighting their importance but also pointing to areas for improvement. Nutritional provisions received a mean score of 2.88, reflecting a need for better support to maintain students' focus and behavior. The overall composite mean of 3.51 suggests a generally positive but uneven impact of resource provision on student discipline. The Pearson correlation coefficient of 0.692 ($p < 0.001$) confirms a strong positive association between the availability of school resources and student discipline.

5.2.4 Influence of stakeholder involvement and Students discipline in public secondary schools in Masinga Subcounty

The analysis of stakeholder involvement and its impact on student discipline in public secondary schools in Masinga Subcounty reveals that active participation of teachers and parents significantly influences student behavior. Stakeholders' involvement in discipline-related decision-making processes received a high mean score of 3.99, indicating that their engagement is valued and contributes positively to student discipline. However, collaboration between parents and teachers scored lower (mean = 3.14), suggesting room for improvement. Regular communication and well-attended parent-teacher meetings were also rated positively, with means of 3.88 and 3.91, respectively. Overall, the composite mean of 3.78 highlights that while stakeholder involvement generally supports discipline, some aspects, such as parent-teacher collaboration, need enhancement. The Pearson correlation coefficient of 0.678 ($p < 0.001$) confirms a strong positive relationship between stakeholder involvement and student discipline.

5.2.5 Provision of conducive learning environment and Students discipline in public secondary schools in Masinga Subcounty

The findings suggest that creating a positive learning environment strongly influences students' discipline. The highest mean score of 4.34 was given to the statement that students feel secure within the school premises, indicating that security contributes to a focused and disciplined learning atmosphere. Similarly, clear and fair disciplinary policies and favorable school policies scored means of 3.92 and 4.42, respectively, highlighting their effectiveness in maintaining order and fairness, which positively affects student behavior. However, friendly programs, designed to foster a supportive atmosphere, received a lower mean of 3.36, suggesting they may need improvements in their implementation or impact. The composite mean of 3.97 and a standard deviation of 0.619 reflect an overall positive influence of a conducive learning environment on student discipline, though there is room for enhancement in certain areas. Correlation analysis with a coefficient of 0.574 ($p < 0.001$) demonstrates a moderately good association between a conducive learning environment and effective student discipline.

5.3 Conclusion

The study concludes that principals' role modeling, particularly in punctuality and professional attire, positively impacts student discipline, though there is a need for greater involvement in academic activities. The provision of school resources shows a generally positive effect on discipline, though some areas, like digital tools and nutritional support, need enhancement. Stakeholder involvement, including active participation and communication, supports discipline but reveals a need for improved parent-teacher collaboration. Overall, creating a conducive learning environment

positively influences student discipline, with high scores for security and clear policies but room for improvement in friendly programs.

5.4 Recommendations

The study recommends that school principals increase their involvement in curriculum activities to align better with students' academic needs, which can contribute significantly to maintaining discipline and fostering a positive learning environment. Principals should play an active role not only in overseeing the academic progress but also in engaging with students to build trust and accountability. Additionally, schools should consider investing in digital tools and improving the quality of nutritional provisions to meet students' diverse needs. These improvements can enhance student focus, behavior, and overall academic engagement, contributing to a more disciplined and effective learning atmosphere.

Schools should also focus on fostering stronger collaboration between parents and teachers to create a consistent approach to student discipline. This partnership can bridge the gap between home and school expectations, ensuring that behavior management strategies are reinforced and cohesive. Moreover, schools should periodically evaluate and refine existing friendly programs and extracurricular initiatives to confirm that they are positively contributing to a disciplined, supportive environment that encourages learning and personal development. These programs should be tailored to promote respect, responsibility, and academic dedication among students.

5.5 Recommendations for Further Studies

The researcher suggests further studies to explore the relationship between principals' active involvement in curriculum activities and its effects on both student performance and discipline. Investigating this link could provide deeper insights into how strategic academic leadership

influences student behavior and learning outcomes, paving the way for targeted policies and practices that enhance school management. Such research could contribute valuable data to guide school administrators in structuring their engagement with curriculum activities to support student success.

Further research should also examine the strategies for improving collaboration between parents and teachers and its impact on student discipline and academic achievement. Understanding the dynamics and effective methods of parent-teacher partnerships could reveal the most impactful approaches for fostering a cooperative environment that enhances student discipline and learning. These studies could provide evidence-based strategies that schools can adopt to strengthen their community ties and build a robust support system for managing discipline and boosting academic performance.



Mount Kenya University

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Mount Kenya University

APPENDICES

Appendix I: Letter of Transmittal

Cyrus Bogonko Orina

Dear Sir / Madam

RE: ACADEMIC RESEARCH PROJECT

I am a student studying Master of Arts in education management and leadership of the Mount Kenya University. I would like to conduct a study on the “Influence of Principals’ strategic leadership practices on students discipline in public secondary schools in Masinga Subcounty, Kenya”. A questionnaire has been designed for collection of data towards the same.

I am writing to ask for your permission to allow me to collect information about the above-mentioned research topic. I guarantee that I will adhere to ethical principles of confidentiality and will share the study outcomes and reports once done.

Your assistance will be highly appreciated.

Yours faithfully,

Cyrus Bogonko Orina

MED/2021/70872

Appendix II: Informed Consent Form

To participant,

I am a student in **Mount Kenya University** pursuing a course in Master of Arts in education management and leadership. I am conducting a research on “**Influence of Principals’ strategic leadership practices on students discipline in public secondary schools in Masinga Subcounty, Kenya**”. You have been chosen to participate in the research and would therefore request that you take some time and respond to the questionnaires to the best of your knowledge. The research participation will be voluntary and will not have any direct benefit to you but the information you provide will be of great importance to the study. The information you provide will be handled with care and confidentiality and that there shall be no diversion of collected information as will purposely be used for the study.

By appending your signature, you will be consenting to participate in the research. In case any further clarification and grievances you can Chanel to;

THE CHAIRMAN,

MKU ERC,

P. O. Box 342-01000,

THIKA

Participant:

Code of Participant

Signature

Date

Researcher:

Cyrus Bogonko Orina

Appendix II: Questionnaire

Section A: Demographic Information

1. Gender:

- Male
- Female
- Prefer not to say

2. Age:

- Below 30 years
- 31-40 years
- 41-50 years
- Above 50 years

3. Education Level:

- Diploma
- Bachelor's Degree
- Master's Degree
- Doctorate

4. Experience as a Principal:

- Less than 5 years
- 5-10 years
- 11-15 years
- Above 15 years

Section B: Strategic Leadership Practices

1. Visionary Leadership

a) To what extent do you agree with the following statement?

"The principal clearly communicates the school's vision to students and staff."

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. Decision-Making Process

a) How often does the principal involve teachers in decision-making processes related to student discipline?

- Never
- Rarely
- Sometimes

- Often
- Always

3. School Culture and Climate

a) How effectively does the principal promote a positive school culture that encourages good student behavior?

- Not Effective
- Slightly Effective
- Moderately Effective
- Very Effective
- Extremely Effective

Section C: Students' Discipline

1. Disciplinary

Policies

a) How clearly are the school's disciplinary policies communicated to students by the principal?

- Not Clearly
- Somewhat Clearly
- Neutral
- Clearly
- Very Clearly

2. Implementation of Discipline

a) How consistent is the principal in implementing disciplinary measures?

- Not Consistent
- Slightly Consistent
- Moderately Consistent
- Very Consistent
- Extremely Consistent

3. Impact on Student Behavior

a) To what extent do you agree with the following statement?

"The principal's strategic leadership practices have positively influenced student discipline in the school."

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Section D: Open-Ended Questions

1. What specific strategic leadership practices have you found most effective in influencing student discipline?

2. What challenges do you face in implementing strategic leadership practices to enhance student discipline?
3. What additional measures could be taken to improve student discipline in your school?

Thank you for your participation



Appendix III: Interview Schedule for Ministry Officials

How does principals' positive role modeling influence teachers and students in terms of behavior and adherence to school values?

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

From your perspective, how do adequate resources such as curriculum materials, digital tools, library materials, and sports equipment contribute to the overall effectiveness of learning and the students' discipline in schools?

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

How do you view the importance of involving stakeholders, including parents and teachers, in decision-making processes, student discipline, and regular updates about school activities?

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

In your role, have you observed any correlation between a positive learning environment and positive student behavior and discipline?

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

As a Ministry official, how do you perceive the role of schools in shaping students' discipline, and what strategies do you believe are effective in promoting positive discipline outcomes?

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

Appendix IV: ERC Approval Certificate



REF: MKU/ISERC/4383
TO: CYRUS BOGONKO ORINA

Date: 11 September 2024

REG: MED/2021/70872

Dear Sir/Madam,

RE: INFLUENCE OF PRINCIPALS' STRATEGIC LEADERSHIP PRACTICES ON STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MASINGA, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3103**. The approval period is **11/09/2024 - 10/09/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.


Yours sincerely,



Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Appendix V: Introduction from Directorate of Graduate Studies


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2021/70872

12th September, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: CYRUS BOGONKO ORINA - REGISTRATION NO. MED/2021/70872

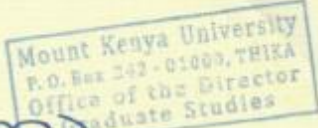
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principals' Strategic Leadership Practices on Students Discipline in Public Secondary Schools in Masinga, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **September, 2024 and November, 2024**.

Any assistance accorded to the student will be highly appreciated.






Thank you.


Dr. Samuel M. Karega, Ph.D
Director, Graduate Studies
Enc.


Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Call: +254 709 153 000 / +254 709 153 200

Appendix VI: NACOSTI Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR <u>SCIENCE, TECHNOLOGY & INNOVATION</u>
Ref No: 512316	Date of Issue: 28/September/2024
RESEARCH LICENSE	
	
<p>This is to Certify that <u>Mr. Cyrus Bwoko Orina</u> of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: INFLUENCE OF PRINCIPALS' STRATEGIC LEADERSHIP PRACTICES ON STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MASINGA, KENYA, for the period ending : 28/September/2025.</p>	
License No: NACOSTI/P/24/40435	
512316 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR <u>SCIENCE, TECHNOLOGY & INNOVATION</u>
	Verification QR Code 
<p>NOTE: This is a <u>computer generated</u> License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

Appendix VII: Letter of Approval from County Director of Education



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams: "SCHOOLING" Machakos
Telephone: Machakos
Fax: Machakos
Email - cdemachakos@yahoo.com
When replying please quote

OFFICE OF THE
COUNTY DIRECTOR OF EDUCATION
EDUCATION
P. O. BOX 2666 - 90100
MACHAKOS

MKS/ED/CDE/R/4/VOL.4/ 346

Date: 16th October, 2024

Mr. Cyrus Bogonko Orina
Mt. Kenya University

RE: RESEARCH AUTHORIZATION

Reference is made to the letter from National Commission for Science, Technology and Innovation Ref: **NACOSTI/P/24/40435** dated **28th September, 2024**.

You are hereby authorized to carry out your research on "**Influence of Principals' Strategic Leadership Practices on Students Discipline in Public Secondary Schools in Masinga Sub County, Machakos County, Kenya**". For a period ending **28th September, 2025**.


FOR COUNTY DIRECTOR
OF EDUCATION - MACHAKOS
MINISTRY OF EDUCATION
machakos@...

SIMON NJIRU
FOR: COUNTY DIRECTOR OF EDUCATION
MACHAKOS



