

**AN INVESTIGATION OF THE HEADTEACHERS' LEADERSHIP STYLES  
AND ITS EFFECTS ON STUDENT DISCIPLINE IN PUBLIC SECONDARY  
SCHOOLS IN BARINGO COUNTY, KENYA**

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## **ABSTRACT**

The purpose of this study was to carry out an investigation of the Head teachers' leadership styles and its effects on student discipline in public secondary schools. The study sought to achieve the following specific objectives: To find out the level of students' discipline; To determine the leadership styles used by head teachers in management of student discipline; To determine the relationship between head teachers leadership styles and students' discipline; and to identify the challenges faced by head teachers in the management of student discipline in selected public secondary schools in Baringo County. The study used a mixed method that adopts the descriptive survey research design and was guided by contingency theory of leadership. The target population included head teachers, teachers and students from public secondary schools in the County. The study utilized random sampling techniques to select forty one (41) schools and two hundred and forty students (240). The head teachers of these schools automatically participated in the study. Purposive sampling was used to select fifty seven (57) teachers. The study used questionnaires, and interview schedule to collect the data for the study. The data collected was analyzed using descriptive statistical techniques which include frequencies, percentages and means. Hypothesis was tested using chi-square. The data was presented in frequency tables. The study established that the level of students' discipline in secondary schools was below average. The head teachers in their leadership mostly engaged in varied leadership styles which were applied to different situations and it's usage at hand. There exists a relationship between leadership styles and student discipline in secondary schools. Majority of the respondents stated that some parents do not cooperate when dealing with discipline of their children, teaching and non-teaching staff does not support the administration in enhancing discipline in schools and the government policy makes it difficult to deal with discipline cases in schools. It is expected that the findings of the study will be helpful to school administrators and managers who will use them to improve leadership and student discipline and MOEST will use it to come up with policy guideline for inducting and training head teachers of schools in workshops and seminars in the country.