INFLUENCE OF PRINCIPALS' ETHICAL INSTRUCTIONAL LEADERSHIP QUALITIES ON STUDENTS' DISCIPLINE IN PUBLIC DAY SECONDARY SCHOOLS IN WEST POKOT SUB-COUNTY,KENYA

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DEDICATION

This research thesis is dedicated to my dear parents Mr. Oyaro Bernard, Mrs Mellen

Obiero, my wife Bridget and my daughter Nicole.

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ABSTRACT

Indiscipline cases in secondary schools have been observed in several secondary schools. The increased number of cases of student unrest in the country demonstrates a problem of discipline among students in secondary schools. The majority of the indiscipline cases have pointed to the principal's leadership styles adopted. It is against this backdrop that this study sought to assess the influence of the principals' ethical instructional leadership qualities on students' discipline among students in secondary schools in West Pokot Sub County, Kenya. The following specific objectives guided the study; to determine the influence of the principal's ethical communication skills on students' discipline; the influence of the principal's goal-setting skills on students' discipline; the influence of the principal's team-building skills on students' discipline and the influence of principal's stakeholder involvement skills on students' discipline in public day secondary schools in west Pokot Sub County. The theoretical framework was based on teleological ethical theory. The study used a descriptive survey research design. The target population of the study was 3450 respondents. This comprised 24 principals, 24 deputy principals, 449 teachers and 2953 students from the public day secondary schools in the study area. Purposive and simple random sampling techniques were used to arrive at a sample of 593 which was comprised of 24 principals, 24 deputy principals, 205 teachers and 340 students. The study used questionnaires, and interview schedules to collect data. The collected data were analysed using the Statistical Package for Social Sciences (SPSS) version 26. Quantitative data yielded from the study was analysed using percentages and means. The results were presented using tables and graphs. Qualitative data were organized in themes and presented alongside their respective quantitative data. The study findings showed that: The principals' ethical communication qualities had a significant influence on students' discipline. In conclusion, the study established that there is a significant relationship between principals' ethical instructional leadership qualities and students' discipline in secondary schools. The study recommends the adoption of the principals' ethical instructional leadership in addressing the challenges of student discipline in secondary school through strengthening their ethical communication skills, goal-setting qualities, team-building skills and stakeholder involvement efforts. The research findings are anticipated to be of importance to the ministry of education in terms of developing and revising policies guiding teacher ethics in instructional leadership which will lead to better discipline in schools.

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LIST OF ABBREVIATIONS

ACP Africa Caribbean and Pacific Group of States

BOM Board of Management

MoE Ministry of Education

TQM Total Quality Management

UK United Kingdom

USA United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

This study looks at how ethical leadership in schools affects students' discipline. Mihelic, Lipicnik and Tekavcic (2010) indicated that leaders are characterised by different conducts, procedures, beliefs, attitude, norms, values, behaviour and practices and that is to a specific degree reliant upon institutional, professional or organisational culture. The responsibility of school principals aims at providing instructional leadership direction in the management of the school. The principal develops curricula standards to assess teaching methods and monitor student achievement. Parents in the school are encouraged by the role played by the principal in revising policies and procedures to administer the financial budget and evaluate teachers (Diliberti, Forrest, Bullock Mann, & Barmer, 2019).

The school principal has to supervise the daily operation of the institution and facilitate the establishment of academic goals through duty allocation to teachers. The role of school principals is perhaps the most dynamic, influential and expensive function in the education sector. The duties of principals have evolved drastically and have been dominated by the discourse around principals' responsibility for school achievement and effectiveness (Horng & Loeb, 2010).

One of the main roles of principals is to provide effective instructional leadership. Instruction leadership is described as measures that a principal initiates or delegates to others to stimulate progression in students' academic success (Leithwood & Jantzi, 2010). They further argue that for a principal to be described as an effective instructional leader he/she has to provide resources, be a noble communicator and be visibly available

in the school. This implies that instruction leadership calls for sacrifice or commitment as is it is critical in the learning and teaching outcome (Hallinger, 2011).

An ethical instructional leader emphasizes the teaching and learning process that is the best outcome-oriented and that the learner is at the centre of the learning process (Lunenburg, 2010). The principal's core role is to promote the excellent achievement of learners. Principals should regularly visit classrooms to assess the level of instruction by teachers and provide positive comments on the learning process (Hinchey et al., 2010). Horng and Loeb (2010) centred their study on the relationship developed over the years between robust leadership and achievement by students. Nevertheless, they doubted the usage of this framework with current educational rigorousness. They argue that it is unsuitable to the current administration and educational demands, where the anticipation of giving feedback in a number of areas although they were skilled is operationally impossible. In the ever ongoing reforms in the education sector, policymakers with regard to education and school stakeholders are calling for higher institutional assessment and accountability with optimism of enhancing student class and non-class achievements, in addition to reducing student differences (Heck and Moriyama, 2010).

The principal as the primary instructional leader of the institution should bring into control all components of the school, allocating his/her time well in school management, both for their assignments and for the school activities, if teaching and learning exercises are be done proficiently, adequately and instilling of moral values among students. Through instructional leadership and school improvement movements' emergence, unique measures have been adopted that give emphasis on the responsibility of school heads as instructional leaders (Horng & Loeb, 2010).

The success of students has been given a variety of interpretations to include various domains such as values-based learning, academic performance, and physical and

aesthetic character formation. Studies have attributed lead skills like supporting various instructional learning strategies, encouraging, praising and providing feedback, supporting joint measures, emphasis on learning and teaching exercises, and initiating joint efforts as predictors of a favourable institutional climate for students' achievement and growth (Gu, 2014).

This kindles a climate in which fresh ideas and activities are readily integrated into the system. This is supported by Slavit, Kennedy, Lean, Nelson, & Deuel (2011) who have argued that schools, where teachers collaborate in deliberating on student behaviours, are more likely to make use of internal and externally generated facts and they are willing recipients of research information concerning setting meaningful and sustained interaction. They further affirmed that instructor joint effort is critical in shaping students into handy future team players as the educators move participation attitude to the students as they grasp collaboration among themselves. They also argue that, society's future is heavily dependent on ethical leaders who are able to display robust leadership, assist others and even showing an endless commitment towards preserving ethical obligations and goals of their institutions.

School heads are the instructional leaders of the learning institutions whose leadership role is critical to establishing and maintaining effective student discipline. The new code for teachers (2015) clarifies the principals roles as instructional leaders: overseeing efficient implementation of the curriculum; authenticating teachers professional documents; managing coverage of the school syllabus; making sure school and lesson attendance by instructors; supplying enough instructional resources; welcoming new teachers and developing self-efficiency in educators by according them prospects to take part in decision making within the institution (Wanzare, 2013).

Bechuke and Debeila, (2012) observed that from the time corporal punishment as a disciplinary measure was outlawed, majority of the teachers have experienced difficulties to adopt the recommended alternatives in maintaining discipline in schools. As a result they at time risk developing very stringent policies instead of taking into consideration the prevailing circumstances. They further argue that teachers are less knowledgeable on the methods that could enhance learners' self-reliance. Their findings further revealed that adequate planning, execution strategies and teacher in-service training should be implemented in schools to manage and modify learner behaviours. This would result to effective management and modification of challenging learner behaviours, ensuring discipline in institutions, and educating students in the practice of responsibility and accountability for their actions without using punishment following stated rules or rewards; by so doing, realising one of the important and outcomes of schools in South Africa.

Therefore, the principal remains the topmost leader in the learning institution who will influence the quality of individual teachers' work, the level of learner performance and discipline as well as the extent of efficiency in school functioning. The Centre for Educational Leadership (2012) identified aspects of instructional leadership that would guarantee every child an opportunity to access quality education, that is, improvement of instructional practice through various ways of instructional supervision; distribution of resources; supervision of personnel and educational programmes; vision, mission and formation of a positive culture in the learning institution.

According to Connell, (2013) it is morals alone that give meaning to human beings, furthermore, simultaneously places an end into instructive idea and exertion. Kant, (1996) argues that a good world is derived by educational development. Kant assumes that education is a step by step interaction of each individual child with the society, as

the latter exhibits its definitive ideas of its values and destiny. This tends to present difficult situations and ethical dilemmas to instructional leaders in decision making. These practices happen in a setting of considerable generational revolution for the educational personnel and at a period characterised by heightened accountability steered by neoliberal improvement agenda in dealing with student discipline (Connell, 2013; Dinham, 2015). Therefore the relationships created by the principal through effective ethical instructional qualities, the philosophies and structures that he or she supports, and the decisions made creates an impact in the entire school system.

According to Sanderse (2012) indiscipline cases among learners mostly in secondary school = education level remain an issue of concern globally. For instance in USA, Washington, Detroit and Chicago have reported increased incidents of extortion, school-based stealing and truancy (Bye *et al.*, 2010).. In the same breadth, according to Whisman and Hammer, (2014), learners' social action in the United States of America is often comprehended as a struggle to transform the American Educational System. Further, studies done in, the USA, United Kingdom, Canada and Australia demonstrated that discipline issues in learning institutions are on the rise. For instance ,a report entitled "School Survey on Crime and Safety: 2017-2018" in USA Public Schools published by the US Department of Education in 2019 indicated that discipline issues in American schools are similar (Diliberti, Forrest, Bullock & Barmer 2019). The study demonstrated that during the 2017–18 school year, an expected 962,300 rough occurrences and 476,100 peaceful episodes happened in the United States of America's government-funded schools across the country. It exhibited that 71 percent of the schools testified having an event of a fierce occurrence, and 65 percent detailed having at least a non-violent case. Moreover, 66 percent of schools detailed more than one physical assault or battle without a weapon, contrasted with 3 percent of the schools that revealed such an

assault with a weapon and there were 3600 projected cases across the nation linked to ownership of a gun or hazardous gadget at school.

Studies in England and Canada demonstrate that learning institutions currently handle cases of possession of arms among students, enlistment into gang groups, conflicts, selling and use of drugs and youth radicalization (Kute, 2014). Also, in the United Kingdom, cases of truancy, destruction of property and misbehaviour are high (Galloway, 2014). This implies that indiscipline in schools is on the upward trend which requires immediate intervention from the school principals.

In Malaysia, Yahana (2009) and in Nigeria, Gutuza and Mapoliza (2015) researches demonstrate that trends of indiscipline issues are witnessed in schools both in industrialized and industrializing nations. Nonetheless, physical brutality among learners is highly occurred in already developed countries compared to developing countries. This study endeavoured to unearth how the indiscipline cases could be put under check by using ethical leadership approaches emanating from the school administrations especially the principals

Danso (2010) condemned the increased cases of indiscipline and disorder in the school environment in Ghana. Danso (2010) further remarks that not even one day goes without a report of a demonstration of indiscipline by students within the school. He contends that immoral practices among students are displayed in different manners, for example, tormenting, vandalism, liquor and substance abuse, truancy and reluctance to do school work. Marais and Meier (2010) explained indiscipline issues in South African schools as unbalanced and problematic aspects of each teacher's understanding in the course of their duties. They argue that educators in South Africa are getting progressively troubled about disciplinary issues in institutions. It has been recommended that they associate discipline challenges in institutions to the outlawing of corporal punishment due to

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government enactments, for example, (The South African Schools Act, 1996; Constitution of the Republic of South Africa, 1996).

Literature has revealed that improved discipline by learners is a key aspect which characterises an effective institution (Lezotte, 2010). Studies indicate that discipline is fundamental in human conduct and underline that if it lacks among the personnel, then an institution cannot perform towards its ideal targets, (Ouma, Simatwa, & Serem, 2013). In relation to an educational system, a disciplined learner is the one whose activities, behaviours and inactions adjust to the set guidelines and standards (Ali, Dada, Isiaka, & Salmon, 2014).

Gitome, Katola and Nyabwari (2013) indicated that discipline ideally implies more than regarding the guidelines and set standards and involves the student's ability to differentiate right from wrong. It is a basic pre-requisite for an effective institutional system and therefore a matter of interest for teachers (Eshetu, 2014). Indiscipline is argued to be a demonstration that is seen not be right and by and large unaccepted as right in a network set up or in the general public (Omote, Thinguri, & Moenga, 2015). In the school environment, Ali *et al.,(*2014) argue that it is any kind of misconduct which learners can show in a number of ways (for example disobedience, damaging of assets within the school, inferior feelings towards learning, dishonesty, drug and substance abuse, theft, unpunctuality, absenteeism, being confrontational among others).

In Kenyan, secondary schools have been reported to encounter incidents of learners' discipline which is mainly noticeable through violence and students unrest (Kaluoch, 2010; Tikoko & Kiprop, 2011). Ngotho, (2011) undertook research and established that indiscipline is exhibited in form of the use of illegal drugs and substances, skiving of lessons, oppressing other students, examination malpractices, rebellious attitude and vandalizing of school property among other ways.

In August 3rd 2015, students burnt their dormitories at Stephjoy boys secondary schools (private) in Limuru Sub County was another incident of indiscipline challenges that secondary school students in Kenya face. From the incident, two students' lives were lost while 8 did sustain serious injuries and were rushed to hospital. One of the reasons that pushed the student to commit such kind of an act by students claimed the high handedness by school management in tackling drugs and substance abuse that was prevalent in the school (Wainaina, 2015). This shows rise in incidents of students discipline in secondary schools in Kenya calling for more studies.

A report by the Parliamentary Committee on Education and Research (2018) on a wave of unrest in schools in Kenya revealed that more than 60 schools were burned in July 2018 alone (Kiprono, 2022). The report also revealed that among the many reasons behind the torching of schools was the unethical corrupt principals who embezzled school funds. The report recommended that school principals should hold regular consultative meetings with students and student leaders to give training on school governance. Whereas this study established critical information on the reasons behind school unrest, there is a paucity of information from the ethical instructional leadership on student discipline a gap that this study sought to fill.

Reports from the mass media showed that school learners have taken up to violence on their instructors, colleagues and destruction school property as a way of solving conflicts for instance (The Standard Newspaper, 10th July, 2018) reported that in the North Rift, a school dormitory housing 115 learners at Chewoyet Boys High School in Kapenguria Sub County, West Pokot County was burnt where properties worth millions of shillings were destroyed. According to stakeholders, fear of examinations and schools to meet refusal to yield to learners' demands could be the cause of the turbulence.

Discipline is a basic element for effective functioning of the school system, which requires maintaining ethical standards by all the education for effective realisation of its objectives (Odoyo, Odwar & Kabuka, 2016). School principals are answerable for the everyday administration of the institution, including control and directing of the educators and other support staff in the institution (Ssekiziyivu, 2013). This implies that school principals should use appropriate leadership approaches to discipline to sustain institutional standards so as to attain the institutional desired goals (Simatwa, 2012). The study investigated the influence of principals' ethical instructional leadership qualities on students' discipline in West Pokot Sub County Kenya.

1.2 Statement of the Problem

School discipline sets a friendly climate required for effective classroom instruction. Student discipline is a function of value and duty-based administration of institutional leadership at the school level. Discipline creates consciousness in what ought to be done among learners and thereby remaining steadfast to the school ethos. Despite there being guidance and counselling departments in schools, there has been increased reports of student indiscipline in protest actions, burning of school property and violence on the school workforce (Republic of Kenya, 2019). If well-researched actions would not be taken against cases of student indiscipline, the school would end up retarding school missions and visions.

Locally, many studies have been done on the subject of principals' leadership qualities. For instance, Riang'a, (2013) looked into the principals' measures influencing learners discipline in public secondary schools in Kisii Central. Obama, Akinyi and Orodho (2016) studied the leadership style by principles and academic achievement by students in public secondary schools in Homa Bay County. Mulwa (2014) examined principal's alternative discipline techniques effects on learners discipline in public secondary

schools. Despite the many studies, there is a gap in the influence of principals' ethical leadership qualities of principals on students' discipline anchored on the teleological theory. Hence, this study sought to fill this gap.

This study, therefore sought to establish the influence of a principals' ethical instructional leadership qualities on students' discipline in public day secondary schools in West Pokot sub-county in Kenya which entailed the principal's communication skills, principal's goal-setting skills, team building skills and principals' stakeholders' involvement.

1.3 Purpose of the Study

This study aimed to investigate the influence of principals' ethical instructional leadership qualities on students' discipline in West Pokot Sub County in Kenya.

1.4 Research Objectives

The study was guided by the following objectives:

1. To investigate the influence of the principal's communication skills on students' discipline in public day secondary schools in West Pokot Sub County.

2. To establish the influence of a principal's goal-setting skills on students' discipline in public day secondary schools in west Pokot Sub County

3. To investigate the influence of a principal's team-building skills on students discipline in public day secondary schools in west Pokot Sub County

4. To establish the principal's stakeholder involvement skills on students' discipline in public day secondary schools in west Pokot Sub County

1.5 Research Questions

The following questions guided the study:

1. How do the principal's communication skills influence students' discipline in public day secondary schools in West Pokot Sub County?

2. How do the principal's goal-setting skills influence students' discipline in public day secondary schools in west Pokot Sub County?

3. How do the principal's team-building skills influence students' discipline in public day secondary schools in west Pokot Sub County?

4. How do the principal's stakeholder involvement skills influence students' discipline in public day secondary schools in west Pokot Sub County?

1.6 Significance of the Study

The research findings are of importance to the ministry of education in terms of developing or revising policies guiding teacher ethics which will lead to better discipline in schools. The study could also help in informing the Teachers Service Commission on other indicators of potential school leaders other than the existing factors. It would also add knowledge to the existing information based on the theoretical aspects of the research. In the leadership knowledge field, the findings would provide additions on how leadership behaviours and activities by school principals can address discipline issues in schools. Future researchers in this area of research can build their study based on what has been established in this research. The study is also expected to contribute to school management by making recommendations on ways of improvement of discipline through use of ethical leadership approaches by principals. This will result in adoption of ethical instructional leadership practices in schools which would result to decline in students

discipline incidents in schools. The study also adds into literature on principals' ethical instructional leadership and student discipline.

1.7 Scope of the Study

The study centred on the influence of principals' ethical instructional leadership qualities on discipline by students although there are other leadership styles that influence students' discipline. The study respondents comprised of principals, deputy principals, teachers, and students from form two and form three class prefects in public secondary schools in West Pokot sub-county in West Pokot County. The study dealt with public day secondary schools only as they enrol majority of the learners in the region with an objective of addressing student indiscipline. Primary data was collected and analysed through running descriptive statistics from the sampled respondents.

1.8 Justification of the study

Despite the study being a success in various fronts, certain limitations were encountered but their impact on the whole work was minimal as interventions were put in place to address them. Some respondents were hesitant to answer the research questions for fear of being victimised by their seniors or even as a feeling of non-action by principals who were expected to portray ethical instructional leadership in their schools. To overcome this challenge, the researcher assured them that the information they provided was only for research purposes and therefore it would not divulged to any party. In addition, they were asked not to indicate their individual or institutional names in the instruments supplied. The data collection period was lengthened because of inaccessibility of some schools and this affected the initial timeframe developed at the proposal stage but the researcher ensured that all sampled respondents were reached no matter the cost and time factor involved.

1.9 Limitations of the study

Several constraints affected the effectiveness of this study hence; negatively affecting the generalizations of the study. The study did not have control over the respondents' attitude towards the study. This could have led them to withhold information which may have influenced the quality of generalizations of the study. To overcome this limitation, the researcher assured the respondents of confidentiality before involving them in the study. Further, they were encouraged not to write their names on the tools of data collection to curb any suspicion of victimization.

There could have been lack of cooperation from some respondents who may have viewed the study with suspicion and fear that the information they give may be used to their disadvantage. To counter this, the respondents were assured that the information given was for academic reasons only and therefore had no reason to fear giving information.

1.10 Assumptions of the Study

The assumptions of the study were that there are indiscipline cases in public day secondary schools in Kapenguria Sub County. Secondly, all the respondents would provide correct information in their responses. Thirdly, all students, teachers and principals who took part in the study were in position to know principal's instructional leadership qualities and their influence on discipline level of students.

1.11 Theoretical Framework

The study was guided by teleological ethical theory. The majority of decision-making models factor philosophical frameworks which are primarily teleological in perspective, (Harries and Sutton, 1995). This theory was used in this study because it explains the morality of action about the execution of duties. Teleological ethics theory of morality draws duty or moral responsibility from what is noble or right as an end to be attained.

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The theory holds that the essential standards of an action being by and large ethically right are free of the good or evil generated (Oliver, 1953).

Helms and Hutchins (1992), contend that the teleological viewpoint of morals emphasizes the results, regardless of the objective of individual conduct. An action is morally right if it produces a greater level of good over evil. Ethical instructional leadership is not an element that exists in a value-free society (Begley, 2000).

The tenet of this theory is that Principals have a major responsibility in determining the schools' culture and communicating the ideals held by the schools that they lead with a view of building good morals among the students. Leaders should be ethical role models to their followers, handling individuals impartially and actively managing ethics, (Menzel, 2015). He further argues that a working place described by a straightforward and ethical settlement of resolutions is well able to exhibit values for example effectiveness, efficiency, teamwork, excellence and quality as the end products. These aspects reflect discipline in the school system. Students will develop continued observation of the set standards and critical examination of the results of an action for the common good of the institution and society.

This theory can be criticized as it has utilitarianism in the standard that recaps moral duties is the balance of happiness over suffering. Student indiscipline evidenced by rule-breaking is perhaps a cry of dissent against a world without individual importance and a school environment that is unpleasant because it is not established on good relations and sharing of information but rather on strict school rules. Ideal utilitarianism tries to unravel this trouble by supporting a majority of ends and including among them the accomplishment of virtue itself. Eckes and Russo (2012) argues that a person as to show individual discipline whereby the rationale is applied to make decision on the appropriate plan of action which varies with individual desires and conquer fragility. According to

Ignatieff (2012), moral life constitute a process of explanation and giving reasons for views, and reasons for behaviour to individuals who do not share our views and then alteration of both our points of perspective and our behaviour when we perceive our opinions failing us.

One effect of utilitarianism is that one's aim in executing a certain action may incorporate the entirety of its predicted results. The goodness of the expectation at that point mirrors the equalization of the good and evil of these results, without any limits imposed upon it by the nature of the action itself, for example, the breaking of rules or expelling of an innocent student in addressing indiscipline among students.

The theoretical framework was relevant to the study since secondary schools are communities made up of the academic staff, non-academic staff, the students, and the stakeholders who have objectives to achieve from the institution therefore they need to be guided to exhibit ethical conduct. Kritsonis, (2017) points out that ethical conduct inspires moral actions that exemplify honour and dignity oneself. Helms and Hutchins (1992) argue that act consequentialists assume that morally right actions are those that do or are expected to develop either the absolute best results or adequately better results, in comparison to all other options present for a person at a certain time. Teleological ethics is directed by the principle of rationalism whereby a person is considered as a thinking being and could influence his/her moral ends by correct way of thinking. School principals as the agents of morality in learning institutions through effective ethical instructional leadership qualities should build in learners the concepts of morality in arriving decisions by making appropriate choices, learners should find out which decision or action would produce the extreme happiness compared with pain or unhappiness.

1.12 Conceptual Framework

The following conceptual framework displays the interaction of study variables (Independent, dependent and intervening variables).

Independent Variables

Communication Skills
- Completeness
- Consciousness
- Clarity
- Consideration

Goal Setting Skills
- Specific
- Measurable
- Realistic

Team Building Skills
- Roles Allocation
- Cooperation
- Accountability

Stakeholder Involvement Skills
- Joint Planning school of activities.
- Parent's involvement in decision making.

Dependent Variable

Students' Discipline
- Decrease or increase in student unrests
- Good social behaviour
- Practical problem solving abilities

School Culture
- Commitment
- Motivation
- Legislations & policies

Intervening Variables

Figure 1.1 Principals' ethical instructional leadership

The independent variables consisted of principals' communication skills which involved aspects like completeness, consciousness, clarity and consideration; goal setting qualities which entailed specific, measurable and realistic goals; team building which involved allocation of roles, cooperation and accountability in addressing learners' discipline and thorough scrutiny of indiscipline incidents; stakeholder involvement through joint planning of school activities and parents involvement in decision making of discipline cases of students for fair investigation and ruling by Ministry of Education officials and BoM members to enhance joint ownership of rulings made and timely executions of judgements made.

The intervening variables determined by the school culture for example commitment to duty, motivation of staff, observance of policy and legislative obligations. This would determine how the staff would assist the principal for effective instructional leadership that would be manifested in the expected student discipline outcome. The discipline outcome would either be a decrease or an increase in student unrests, adjusted anti-social behaviour and enhanced problem solving abilities among the students.

1.13 Operational Definition of Terms

Communication   Means the exchange and sharing of information, ideas and attitudes between school heads, instructors, students and the stakeholders for institutional effectiveness.

Discipline   Alludes to the system of rules, disciplinary measures and social practices consistent with the guidelines and upholding of orderliness in schools. Its objective is to yield learners who can carry on ethically and work in a controlled manner which includes complying with set rules or standards.

Goals setting   A formal program of setting numerical or quantitative performance standards for individuals to enhance productivity.

Principals'   Involves the principals' role in putting lucid objectives, curriculum
Ethical   management, lessons plans monitoring, resource allocation and
Instructional   assessment of instructors occasionally to enhance learning and
Leadership   growth by student

Stakeholder   Refers to parents, guest speakers, Boards of Management members and the ministry of education with interest in an education.

Team Building   The process of participation of teachers, students and the Board of Management in joint activities that enhance students' discipline.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter addresses the various specific objectives that are derived from the background of the study and hitherto relate to the topic which is central to the research and captures the concept of students' discipline, principal's communication skills and students discipline, principal's goals setting qualities and students' discipline, principal's team building skills and students' discipline, principal's stakeholder involvement skills and students' discipline.

2.2.1 The Concept of Students' Discipline

Student discipline is an essential element of human behaviour and Ouma, Simatwa and Serem (2013) indicated that without it, an institution cannot operate well towards attaining its objectives. In the case of a school system, Ali, Dada, Isiaka and Salmon (2014) informed that a learner who is disciplined is one whose actions, inactions and behaviours aligns pre-arranged school rules and regulations. Nevertheless, Gitome, Katola and Nyabwari (2013) noted that discipline perfectly means more than following to stipulated rules and regulations and includes student capacity to distinguish between what is right and what is wrong.

Otieno (2012) insist that discipline in schools is an arrangement of controlling the learners to settle on quantifiable choices. From the definitions, the school has an early stage task to carry out in instilling good behaviour into the students with the expectation of creating values and self-control skills among students. It joins a wide scope of practices which can change behaviour based on the existing environment and the intended recipient.

Keeping up a disciplined environment favourable for learning requires ethical leadership that shapes teacher-learner relationships and conduct. Discipline issues can be seen at any stage of learning which causes worry for the teachers and destabilize the learning environment through undisciplined learners, (Kiptala, Okero & Kipturo, 2011).

Indiscipline can just be viewed as way of life that undermines set rules and infringement of the laid down guidelines thereby discouraging the smooth and organized, working of the educational system (Iravo, 2011). Institutional rules and guidelines much of the time do influence learners' conduct as they are developed by the institutional experts so as to control and secure the learner when they are in school.

As per Njoroge and Nyabuto (2014) institutions displays roles, customs and standards of the society; how to carry on, and the good of contributing and contending capably. Besides, Njoroge and Nyabuto (2014) agree with Griffins (1994) that the pre-eminent objective of institution discipline is to present in every learner great practices including dignity, respectability and the capacity to observe guidelines of good manners whether under supervision of a senior or when acting alone hence growing up embracing these norms and mannerisms. If discipline has to be efficiently developed in the student, the teachers as moral agents have to be appraised with ingredients leading to contribution on development of particular attitudes, habits and to explore how they can incorporate the similar agents to improve positive discipline.

School heads who act as good agents of moral change have concentrated on their improvement of good character and the duty of following the moral ethos (Hester and Killian, 2011). Sagnak (2017) noted that ethical leadership was positively associated with instructors' voice behaviour in that these leaders elevate their members autonomy levels to develop an environment of ethical culture and safety. They advance that there

is a relationship between the organisational culture in an organisation, like a school and learning. They posit that the school staff should emphasise the need for learners to embrace the school culture through observing routine and the regulations and rules laid down.

Starratt and Berger (2014) opine those teachers should ensure the existence of a suitable environment for the classroom instruction process to be effected in the school. He emphasizes that they should be on the frontline in displaying exemplary character from which their subjects will learn. Therefore, it is of the essence for school leaders to adopt functional instructional measures to ensure there is discipline in schools. School principals should embrace those instructional qualities that can positively influence the learners' discipline. This study aims at finding out the influence of principal's instructional leadership qualities on student discipline.

2.2.2 The role of the Principal's ethical Communication Skills in the development of Students' Discipline

Communication has an active role in almost all programmes of the school. Czarniawska- Joerges, (1993) states that what we communicate daily in school is part of the daily realities. They argue that the desired end goal of a school is dependent on how communication takes place. Therefore, communication is vital in shaping organisational goals.

Globally communication is a tool for relaying information of whichever kind, be it school regulations, government policies, rules and laws among others. Nakkazi (2012) said that communication needs to realise its expected effect. Yalokwu, (2002) defines communication as the efficient diffusion of familiar knowledge among individuals by writing, speaking or the other approaches. Yalokwu indicated that unless there was a

good understanding coming from transmission of oral or non-oral systems, if not communication has not happened. That is communication should result in what the speaker desires. It should generate the expected result and maintain the effect.

Littlejohn and Foss (2010) opines that communication as a process encompasses the level of abstractness, or level of observation, normative and intentionality judgement. The degree of abstractness or observation is dependent on how wide communication is done. There are different reasons why people communicate. Some communicate to share ideas, express emotions, and pass on information to others, through a certain media or technology. Giambra (2014) agrees to this by stating that some people just communicate to meet their social needs.

In schools, communication is vital to the advances of the set programmes and concerning handling student discipline. Communicative leadership is vital for any school or organisation with non-negotiable values (Zulch, 2014). The school principal role, as an instructional leader, could only be realised by having comprehensive communication skills. Better communication skills assist to model good understanding and beliefs among stakeholders, motivate them to follow the values and principles which their leaders require to develop in them (Zulch, 2014). Mbiti (1974) argues that communication is essentially a bridge of understanding between people in any institution. Communication results to effective management which helps in attainment of institutional objectives.

Onyeiwu (2010) study on realisation of the objectives of secondary schools as an educational institution found out that communication was among members of schools was important to attainment of educational objectives. This is because it acted as a institution folder that folded parts of the institution together and folded the institution to

the environment. This means that no objective can be attained if individuals do not communicate well with one another, bearing in mind the attainment of the main objective as the primary precedence in their communication.

Different types of a principal's communication skills have a big effect on the learners' discipline. For a school to maintain a positive image in terms of discipline there ought to be effective communication between and among the education stakeholders (Bursalıoğlu, 2013). Poor communication may lead to the failure of a school as a social agent of change. Therefore, the institutional head has to possess effective communication skills both verbal and written to ensure that no miscommunication takes place which may lead to confusion (Şişman, 2012).

Muriithi (2013) explored teachers' communication strategies influence on Mukurweini Sub County public secondary schools students' discipline. The four objectives examined instructors use of oral communication and its effect on student discipline, assess teachers use of written communication on student discipline, determine teachers use of non-verbal communication on student discipline and find out prevailing conditions hindering effective communication towards attainment of student discipline. A descriptive research design was employed to collect qualitative and quantitative information. The sampled involved 540 students and 45 teachers and data was collected through use of questionnaires. results showed that motivating members to share information among themselves, holding of open forums, use of rewards and incentives, usage of guidance and counselling , communication during assembly, use of school prefects and holding of classroom meetings were the common communication strategies that teachers in Mukurweini Sub county public secondary schools used which positively impacted on student's discipline.

Majority of principals embrace superior – inferior or master – servant attitude when addressing student discipline (Kiprop, 2012). Due to their belief that learners have nothing to offer, most principles hardly listen to their pupils. This scenario creates stress, misunderstanding and tension which eventually result to violence and frustration manifested through school strikes. An assessment was undertaken by Mulwa (2014) on the impact of principals' alternative disciplinary approaches on Kitui county public secondary schools student discipline. Mulwa objective was to examine whether there was usage of classroom meetings with learners for collaborative decision making towards addressing discipline incidents in schools. Mulwa research was based on the Systems theory. The findings showed that class meeting enhance decision making since the learners were fully involved during the class meeting. This kind of platform provided a window for the principal and the learners to interact in real time and hence, effective communication.

Myers (2011) opines in his study that the school head's communication is reflective of his or her leadership style. If the leader communicates well, the climate for learning is cultivated well to ensure effective learning. This expansive idea has not been actualized in our schools' reality. Nobody of us may intend to be a failure in his/her activity. Therefore, school heads for the present schools have at the top of the priority list that the brains and the contemplations of students and teachers that they manage are not the same as they were earlier, the present individuals would never acknowledge to be handled as slaves or typical specialists who indiscriminately comply with the supervisor's orders.

How the principal communicates portrays his or her ability to cause a change in a school. Hester and Killian (2011) argue that school heads in their communication ought to consider the principles of ethics to achieve the desired good. They further argue that

for the principals to be the forces of change, they ought to be virtuous in their moral standing. They should strive to be agents of change by being the servants of the people they serve.

According to Katolo (2016), school heads are critical in shaping an effective school administration where learners' discipline is catapulted by the burning desire for continuous improvement in their scholarly work. The main predictor of student behaviour is the assessment of control. Learners who perceive their instructor is not sympathetic towards them mostly tend to display negative behaviours (Rimm-Kaufman & Sandilos, 2012).

Organisational leaders are both implicitly and explicitly charged with being ethical and moral in their communication (Shapiro & Stefkovich, 2011). Instructional leaders have a clear goal on learning by pupils through having high expectations, clear learning goals and a vision for all learners; cordial relationships and interactions with pertinent stakeholders and communication, emotional and interpersonal aid, accessibility and visibility. The actualization of these values requires effective communication from the school principals. Oboegbulem and Onwura (2011) assert that effective communication occurs when the sender and receiver of a message have the same understanding of the content of the message. Secondary school functions depend on the effectiveness of communication among those concerned.

From this review, it was noted that several studies have been done around the variable, principal communication. For instance, Myers believed that principal was seen as the most powerful individual to influence work climate in educational institution However, no studies have been noted to have investigated any impact or influence of the principal's communication skills on students' discipline. The present investigation

therefore endeavoured to fill the gap of a principal's communication skills and how this affected student discipline in the study area.

2.2.3 Principal's ethical Goals setting skills and Students' Discipline

Latham, (2013) defines a goal as an objective that needs to be fulfilled. He opines that individuals' performance can be improved through explicit objectives or extended objectives. He further expresses that an objective is a standard for measuring one's attainment. To put it plainly, representatives who are focused on accomplishing significant standards are high achievers.

According to Nderu (2013), the present organisational environment is totally distinct from that of the earlier. Nderu calls attention to that worldwide competition, the quality service revolution, information technology, and decent variety and morals are compelling the management of a wide range of associations to absolutely re-examine their style of dealing with operations and human resources aspects.

Because of this change in perspective, new authority styles are rising that are progressively receptive to both their inner and outside environments to perform better and increase internal productivity (Machuki, 2012). Institutional pioneers must set inspiring objectives or norms of accomplishment to be met by the various groups in the institution. Phillips and Gully (2012) said that by emphasising on thought-provoking objectives, both in work and in personal development (and frequently together), high standards are exhibited and expected. Through setting complex goals in the institution, the followers feel that their head believes in them in any event, Moorhead and Griffin, (2012) said that even when the circumstance is mind boggling and not all that simple to grasp.

Research has shown that inventiveness and motivation are key components for objective development. Comprehending, projection, organisation, and controlling capacities in an institution are mostly crucial pre-requisites for fruitful achieving of institutional goals, vision and mission (Hersey & Blanchard, 2010).

Achievement aligned leadership realises school commitment that alludes to the level of recognizable proof and investment that workers have with their school's mission, qualities and objectives (Robbins, 2014). Institutional commitment is a multi-dimensional idea that comprises of full of feeling commitment, perseverance commitment and normative commitment.

Goal-setting encompasses the strategies for setting up performance criteria and how resolutions are ascertained and applied to realise a recognised objective (Martella *et al*., 2012). The plan of development an objective is to model the student's exertion, provoke him or her to shift towards realizing the objective and give development monitoring data to the student (Lane et al., 2013). Goals force students to do self-evaluation, guidance and management. Self-assessment is a procedure through which learners are instructed the strategy for assessing their performance to a standard (Lane *et al*., 2011).

Self-instruction is a type of preparing where the student converses with himself or herself through a specific arrangement of conduct (Martella, Nelson, Marchand, & Reilly, 2012). Students are instructed on scholarly, conduct and social issues as well as moral thinking which encourage commitment, work completion and problem-solving (Lane et al., 2011). Self-examination causes students to acquire consciousness of their current conduct (Hulac, Terell, Vining, &Verstein, 2011).

Mills, (2002) opines that out that individuals who see the association between their objectives and the objectives of the organisation will greatly affect the achievement of

those objectives more than individuals who see no such association. Leadership desires should meet students' scholarly, physical and psychological differences. Insensitive objectives add to student withdrawal and rowdiness (Martella, Nelson, Marchand, & Reilly, 2012). As indicated by path-goal leadership theory leaders explain and give guidance for followers, assist remove obstructions, and offer motivation and rewards for achievement of objectives (Dixon & Hart, 2010). Leaders work as facilitators, and adopt various practices to spur students towards learning by positive problem solving and embracing a learning attitude.

King'ori (2012) said that leadership is a process of affecting followers to attain the ideal potentials. Student discipline is critical to the attainment of set goals. This study explored more specifically the influence of principals' goal setting qualities and students' discipline given that from the literature investigated; there was no study that has straightforwardly attempted to examine the relationship between principal's goal setting qualities and student discipline.

2.2.4 Principal's Ethical Team Building skills and Students' Discipline

Kenya Education Staff Institute-KESI (2011) describes a team as few persons with give and take capacity and who are committed on a mutual activity, implementation of goals, and method for which they consider themselves normally liable. Sohmen (2013) explains a team as a cluster of people joined in a quest for a joint crucial objective, frequently relinquishing individual plans for the sake of the success of the team. Mbinya, (2013) noticed that most associations have held onto teamwork to accomplish their administrative targets. A school principal is required to utilize the team's cooperative energy on an uninterrupted premise through team work and team building aptitudes, for example, sharing the school vision and mission, frequent evaluation of the

implementation of policies, acknowledging and remunerating accomplishment, and receiving and providing feedback from and to the team.

Byers (1970) as cited by Chemtai (2010) observed that because persons are the most remarkable expected asset to any institution, the empowering of individuals and the establishment of organisational conditions for full use of their innate gifts ought to be prioritized by the administration. A successful school head teacher must be in constant contact with the teachers (Şişman, 2012)

Learners' discipline relies upon whether the principal's discipline management technique is far-reaching or restricted of instructors' and parents' participation. A teamwork oriented environment appears to be the normal practice in every institution (Decuyper, Dochy, & Van den Bossche, 2010; Edmondson, 2013). Outcomes from Teaching and Learning International Survey (TALIS, 2013) indicated that educators who adopted participative learning revealed utilizing progressively inventive teaching methods for instance working in little groups which showed more work fulfilment and personal efficiency (European Commission, 2013). Blasé, (2010) agrees to this proposition by arguing that indeed a collaborative technique in decision making has been highlighted by literature as being a vital principle in achieving a better school environment.

According to Mueller and Gorkturk (2010), tutors have a greater responsibility to shoulder as far as the general success of a school is concerned. They can only achieve this if they remain true to being team players in terms of making better decisions. Kiprop and Kandie (2012) support the assertion by stating that teachers are major players in the implementation of the school curriculum. This includes making decisions about the teaching pedagogies, how to implement the pedagogies, and learners'

preparedness. They therefore argue that it is the mandate of the institution principal to be updated with the key processes of decision making which are fundamental in supporting the learning processes.

Sustainable instructional leadership directed by the ideas of institutional leadership for education is second just to educators' guidance as one of the main persuasive variables that leads to learner education and improvement in the school (Hallinger, 2011). Distributed school leadership among school heads and instructors is a basic variable that adds to institution improvement and accomplishment by students (Hallinger & Heck, 2011).

School improvement structures and procedures, requires the cooperation inside and across classrooms as a location of teaching and learning and the phases and kinds of commitment inside the educators' professional networks (Fairman& Mackenzie, 2015). They further argue that school heads offer fundamental help in creating teacher collaborative practices and procedures. The latest designs of integrated instructional leadership, or leadership for education, emphasises on the indispensable function of shared or team oriented leadership in schools' endeavours to enhance teaching activities and development of institutional leadership ability (Hallinger & Heck, 2011).For instance, King and Bouchard (2011) insist that the head teacher and teacher teamwork in any school has a bigger role in building learner capacity hence, better performance and moral development.

Fapohunda's (2013) opines that teamwork can influence the institution's efficiency by inculcating the school learning climate, work ethic, team leadership, commitment to work by workers, rewards and workers' responsibility to work with the least supervision. Too, et al. (2012) opined that institutional leaders have a duty of creating a

working environment that motivates the tutors to do their duties and responsibilities with the least hiccups possible as they interact with the learners. Moindi, Changeiywo and Sang (2016) in a research on the influence of work capacities of principles on use of strategic management in Baringo county public secondary schools affirmed that, Principals' collaboration abilities performed a supportive position in the secondary schools adoption of strategic management practices.

Clarke et al., (2015), team building create an awareness of others' expectations among team individuals towards the fulfilment of the general school aims in producing an all-round student by creating issue-based school progress approach. This methodology requires team individuals who think about issues, look for new solutions, and establish an inquiry into emerging issues with the objective of positively solving the problems in the respective schools. From this review on team building, it was noted that nearly all the studies done are based on companies, performance and management. This investigation desired to fill the gap on the influence of principal team building qualities on student discipline.

2.2.5 Principal's Stakeholder Involvement Skills and Students' Discipline

Education is an important instrument of individual and societal transformation (Asiyai, 2012). This implies that school principals have to bring on board other stakeholders in addressing issues of student discipline. In most societies, the cultivation of ethos among the youth traditionally is a function of the family and the society. Oloyede and Adesina (2013) argued that family features were significant predictors of indiscipline challenge among pupils. Gasa (2012) postulates that more disapproving the emotional self-concept of the student is, it could be because of family climate that is negative. Learners

with modest influence, guidance and moderate discipline at home would wrestle to abide to the institutional discipline.

Smit (2010) examined discipline role in establishing and maintaining a safe institutional environment for teachers and students in East London 63 schools. Qualitative and survey approaches were used and data collection was done through questionnaires and interviews. The response rate showed 330 questionnaires being returned from students sampled. Result indicated that dismissal of students was a castigatory approach that school utilised. Smit said that it had the effect of driving learners out of schools or promoting school dropout and this would only result to a larger issue of violence across many schools. Recommendations were made that there was need for fair hearing of students before they were thrown out of school and that Ministry of Education needed to support cases where discharge of students from school was possible for the sake students' safety. This implied that the expelled learner would not be provided with another chance of continuing education in their school and this would deny them the opportunity to access basic education resulting to infringement of fundamental human right of the child. This means that expelled learners' behaviour could deteriorate because of hopelessness and desperation that would result to being ejected from school.

Tan and Cheng (2013) conducted a research on discipline problem: school teachers' perception in Singapore. Data was collected using interviews, observation and document analysis. Data collected was analysed using ANOVA and the sample size comprised of 84 male teachers approximately 29.5 percent and 201 female teachers about 70.5 percent and a total of 285 teachers sample covered about 8 primary school, and 20 junior schools and the total was 100. The surveys showed that majority of the tutors have used corporal punishment at one time or another, as an intervention to indiscipline in their learners. In their wish to institute order in the class, they could have

ignore the practical and teaching role of discipline and overstate the punitive and remedial aspects. However, Tan and Cheng in their research overlooked the contribution of other educational stakeholders like the management bodies yet these stakeholders especially the board of management are so instrumental in the handling and managing of discipline in schools.

Nkabinde (2019) in a research on discipline management in primary schools in Bhekuzulu circuit South Africa revealed that physical punishment was still in force in schools in Bhekuzulu. He pointed out that still teachers were in a dilemma on how to apply the new policy of democratic discipline in correcting the learners. The research was also conducted in primary schools with different characteristics to secondary schools especially on the age of the learners which would also have an influence on students' discipline level.

Idu and Ojedapo (2011) conducted a research on indiscipline in schools in Nigeria. In their study which was centered on variables responsible for secondary schools students' indiscipline and the desire for all educational stakeholders to look for answers towards indiscipline problem in Nigerian schools, the findings indicated that parents contributed significantly to the learners' indiscipline. Teachers were also not left out since their attitude was found to be a contributor to student indiscipline. It was also discovered that government activities were a contributing factor to indiscipline among secondary school students.

Simatwa (2012) research on students discipline management in Bungoma County. it was found out that principals' did not have total authority to apply expulsion as a punishment to undisciplined learners in schools without consulting members of BOM, county director of education, regional director of education and the ministry education

secretary. Dismissal was one of the various techniques utilised by principals to address students' contraventions of institutional rules that were prevalent in public secondary schools. Expulsion effectiveness is dependent on the culture, philosophy and the climate of the school. This meant that the choice to apply expulsion as a discipline strategy relied on individual institutions decisions. This could be argued to be right given that the position of BOM take were considered right for the greater good of the entire school body.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the description of the study area, research design, target population, sample size and sampling procedure, research instruments, instruments validity, reliability of research instruments, piloting instruments for the research, process of collecting data and data analysis process and ethical considerations.

3.2 The Study Area

West Pokot County is located in the North Rift along Kenya's Western boundary with Uganda border. West Pokot county lies within the longitudes 34^0 47' and 35^0 49' East and latitude 1^0 and 2^0 North. The neighbouring counties are Baringo County to the East, Trans Nzoia County to the South, Elgeyo Marakwet County to the South East and Turkana County to the North and North East (County Government of West Pokot, 2017). West Pokot has a fairly warm and moist climate throughout the year. Pastoralism is the main economic activity to majority of the population.

Based on KDHS (2019) census, the county has a population of 621,241 consisting of 317,484 females and 313,746 males providing a gender ratio of 100:101. According to Kenya Education Policy Center (2017) there are high rates of repetition and over age enrolments in schools in the county despite gradual increase of the number of day secondary schools in the region as a result of the use of Constituency Development Fund. The area has been chosen for this study because the regular occurrence of students' unrests (Diliberti, & Barmer, 2019). This research endeavoured to assess the influence of the principals' ethical instructional leadership qualities on learners discipline in public day secondary schools in West Pokot Sub County, West Pokot County, Kenya.

3.3 Research Design

Research design is the strategy for collection of data and analysis to produce solutions to research problems (Bryman & Bell, 2015). The study was anchored on descriptive research design. Descriptive research is about conditions that prevail; rehearses that win; convictions, perspectives or mentalities that are held (Cohen & Manion, 1994); forms which are ongoing; effects being experienced or patterns which are advancing. Now and again, descriptive research is involved about how, what exists or what is and is identified with some former occasions that have impacted or influenced a current situations. The design suited investigation because the research desired to collect data that had quantitative and qualitative aspects.

3.4 Target Population

Babbie (2015) said that target population is the combination of all units of an investigation which a researcher desires to consider for the expected goal of the research. In this study the target population was a cross section stakeholder of education in all the 24 public day secondary schools in west Pokot Sub County. Based on West Pokot Sub-County Director's report (2020), there were 497 teachers and 2953 students in public day secondary schools in the sub-county. The population comprised of 3450 respondents as shown in table 1. The various categories were considered since they played a role in the principals' instructional leadership qualities.

Table 3.1 Target Population of the study

Category	Target population
Principals	24
Deputy principals	24
Teachers	449
Students	2953
Total	**3450**

3.5 Sample Size and Sampling Procedures

Sample is the small proportion of the target population that is selected for data collection and analysis (Best & Khan, 2011). Further, sampling is the way of acquiring a suitable representation of respondents from the larger study population (Kothari, 2011). In this investigation, purposive sampling was used in selection of principals and their deputies because they held critical information of student discipline and their numbers were manageable. Krejcie and Morgan (1976) table was used for sample size determination (Appendix 6) for teachers and students. From the table, when the population of teachers is 449, the sample is 205 whereas when the population of students was 2953, the sample size is 340 as indicated in Table 3.2 below.

Table 3.2: Sampling Frame

Category	Population	Technique	Sample Size
Principals	24	Purposive sampling	24
Deputy principals	24	Purposive sampling	24
Teachers	449	Simple random	205
Students	2953	Simple random	340
Total	**3450**		**593**

3.6 Research Instruments

Mugenda and Mugenda (2019) informed that research instrument involves tools that aid in variable measurement. In survey research studies, questionnaires are mainly used to collect quantitative data (Creswell, 2013). For this investigation, the questionnaires, and interview schedules were used to collect primary data from the respondents who were sampled.

3.6.1 Questionnaires

Questionnaire is a data collection instrument comprising set of questions that are used to collect data from various respondents (Mohammed et al., 2014). The questionnaire for this study was in a structured format and this helps the research reach as many respondents in the shortest time possible. Due to the nature of questionnaire administration (drop and pick later approach), the respondents had adequate time to respond to all questions well without haste. The way the instrument was structured did not provide for instances of filling in personal information and this provided a sense of easiness during answering process by respondents as their names or the names of their institutions was not required. In terms of structure, the questionnaires for teachers and students (separate) were grouped into two parts. Part A of each instrument dealt with general information whereas the second part examined ethical instructional leadership practices in school where students and teachers were expected to fill in relation to their institutions.

3.6.2 Interview Guide

Interview schedule was used as an instrument of collecting data from principals and their deputies. Mugenda and Mugenda (2019) informed that this instrument is mainly used to collect qualitative data for research studies. Interview schedules provide detail

information (data) which would not be practically be possible if questionnaires were utilised. Interview entails oral exchange of question and answers between the interviewer (the researcher) and the interviewee (respondents sampled). The interview questions were aligned to the study objectives but were in open ended form and the researcher recorded the answers provided by the principals and their deputies through note taking. Another advantage of using interview is that the response comes from interviewee and not what the researcher expects to be answered to with respect to questionnaires. Finally, the interview helps the study realise the objectives as more in-depth information was provided since respondents would express themselves freely.

3.7 Instrument Validity

Validity is the appropriateness, meaningfulness and usefulness of inferences that an investigator draws with respect to a particular data collection instrument data (Kothari, 2011). In order to attain the content validity of the research instruments, research experts, colleagues and supervisors were engaged by the researcher to provide their views and ratings of the research instruments. The reasons for doing validity test are to make sure that data collection instruments produce accurate and valid outcomes that the study intended to measure. Through feedback given by experts and supervisors mentioned above, modifications were done by the researcher to ensure that the questions captured the themes and sub-themes of the study.

3.8 Reliability of the Instruments

Kombo and Tromp (2013) said that instrument reliability is the consistency at which a data collection tool measures what it is expected to measure through producing consistent results. The measure of the extent to which results could be reproduced by another administration of research instrument is what entails reliability (Kothari, 2011).

To establish reliability, test – retest method was used. This method involved administering the research questionnaires to a number of subjects with similar characteristics with the sample for the study. This undertaking was done through pilot testing process conducted in the neighbouring sub county. The interval period between the first test and second was three weeks. The two sets of data obtained were computed electronically using Pearson Product moment correlation coefficient to produce Alpha coefficient (r). If the r-scores were above 0.6, the instruments were reliable and if it were below, the instruments were not reliable. From the computation of the reliability test, an alpha coefficient value of 0.7812 was obtained for the two sets of questionnaires (students and teachers) which implied that the research instrument were reliable as recommended by Mugenda and Mugenda (2019).

3.9 Piloting of the Instruments

The pilot study was undertaken in the neighbouring Pokot South Sub County which neighbours Kapenguria Sub County. A sample size of, 2 principals, 2 deputy principals 34 students and 21 teachers were selected representing the 10.0% of the sample size as recommended by Mugenda and Mugenda (2019). The purpose of conducting the pilot study was the researcher to familiarise with the field and the time to be taken for one instrument to be administered or interview conducted. In addition, the pilot study enabled the researcher to collect data on reliability test for students and teachers questionnaires.

3.10 Data Collection Procedures

After the research instruments have been ascertained to be valid and reliable, they are taken to the field which involves several processes. Permission to administer research instrument was sought from the University, National Commission for Science, Technology and Innovation (NACOSTI), county director of education and principals of secondary schools. Further, before any instrument was administered, informed consent was initially sought where the researcher took time to educate the respondent on the aspects of the study and their rights as respondents. The interview sessions with principals and deputy principals were arranged in advance in order to have appropriate date and time for them. For questionnaires, the researcher administered them in schools through drop and collect later method. The questionnaires were issued to teachers and students to fill during their free time. Mostly students were issued with the questionnaires during breaks, lunch and games time and collected immediately while the teachers were given one week to fill the questionnaires.

3.11 Methods of Data Analysis

Data analysis is the process of bringing order, organisation and meaning to information collected from the field (Kombo & Tromp, 2013). The data was divided into two; qualitative and quantitative forms. The quantitative data was coded and entered in electronic spreadsheets with the help of Statistical Product and Service Solutions (SPSS) computer software version 26. Analysis of entered data was done using descriptive and inferential statistics. The output of the quantitative analysis was presented in tabular forms as seen in chapter four. To integrate qualitative data that was gathered from open ended questions, tallying of similar responses of each item was done and the information was subjected to content analysis to describe, decode,

translate, and develop understanding through a detailed description of similar themes and patterns based on the set objectives.

3.12 Ethical Considerations

According to Mugenda and Mugenda (2019), ethics in research looks at the enforcement of ethical standards in planning the study, data analysis, reporting and results utilisation. Letter of Permission and authority were sought from the university school of post graduate studies to enable the application for research permit from NACOSTI, West Pokot County Director of Education for approval to visit schools. The letters enabled all the respondents to be contacted and all principals from the sampled schools to approve data to be collected from their institutions. The researcher personally visited all sampled secondary schools and issued questionnaires to all students and teachers to after getting informed consent. Their participation was voluntary and anyone had the right to withdraw at any moment in time. The researcher guaranteed all respondents confidentiality and anonymity of the feedback they provided since the study was for academic purposes only. Plagiarism was be done and checked at below 20 percent.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter focused on data presentation, analysis and discussion of the research findings of the data collected in the study. The study sought to investigate the influence of principals' ethical instructional leadership qualities on student discipline in public day secondary schools in West Pokot Sub County in Kenya. It entails the tools' return rate, background information, and descriptive and regression analysis. The analysis was done on the basis on the findings from the four research objectives: How do the principal's communication skills influence students' discipline? How do the principal's goal-setting skills influence students' discipline? What is the influence of the principal's team-building skills on students' discipline? What is the influence of the principal's stakeholder involvement skills on students' discipline in public day secondary schools in west Pokot Sub County?

4.2 Response Return Rate

The study targeted 340 students and 205 teachers to fill questionnaires, 24 principals and 24 deputy principals were targeted for interviews. Table 4.1 presents the tools return rate from the field. Tools return rate is the number of respondents who returned instruments based on the sample size or number of instrument issued during administration (Mugenda & Mugenda, 2019).

Table 4.1: Tools Return Rate

Category	Sample	Returned tools	Response rate
Teachers	205	123	60.00%
Students	340	258	75.88
Total	**545**	**381**	**67.94**

Source: Researcher' Field Data (2021)

The table shows that out of 205 questionnaires issued to teachers, 123 (60%) were filled and returned whereas out of 340 questionnaires issued to students, 258 (75.88%) were filled and returned for analysis. In the qualitative data collection, 24 principals were targeted only 14 were available to respond to the interview schedule, the other 10 principals were found engaged. The deputy principals were also contacted to respond to an interview schedule. Twenty-one deputy principals were available to respond to the interview schedule. The average response rate was 70.15% of the total sample targeted. Zikmund *et al*., (2010) suggested that a response rate of 50.0% and above is termed to be adequate for data analysis.

4.3 Demographic Information

Demographic data for the students was deemed necessary for this study because it would allow the study to effectively capture the respondent's demographic information such as the age and gender of the respondents which would be relevant in discussing the research findings with regard to the sample size composition. Descriptive statistics results are presented in percentages.

4.3.1 Age Distribution

The study collected information on the age of students. Data obtained from the questionnaire on students' age was statistically analysed and the outcomes summarised in Figure 4.1.

Age
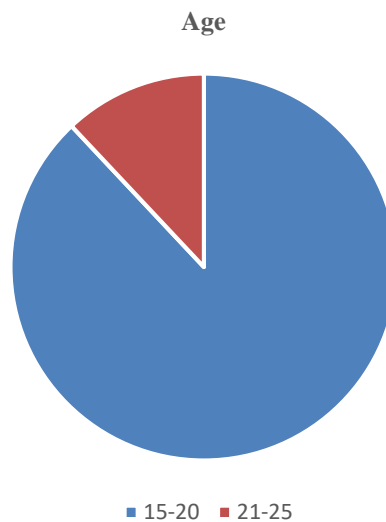
Figure 4.1: Age Distribution

Figure 4.1, shows that most respondents 88% were aged between the ages of 15-20 years while 12% were of the age between 21-25 years. The results are significant as they indicate that most of the respondents are within the high-going students' age category.

4.3.2 Gender Distribution

The research sought for information on the gender of the student who participated in the study. Data obtained from the field regarding the gender of the respondents was statistically analysed and the results summarized in figure 4.2.
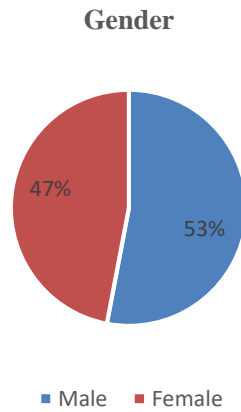
Gender

Figure 4.2: Gender

The results showed that the most respondents 53% were male while 47% were female. The results are significant as they indicate that the data collected and the information generated, are not biased to a particular gender perspective given that the ratio of male to female was almost equal.

4.3.3 Responsibility

This study sought information on the responsibility the students held in school. The findings were shown in figure 4.3.
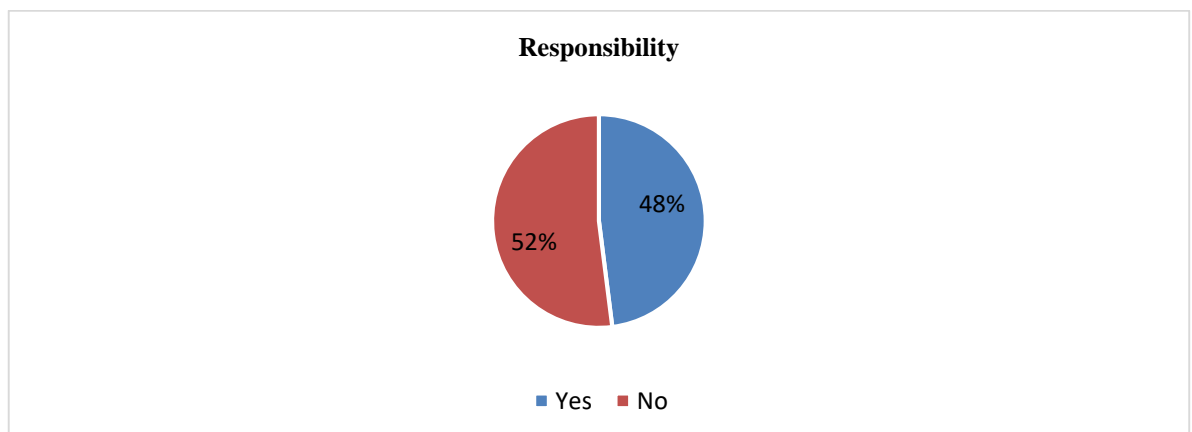
Responsibility

Figure 4.3: Students with responsibility in school

Data obtained with respect to responsibility of the respondents indicated that 48% of the respondents had responsibilities within the school as prefects in school while 52% did not have any responsibility in school. This was evident that the responses are given both

encompassed opinions from the two cadres of students to avoid the biases that this could be the thinking of prefects from among the students.

4.3.4 Teachers with Responsibility

The teacher's questionnaire sought to determine the number of teachers who had responsibility in the school and findings were recorded in figure 4.4.
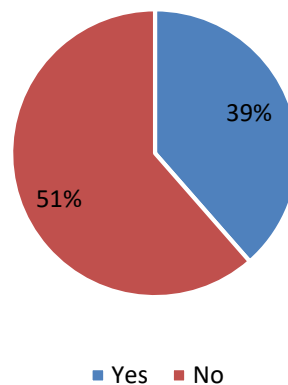
Figure 4.4: Teachers with responsibility in school

Figure 4.4 reveal that most of the teachers 51% did not have any responsibility assigned to them besides their teaching responsibility while 39% of the respondents had responsibilities assigned to them. Like the students, this was a justification of balanced representation from the entire spectrum of teachers to avoid biases in the data collected.

4.3.4 Awareness of rules, Permission Seeking and School mission and Vision

The study wanted sought information from students on their awareness of school rules, permission seeking and school vision and mission. The data was captured as presented in Table 4.2

Table 4.2: Awareness of Rules, Permission and School vision

Variable		%	95% CI	
		%	Lower	Upper
Interacted with the school Rules	Yes	76%	70%	81%
	No	24%	19%	30%
Seeking permission to be absent	Yes	73%	67%	78%
	No	27%	22%	33%
Aware of the school's mission and	Yes	97%	95%	99%
vision	No	3%	1%	5%

Table 4.2 shows that most respondents 76% had had an opportunity to read the school's rules and regulations while 24% had not gone through the rules. This demonstrates that a majority of the students are aware of the school rules and regulations from the results of the students who were aware of the rules and those not aware.

Table 4.2 also reveal that most of the respondents 73% sought permission whenever they went out of school and the remaining 27% did not seek any permission. Although from a teleological viewpoint there is nothing right or wrong in not seeking permission before getting out of school as an action itself but what matters are the consequences of this action in the school context. The consequences of not seeking permission whenever a student gets out of school are painful to the student as they attract various forms of punishment based on the school rules. With this in mind school principals have a responsibility of cultivating the experience of pleasure among learners as role models hence, justified the study.

Further, the outcomes revealed that most respondents 97% were aware of the school's vision and mission while 3% percent were not aware of the institution's mission and vision. The institution's mission and vision are baselines that guide the development of values among learners by the end of their course in the institution. Further, they inform the schools' educational philosophy to enable students establish meaning in their lives

and improve to the well being of other people in the community. The country can unchain its capacity and develop when the system of education exploits value-creating approach leadership in learning institutions which informed this study.
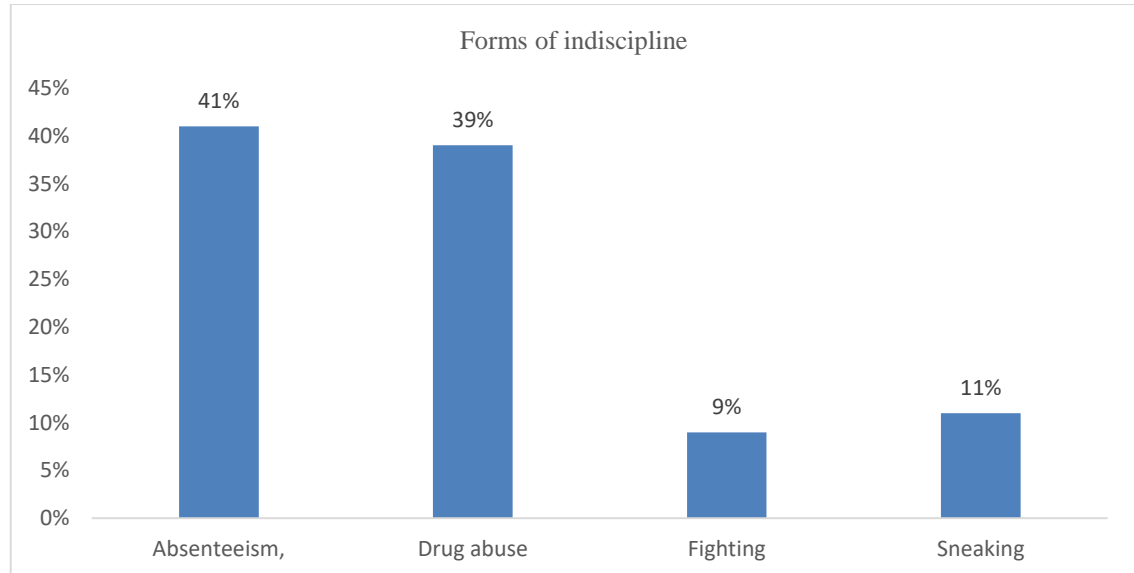
Figure 4.5: Forms of indiscipline

The information in figure 4.5 shows that according to the teachers, the leading form of indiscipline is absenteeism stands at 41%, Although the causes of truancy may not by themselves be wrong from the students' perspective, students' school nonattendance is a problem which extends beyond school as it affects the family and even the society. Absenteeism was damaging to the students' academic performance and self-esteem which in turn makes the students resort to anti-social behaviours. Adıgüzel and Karadaş (2013) argue that absenteeism has a challenging feature; the impact of high level of absenteeism in the school could be disastrous to learners. This means that absenteeism amongst students could result to negative impacts like poor academic performance and high levels of indiscipline.

Analysis of data indicated that drug abuse among students stood at 39%. Drug abuse affects individuals in all levels of development; hurts students' education; the general health of the student who is abusing is affected and the negative behaviours related to

the vice prompt the abuser to be engaged in crime (Kyalo& Mbugua, 2011). Drug abuse is normally related with irritability, over excitement, aggressive behaviour among other anti-social behaviour among the students which lead to indiscipline in schools. To actualize ethics of value-creating education school principals need to perform an active role as change agents through the adoption of ethical instructional leadership qualities

Sneaking out of school was at 11% of the responses. Philosophically sneaking as an action may not bring out any aspect of student indiscipline as there are many causes of sneaking. Beebeejaun-Muslum (2014) indicated that there were many reasons for students sneaking out of school like poor examination outcomes by students, poor communication between the school administration and students, unsatisfactory curricula, harshness of school prefects, the influence of home or society, harsh school rules, authoritarian methods of administration, bad staff behaviour, ineffective teaching, bad and inadequate food. Despite the underlying causes of sneaking the consequences are negative to the learners discipline and the school community as a whole. This conforms to Gitome, Katola and Nyabwari (2013) who have argued sneaking makes learners to lose focus on their educational objective which is attained through self-determination, respect for others, effective time management and, hard-work. School heads are responsible for an effective discipline system through a proper discipline policy and effective consultation with all the stakeholders thereby justifying this study on principals' ethical instructional leadership and student discipline

Fighting was the least form of indiscipline with only 9%. It is important to note that in any society no human being can exist alone and be self-sufficient, implying that everyone at any given time needs the cooperation of everyone for continuous existence. This dependence and its sustenance by people of different age groups, cultures, religious beliefs, tribes and socio-economic backgrounds may result in disagreements and other

violent dispositions. What happens in schools is a clear reflection of the larger society; therefore, fighting among students is witnessed whenever some do not agree on issues and fail to resort to the available positive conflict resolution mechanisms. The moral and utilitarian dimensions of alternative dispute resolution ensure a friendly reconciliation and restore friendship as well as protect the dignity of the conflicting students. Further, from a utilitarian point of view, peaceful conflict resolution promotes unity and progress of the school towards its goals. The 9% finding on fighting indicates that students resort to unorthodox ways of solving conflicts which is an sign of indiscipline in the school context. School principals as role models in moral conflict resolution within the larger school have to play in student discipline. This justified this study to investigate how principals' ethical instructional leadership qualities address students' discipline.

4.4 Descriptive results

It is vital to explain how the mean values were interpreted throughout this study. The study used a scale ranging between mean scores: 4.3-5=strongly disagree; 3.5-4.2=disagree; 2.6-3.4=undecided; 1.9-2.6=agree and 1-1.8=strongly agree (Nemoto & Beglar, 2014; Joshi, Kale, Chandel & Pal, 2015).

4.4.1 Descriptive results for principals' ethical communication skills

The study examined the influence of the principals' communication and students' discipline. The respondents were required to use the 5-point Likert scales which was interpreted using the ranges of 4.3-5=strongly disagree; 3.5-4.2=disagree; 2.6-3.4=undecided; 1.9-2.6=agree and 1-1.8=strongly agree. Findings are recorded in table 4.4.

Table 4.3: Communication strategies and student discipline

Communication statements	Mean
Supports open door policy where learners are free to see the school principal to explain their issues.	2.32
Persuade learners to bring new creative ideas on discipline.	2.73
Permitting learners to have a say in determining the institutional dress code.	2.33
Putting aside specific day(s) in a week for interactions between students and principals to deliberate on student discipline matters.	2.39
Overall mean score	2.44

From outcomes in table 4.3, the study showed that most respondents with a mean range of2.32 were in agreement that in schools where principals adopted an open door policy where learners were free to access the school principal and prosecute their issues aided in improving student discipline. Open-door policy communication is undertaken in a participatory climate which means that involvement of several individuals or people in communication process on matters that may arouse diverse dilemmas, interests and conflicts. The school principals as directors of students discipline have to understand the interests and motives of their followers to realise the desired positive morals from the students. Mill argues that leaders have to know their followers' interests to be successful in developing adequate intentions to direct personal actions in individual seeming interests while advancing their genuine interests, which is, they would select if they were completely informed and rational. From a teleological view, school principals have to focus on students' preferences, which are the subjectively articulated perceptions on personal learners on what would be agreeable or distressing hence justifying this investigation to ascertain the contribution of principal instruction communication competencies on students discipline.

It was seen that most respondents as represented with a mean of 2.33 were in agreement that in schools where learners were permitted to be involved in school dress code, there was a better level of disciple. Moreover, it was observed most respondents' mean of 2.39 agreed that putting aside certain day(s) in a week for open forums between principals and student to address on issues of student discipline helped inspire discipline in schools the West Pokot County. Finally, it was seen that most respondents with a mean of 2.73 were undecided about whether by encouraging students to bring new creative ideas would lead to student discipline. Overall, the research show that principals' ability to communicate appropriately with the students leads to discipline among students as represented by an overall mean of 2.44 being in the mean range of 1.9-2.6 denoting an agreement category. The findings are in tandem with Kiprop (2012), who argues that most school heads assumes superior – inferior or a master – servant perceptions dealing with learners. School rarely listed to learners since they perceived that learners had nothing to provide to them. This created misunderstanding, tension and stress ultimately resulting to annoyance and violence as evident through strikes. In today's world in which new knowledge and new permutations of knowledge, sharing of culture through modern technology have become centre stage in almost every aspect of people's lives, curiosity about the world and the ability to think critically and creatively on issues remains critical. School principals needed to involve students in arriving at compromise on school activities planning and also on issues related to school discipline. From the research outcomes, it is seen that principals' communication skills can be considered average.

The teachers were requested to state the degree to which they believed that the principals' communication influenced the quality of student discipline in schools. Their responses are shown in figure 4.6
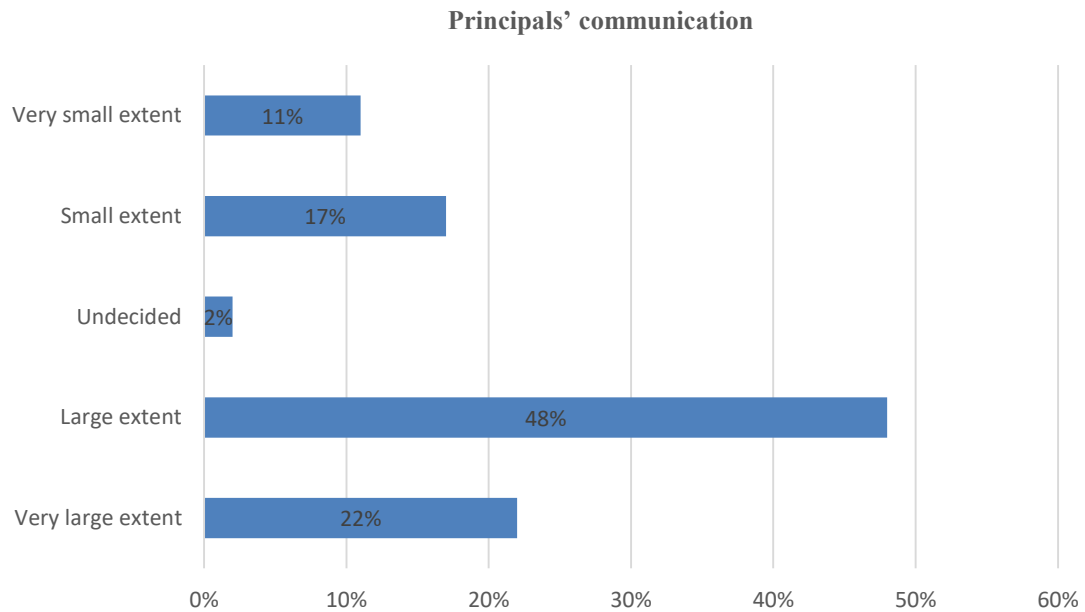
Figure 4.6: Principal's communication

Teachers' responses indicated that 48% of the teachers believed to a large extent that if the principals communicate effectively on the expected ethical standards, students' discipline will be enhanced while 22% strongly agreed that principals' communication influenced learners' discipline to a very large extent. However, 17% believed to a small extent that it led to enhanced discipline among students and 11% to a very small extent. This implied that the teachers believed that with clear principals' ethical communication on expected students' discipline and morality there will be improved student moral behaviour in schools. This conforms to Northouse's (2016) assertion of the influence of leaders who exhibit positive charisma by acting as role models to their staff in terms of ethical behaviour, instilling pride and then gaining their respect and trust from the application of charismatic vision and behaviour.

Principals were exposed to similar questions on communication in their daily endeavours in their school and all of them tended to be in agreement that effective communication performs an important function in establishing the levels of student

discipline. They said that this has remained a positive precursor in encouraging students to copy positive behaviours from the regulated code of conduct.

On which channels of communication, they use in their respective schools, announcements during assemblies came out as the most common medium of communication while notice boards came second as the most used method. For instance, one principal said:

> *"...in my school, I embrace many media in relaying messages to both the teachers and the students. Key among them is announcements done during school assemblies and notices placed at different notice boards in the school..."*

Majority of principals believed that to a larger extent good communication can lead to better school discipline. On how effective the communication strategy leads to effective discipline among the students' in secondary schools, one principal said,

> *"........ A principal may communicate as perfectly as possible but, the key question lies with the students being communicated to. Do the students appreciate the message that is being put across? What if the principals and those involved in administration are doing the right thing in communicating and yet the consumer does the contrary?*

Another principal remarked,

> *"........there is a gap between the communicator and the student being communicated to. Different people take the information given to them at the same time differently. If for instance, the question is absenteeism where the message is, seek permission before getting out of school, there are those who on the same day the message has been given, will be absent without any official permission. Will it matter therefore how the communication was done or how the consumer received the information?*

On the challenges that result from the channels of communication which are used in the schools, majority of principals felt that the major problems are not in the medium of

communication but in the students, who are being communicated to. The communication channels are sufficient and pretty.

The deputy principals were also asked similar questions as the principals on the channels of communication adopted in their respective schools. Like the principals, the deputy principals indicated:

> *"....assembly announcements, notice boards and fixed message posters were the most used media of communication in schools. It also came out from the deputy principals that the principals communicated on matters of discipline from time to time. On the reaction of the students towards the messages, the deputy principals indicated that normally the students will behave like they have understood the information given but just like in any society; some will behave to the contrary of what had been communicated."*

The findings that ethical communication enhances student discipline concur with other studies on ethical communication (Nejati, & Shafaei, 2018; Devine & Alger, 2011; Veeriah, Chua, & Siaw, 2017). For instance, Nejati, and Shafaei (2018) in their study, leading by example: the influence of ethical supervision on students' pro-social behaviour, argue that school discipline thrives when the leadership communicates ethically and teachers feel valued for their expertise. Devine and Alger (2011) in their study, educators' views of the leadership styles of school principals and instructional leaders of middle schools, argued that ethical communication creates a transformational schools environment that has far-reaching positive effects in schools. Veeriah, Chua and Siaw (2017) did a study on the head teachers' transformational leadership and educators' affective commitment in primary cluster schools in Selangor which showed that students in transformational schools develop a positive perceptions towards the school and are inspired to work towards positive outcomes. Teachers and students develop trust in the leadership and they collaboratively strive towards maintaining high

levels of discipline as long as the principals are perceived to be trustworthy, honest, and admired (Oyer, 2015). School Principals in West Pokot can advance the overall mission of continuous improvement of good morals among students by developing superior ethical communication skills within their schools. The illusive student discipline among secondary school learners in Kenya can then be addressed and properly managed.

4.4.2 Descriptive results for goal settings skills and students' discipline

The study examined the influence of the principals' goal-setting qualities and students' discipline. The respondents were asked to use the 5-point Likert scales which was interpreted using the ranges of 4.3-5=strongly disagree; 3.5-4.2=disagree; 2.6-3.4=undecided; 1.9-2.6=agree and 1-1.8=strongly agree. Findings are recorded in Table 4.4.

Table 4.4: Goal setting and discipline

Goal setting statements	Mean
The management sets goals to be observed by each student	2.24
Goals are communicated to the students through appropriate media	1.55
Once I get a goal I don't give up until I achieve it	1.54
The goals have led to improved discipline in the school	2.86
Overall mean score	2.05

Table 4.4 revealed that most respondents mean of 1.54 were in strong agreement that once they set goals, they are likely to pursue that goals until they achieve it hence, leading to discipline. It was also revealed that most respondents (mean of 1.55) were in strong agreement that in schools where the expected goals are communicated to students using appropriate media channels, discipline was likely to be sustained. The research further revealed that most respondents (mean of 2.24) agreed that in schools where there

are proper mechanisms for the management of the set goals in the students there is better discipline among the students. Finally, it was seen that most respondents as represented with a mean of 2.86 were undecided as to whether generally goal-setting skills have led to improvement of discipline in schools in West Pokot County. Overall, it was seen that most respondents as represented by an overall mean of 2.05 were in agreement that goal setting function influences student discipline. The findings indicated that the principals' goal-setting function had an average performance index on discipline. However, it remained clear that goals play a critical role in student discipline as expressed by Kiprop (2012) in his study that adherence to the set goals ensures self-control, good behaviour, orderliness, and obedience to the school authority.

The teachers were requested to indicate whether the principals set discipline goals in their respective institutions. The responses were as in Figure 4.7
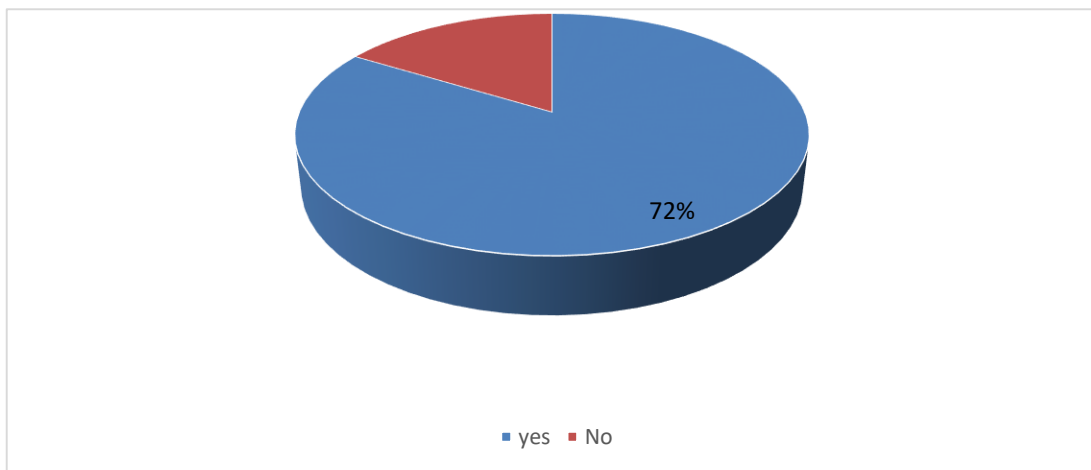
Figure 4.7: Principal's discipline goals and student discipline

Figure 4.7 indicates that most respondents 72% showed that indeed the principals set them the goals while 28% said they did not set their goals. This was clear that majority of principals set clear discipline policies in their schools and some do not.

The educators were further prompted to state the degree to which they believed that principals' set goals help in achieving discipline. Their responses were recorded in Figure 4.8

Extent of goal setting
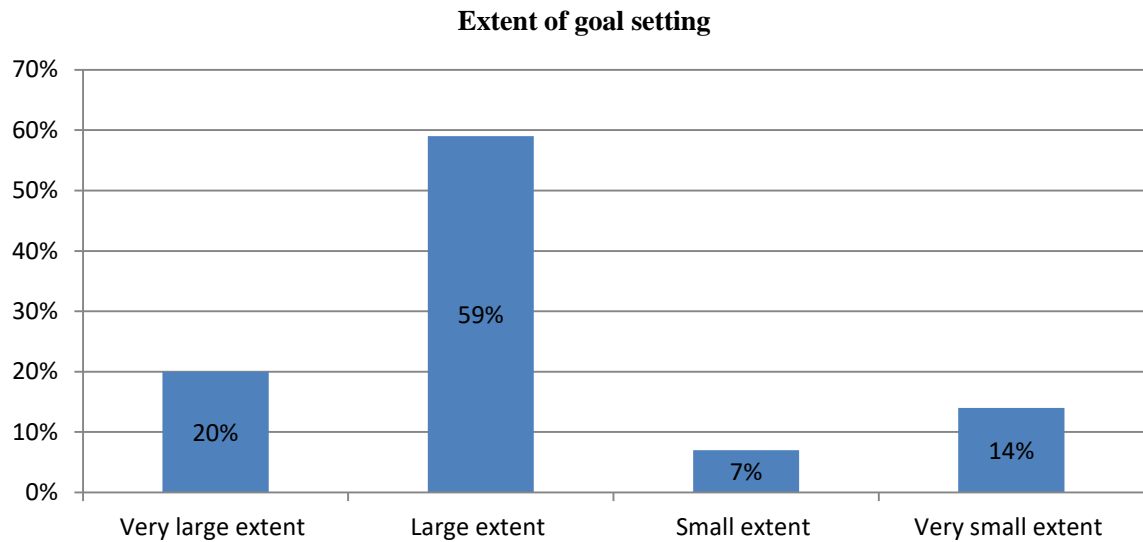
Figure 4.8: Goal setting and discipline

It was observed that the principals' function of goal setting influences students' discipline in schools with most respondents affirming the positive at 59%, with 20% agreeing to a very large extent, while 14% and 7% answered to very small and small extent respectively. However, from the learners' responses, most of the respondents to a large degree were of a contrary opinion. The inconsistencies in the findings are consistent with the assumptions of (Shapiro & Stefkovich, 2011) in their study that incongruity between various groups on ethical issues which are the ones responsible for school heads to engage in self-reflection relating to the objectives and procedures which direct their ethical reasoning and hence provide preference to the learners best interest.

The principals in the interview schedule were requested to provide their perceptions on students' respect for the school rules. Most responses were that the bulk of the students observe the school rules and regulations with an exception of a few who may be disobedient. One principal noted

"...a school is a community and a mirror of the society where the children are drawn from. Just like in the societies they come from; you cannot miss a disoriented character..."

This was an indicator that indeed a few learners may not observe the institution rules and regulations. With regard to how the principals rate the use of institution rules and regulations in their schools, nearly all of them responded in the positive saying to a higher degree that students observe the rules. Further, they were asked how often they used suspension as a mode of disciplining students', and the principals were in agreement that suspensions are regulated by government policy.

Deputy Principals were requested to show the goals set to be observed by students in enhancing their discipline.

"...there was a common response that the rules and regulation goals are manifested in the school set of rules and regulation policy and the consequences of breaking any of the rules. The students are required to read and append their signatures against the policy before being admitted to the school. When asked to state to what extent goal-setting strategies support student discipline, the majority of the deputy principals said to a large extent. Society has been inclined towards setting targets to achieve a certain desired end. Students too will be motivated by the set targets set by the school management character development.

These findings conform to the empirical literature, for instance, as indicated by ethical deontological leadership theory leaders clarify and give directions their members and helps get rid of challenges as well as providing encouragement and rewards for goal attainment" (Dixon & Hart, 2010). Leaders work as facilitators and embrace various practices to spur students towards learning through positive problem-solving and embracing a learning attitude. By setting behaviour-oriented goals in the institution, the followers feel that their head teachers believe in them in terms of character development, even when the circumstances pose a dilemma, are mind-boggling and not

all that simple to comprehend (Moorhead & Griffin, 2012). Further in agreement with the assertion, Hersey and Blanchard (2010) argue in their study that honesty, understanding, projection, coordination, and controlling capacities in an organisation are crucial preconditions for the realization of organisational goals, mission, and vision.

4.4.3 Principal's Team Building Skills and student discipline

The study analysed the influence of the principals' team-building skills and students' discipline. The respondents were expected to use the 5-point Likert scales which was interpreted using the ranges of 4.3-5=strongly disagree; 3.5-4.2=disagree; 2.6-3.4=undecided; 1.9-2.6=agree and 1-1.8=strongly agree. The findings were recorded in Table 4.5.

Table 4.5: Principals' team-building skills

Team Building Strategies Statement	Mean
The principal organizes teacher team-building events	2.02
The principal organizes student team-building events	3.59
There are student and teacher team-building activities	3.41
There are stakeholder team-building activities e.g. parent teacher competitions	3.81
Overall mean	3.21

The results from Table 4.5 reveals that most respondents (Mean=2.02) were in agreement that indeed principals in the study area organize team-building events with teachers. Team building activities make the principals' followers feel comfortable and work towards making sure institutional objectives are realised. The ability of staff at schools to individually and collectively commit to the objectives and priorities of the

school is a measure that can contribute to the development of schools students' discipline due to positive moral guidance. Further, teachers will embrace students' discipline as a major characteristic of the education process results

However, most respondents (Mean=3.41) disagreed that principals organize student team-building events in the study area. This shows that the school principals are far from the students and therefore fail to exhibit ethical leadership behaviours which can ensure that a positive organisational climate is developed where students share their challenges to avoid resorting to indiscipline within the school organisation.

Similarly, the study revealed a majority disagreement (Mean=3.59) that the principal organizes student team-building events and there are no stakeholder team-building activities for example parents teachers' competitions (Mean=3.81). This implies that parents are isolated in the character development of their children. Even though schools act as environments where students realise moral knowledge and develop innate instincts via communication with their teachers and friends in school, moral growth encompasses other factors which have to be brought on board for the holistic behavioural development of students by the school principals. Lapsley (2014) asserts that morality development actions need to be comprehensive, consider the overlap of diverse ecological situations, hold multiple components, and start early in nurturing children's behaviour as one of the outcomes of the schooling process.

From the overall mean of 3.21, shows that most respondents disagreed that the principals' do not practice team-building events that may lead to student discipline. From the finding in this variable, it was observed that the principals have not done much in building teams which would bolster discipline in the study area, especially on teachers' team-building events. This corroborates a study by (Zaveria and Thinguri,

2017) who argued that school heads are more concerned about the problem of establishing a common time for every team members to meet.

Teachers were asked to state the frequency with which the principals organized team-building activities. Figure 4.9 records the finding.

Frequency of team building
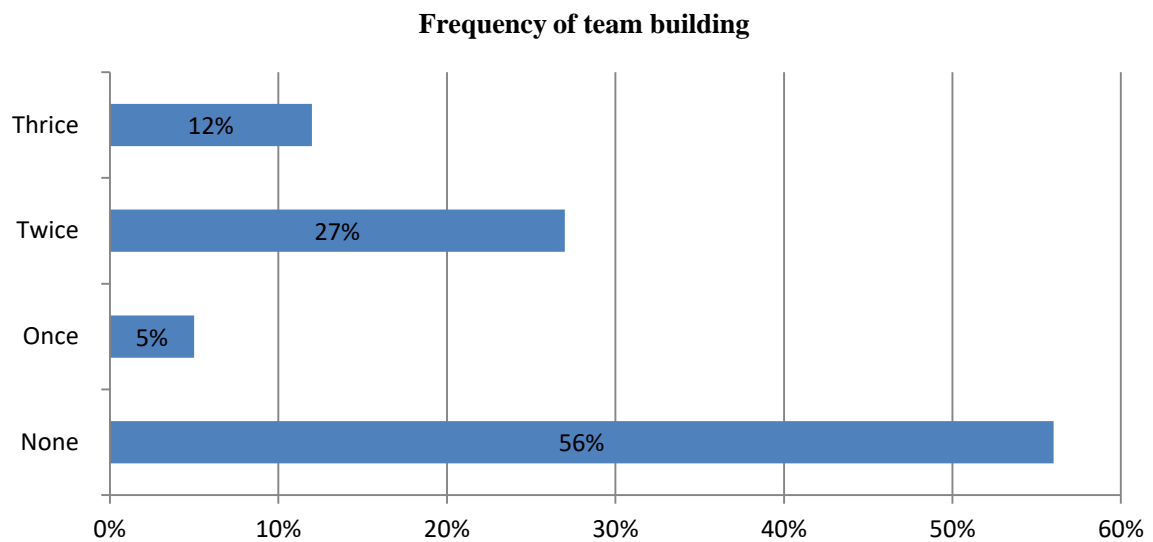
Figure 4.9: Frequency of team building

Figure 4.9 indicated that 56% of respondents said that their principals did not conduct any team-building initiatives, and 27% said that the principals at least conducted the activities twice a year. A small proportion 12% and 5% said their principals managed thrice and one team training activities respectively in their team-building efforts. From the findings, it is demonstrated that achievement of the desired students' behaviour requires individual to work as a team. When a group of individuals who have corresponding competencies and knowledge operate together towards a unified objective, they are normally known as a team and the consequences of the team work will be the realization of the set objectives. Teachers were further asked to state the extent to which they thought that team-building activities complemented discipline in their schools. Figure 4.10 recorded their responses.
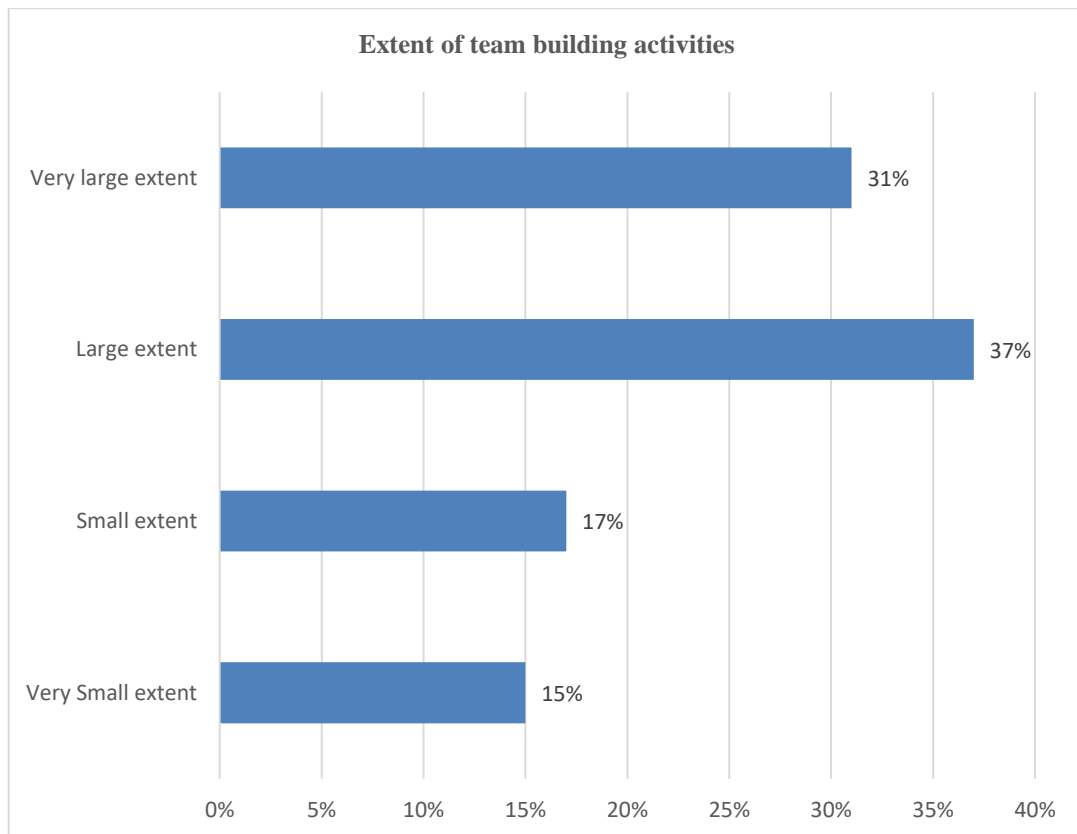
Figure 4.10: Extent of team-building activities

It is seen that most teachers 37% and 31% believed that team building to a large extent and a very large extent respectively influences the discipline of students. Another group of 17% and 15% responded by saying that to a small extent and very small extent respectively principals' team-building activities influence students' discipline. To educate students well on moral development which will be manifested in positive students' discipline, teachers as role models and excellent ethical leadership of the school principals is essential to navigating students' character development. According to Wuryandani, Maftuh, and Budimansyah (2014) teachers' morals and character had an important role in learners' moral development via a hidden curriculum revealed in inter-personal environment of classrooms and schools. This implies that principals have a huge responsibility of building effective teams given that they influence student discipline which is a socially expected outcome of a wholesome education.

The principals were asked to respond to how effective they found collaboration with their staff in addressing student discipline. There were mixed kinds of reactions to this question. One principal for example said,

> *"...some members of staff are difficult to collaborate with not only in the normal day to day activities of learning, but also, on matters do with students' discipline.*"

However, there was a contrary opinion from another principal who said, the majority of the staff members are concerned about discipline matters. On team-building efforts in addressing the discipline of the learners, many principals said many instructors do collaborate in team-building efforts especially if the school fully sponsors the activities. When they were asked how the students react to collaboration measures of the principals and their staff in addressing the discipline of students. Majority of principals perceived that, where teachers act as a team, student discipline is usually upheld.

School deputy principals were asked to state how the principals' team building helps in addressing students' discipline and if it does assist the school in achieving the required school discipline. The responses were similar, in that where team work existed, there was improved discipline. One deputy said,

> *"...when there is teamwork, it is like a one - voice command. The entire players implement the decisions arrived at as a unit and as a result, the students do not have any room for any form of misconduct."*

The deputy principals were asked about the effectiveness of team building in their schools in handling student discipline, majority of responses were negative. One deputy principal said,

> *"... Hardly does the school management commit resources in effective team building efforts and when they do, the resources are limited*."

The findings concur with the existing literature that effective teams in an organisation, like a school, generally achieve superior outcomes (Fapohunda, 2013). The findings are

also empirically supported by studies on team building studies. For example, Tripathy, M. (2018) found several positive outcomes of team building such as teams enhance healthy risk-taking behaviours and overall organisational discipline. The school's principals in West Pokot can realise these positive outcomes, but it requires an understanding on what motivates each teacher and focus on strengthening team-building activities within the school's ability to come up with strong and working teams.

4.4.4 Descriptive results for Stakeholder involvement skills and students' discipline

The study examined the influence of the principals' stakeholder involvement and students' discipline. The respondents were required to use the 5-point Likert scales which was interpreted using the ranges of 4.3-5=strongly disagree; 3.5-4.2=disagree; 2.6-3.4=undecided; 1.9-2.6=agree and 1-1.8=strongly agree. The findings were recorded in Table 4.6.

Table 4.6: Stakeholder involvement and discipline

Stakeholder involvement	Mean
My principal invites the board of management to speak to us	2.19
Invites guest speakers to speak to us on issues of discipline	1.79
We have a specific day when we interact with parents	1.64
Overall mean	1.87

From Table 4.6, it was seen that most respondents (Mean=1.64) were in strong agreement that there are specific days when the students are allowed to interact with their parents.

The study further strongly agrees that guest speakers are invited to speak to the students on discipline issues (Mean=1.79). Learners perceived speakers as people who could instruct more information concerning real-life experiences by sharing their experiences

with the outside world after the schooling process with the students and encourage them to remain disciplined (Merle & Craig, 2017). From a utilitarian point of view, the use of guest speakers does a greater good in shaping the moral behaviours of the students by guests sharing their own experiences with the world enabling students to make informed choices in their actions for positive consequences.

However, the study revealed that the majority (Mean=2.19) were undecided about whether principals invite the board of management to speak to students on discipline matters. The findings show that the school principals have not directly involved the board of management in the affairs of students' discipline or the board of management is not aware of its role in students' discipline. The findings conform to a study done by Mestry, Raji and Khumalo (2012) on factors influencing effectiveness of enforcement of student code of conduct in South African rural secondary schools. It was found out that many schools leaders did not have adequate knowledge and competencies to develop and enforce student code of conduct well. The board of management as the oversight body on the effective use of schools' capital and human resources take an active role in ensuring that schools yield to society wholesome built students in terms of morals and academic excellence.

It was evident that most of respondents (1.87) were in agreement that stakeholder participation leads to student discipline. The findings relate to the results of an investigation undertaken by Kibet, Kindiki, Sang and Kitilit (2012) in Koibatek which revealed that sometimes principals involve stakeholders such as parents but mostly they retain the final authority on the discipline issues. The study recommended that principals should embrace democracy in stakeholder involvement in students' discipline affairs to combat resistance

The study also wanted establish from the teachers to what extent they thought stakeholder participation on issues of discipline influenced students' discipline. Findings are recorded in Figure 4.11

Extent of team building activities
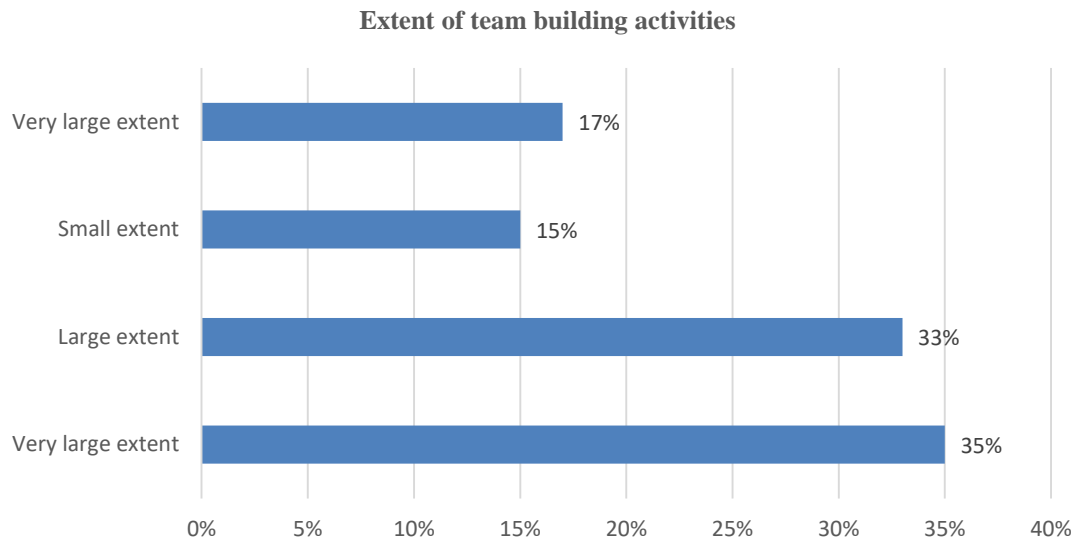
Figure 4.11: Extent of stakeholder participation in discipline

It was observed that the majority of the teachers 35% and 33% believed to a very large and large extent respectively that, if the head teachers involved different stakeholders in students' discipline, there could be better cultivation of good morals among students in schools. 17% and 15% believed to a very small and small extent respectively that the involvement of different stakeholders did not affect the learners' discipline in secondary schools. The findings relate to those of Nassozi (2010) who found out that the students' discipline level depended on whether the principals as the key instructional leaders of learning institutions enlisted the support of stakeholders in discipline management.

This again shows the dare need for the principals to actively involve the stakeholders in discipline matters since it is deemed to sustain improved discipline. The principals were requested to indicate how they incorporate teachers in the management of student discipline in their respective schools. Most respondents said that there are structured

mechanisms on how discipline matters are handled. For instance, one of the principals said,

> *"...The school has a guidance and counselling department which works together with the class teachers in guiding students and handling all discipline problems and if there are cases of difficulty, they are referred to the disciplinary committee. If the issue persists it is referred to the board of management."*

The findings concur with Bett (2013) who observed the significance of counselling as an important aspect of behaviour change although not all institutions had set up counselling services. On parental incorporation in discipline, most principals replied that indeed parents performed an essential role in their children's discipline therefore they are fully involved. Among the discipline matters that stakeholders are brought forth included, fighting, stealing and leaving the school compound without official permission. On the relationship between stakeholders' participation and students discipline management, majority of principals felt that the stakeholders do not participate fully in student discipline. For instance, one principal said,

> *".... some stakeholders take so long to respond to calls on their son's or daughter's discipline whenever they are called upon".*

Another principal said,

> *"...in some cases, we keep sending the student to fetch the parent or guardian until you give up on the case."*

When the deputy principals were asked to indicate how principals incorporate stakeholders in the design of school rules in addressing student discipline, the general response was that there is participation in coming up with the rules. For example one of the deputy principals said,

> *"…yes, the stakeholders are involved in developing school rules and regulations however, the extent to which the stakeholders were incorporated is not to a large extent.*

Furthermore, they were asked to state the relationship between stakeholders' participation and management of students' discipline; the majority said that if there is effective stakeholder engagement in student discipline, there would be enhanced student discipline. The results are supported by empirical studies. Gok and Dinckal (2018), in a school system, stakeholders include parents, education officials, government officials, teachers, school workers, suppliers, the school community and even donors. A study by Kraft and Shaun (2011) revealed that teachers and family communication on students' engagement and discipline as a great positive impact on students' discipline and discipline management in schools.

4.4.5 Descriptive results for Students' Discipline

The established the extent of students' discipline in the study area. The respondents were required to use the scale: The respondents were required to use the 5 points. Likert scales which was interpreted using the ranges of 4.3-5=strongly disagree; 3.5-4.2=disagree; 2.6-3.4=undecided; 1.9-2.6=agree and 1-1.8=strongly agree. Outcomes are given in Table 4.7.

Table 4.7: Students' Discipline

Student discipline statements	Mean
Principals' communication skills lead to students' discipline	2.83
Goal-setting skills lead to students' discipline	2.42
Principal's team building skills lead to students' discipline	2.17
Stakeholder involvement skills lead to students' discipline	2.48
Overall mean	2.48

Table 4.7 reveals that most respondents as represented with a mean of 2.17 were in agreement that with principals building teams with students, there is improvement in student discipline. The study also reveals that most respondents with a mean range of

2.42 were in agreement that in schools where principals set goals for the students to aim at achieving, there was better discipline. Further, most respondents with a mean of 2.48 were in agreement that in schools where other stakeholders were involved in student affairs there was better discipline among the students. Finally, the study reveals that most respondents were not sure whether the principals' communication skills lead to students' discipline as revealed by the mean range of 2.83 which is in the undecided category. In general, it is evident that respondents were in agreement that there is student disciple in the study area with an overall mean of 2.48 being in the agreement category.

Boss (2001) argues that utilitarians have only one standard that summarise all moral obligations, which is to do whatever will create the greatest balance of joy over suffering or pain for every person who will be affected by our action. In any moral society, the elders have a moral responsibility of ensuring that they nature good behaviour in the future generations of their societies by behaving morally. Yukl, Mahsud, Hassan and Prussia (2013) argue that it is leaders who put down principles for managerial objectives and institutional behaviours in work places and consequently set u systems which influence employee productivity. In the context of learning institutions, principals have to set the expected student moral behaviours and clear channels of airing grievances in case of dissatisfaction.

When the principals were asked to give their view on the level of discipline in their schools, most of them were of the view that the level is average. One of the principals said:

> *"...if we charge discipline as whole fabric the expected norm of behaviour ranging from punctuality, to cleanliness, to fighting among others, would be rated average. Many of the students fall short of what they are expected to do.*

Another said,

"....many boys cannot be contained in school especially during the weekends as they sneak, and take drugs while away from school among many other indiscipline matters that come with the boys.

Since the deputies are in charge of discipline, they were asked to provide their views relating to stakeholder participation and discipline. Most responses were that most stakeholders believe that management of students' discipline and moral growth is a duty of teachers. One deputy principal reported that:

"...learners' discipline is not just associated with having written rules and regulations in the school environment. It requires the active participation of the stakeholders whenever they are needed to. However, the majority of the stakeholders have left this noble responsibility of moulding the future generation to the teachers largely."

These findings agree to Tatlah and Iqbal (2012) study board of management and parent-teacher associations' role in Pakistan public secondary Schools in the context of conflicts and challenges. Disciplinary masters and principals were seen as the only individuals who were responsible of ensuring student discipline. From the perspective of utilitarianism, the stakeholders have to be entirely involved in the discipline of students in schools as the oversight bodies and parents of the learners in schools. Utilitarianism emphasizes the principle of utility in human endeavours which demands that principals' ethical instructional leadership as be evaluated based on its contribution to students' discipline in schools which will translate to a disciplined society.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter entails the summary of the findings, provide the conclusion and make recommendations based on the study objectives.

5.2 Summary of the Findings

The summary of the study findings was analysed and summarised following the study objectives.

5.2.1 The role of the Principal's ethical Communication Skills in the development of Students' Discipline

The first objective investigated the influence of the principals' ethical communication skills on students' discipline. Descriptive statistics in table 4.4 show that ethical communication was below average in the secondary schools with the majority of the means below being 2.5. For instance, if the principals encourage an open-door policy had a mean of 2.32. More focus on this variable sought the thoughts of teachers on the extent to which they believed that the principals' communication influenced the quality of student discipline. Outcomes indicated that the majority of the teachers believed that effective ethical communication has a positive influence on students' discipline.

5.2.2 Principals' Goal-Setting Skills Role in the development of Students' Discipline

The descriptive results indicated that the principals set clear discipline goals with 72% of the teachers agreeing that the principals' function of goal setting influences students' discipline. Further descriptive statistics showed an average effort by the school principals in ensuring that the set goals have a positive bearing on students' discipline. This indicated that although goal setting plays a central role in student discipline,

principals have not channelled the required efforts into goal setting to fully address issues of students' discipline. Thus, the principal's goal-setting qualities play a vital role in bolstering school discipline among secondary schools in the county.

5.2.3 Principal's Team Building Skills in the development of Students' Discipline

In this specific objective, the key concern was to establish the influence of the principals' team-building skills on students' discipline. Descriptive results revealed that the principals' team-building skills were slightly above average with the majority of the means ranging at a mean of 3.81. This implied that the team building function is not adequately implemented in the secondary schools in West Pokot Sub County. The underlying motivation that informed this third objective was whether students' positive behaviours could be strengthened through the team-building skills of the school principal. It was based on the view that a school principal needs embrace teamwork towards achieving school goals, including discipline.

5.2.4 The Principals' Stakeholder Involvement Skills in Student Discipline

The study also investigated the influence of the principal's stakeholder involvement on students' discipline. Descriptive results showed that stakeholder involvement was low with all the mean scores being below 2.5 indicating an average performance. However, principals in West Pokot Sub County have a below-average stakeholder involvement, and yet, this dimension is a significant determinant of student discipline as revealed by the correlation results and the regression results.

5.3 Conclusions

The study concludes from the descriptive analysis that principals have not put in enough effort in exploiting ethical instructional leadership qualities about students' discipline in West Pokot Sub County. The study also concludes that there is a significant relationship

between principals' ethical instructional leadership qualities and students' discipline in secondary schools. The thesis report has discussed ethical instructional leadership and student discipline in the context of a school environment. It has been argued that ethical instructional leadership underpins positive moral development among students within the school environment.

The study concludes that the perception of teachers and students regarding principals' ethical instructional leadership skills were either average or below average among principals in West Pokot Sub-County. This can impact negatively on the levels of student discipline. Any school leadership desires to yield to society students who are morally acceptable by the end of their course in secondary education. But, the low perception regarding principals' ethical instructional leadership qualities is an indication of the challenge facing principals in the achievement of students' discipline. The situation in West Pokot serves as a warning that the principals cannot continue being complacent in their ethical instructional leadership qualities, especially on communication skills, goal setting qualities, team building skills and stakeholder involvement if there is a need to improve students' discipline.

School principals have to change their node of operation if the discipline challenge experienced in schools today is to be addressed. There is an urgent need of addressing the existing teacher and student perception of ethical instructional leadership qualities of the principals although it is difficult to change the already formed perceptions. Efforts towards arresting indiscipline in schools are a worthy cause to invest in to have amoral society.

Students' unrest experienced in schools results in many negative outcomes; loss of resources, loss of time for students and the disruption of discipline which affects the educational trajectory of the students. Moreover, the effects of indiscipline persist for a

long time in an individual's life and society as well. Therefore, it is high time the community and the government pose questions on how and when the negative outcomes of poor ethical instructional leadership qualities among school principals would be brought to an end or, going forward, there is a need for the new policies to be put in place to ensure school principals undertake refresher courses on ethical instructional leadership.

5.4 Recommendations

Ethical instructional leadership qualities are critical in transforming society through education. Having ethically conscious leaders in schools is a mandatory option school must have. This can be achieved through an elaborate plan of continuous in-service training of the current principals and other teachers.

The current principals in the West Pokot Sub County should work towards understanding the reasons for the existing perception from the teachers and students on their ethical instructional leadership rating with a view of strengthening their strong areas and improving on the areas of weakness.

The current study is the first of its kind in West Pokot Sub County to propose an ethical instructional leadership-discipline model in the school system. The study recommends that the principals should adopt the model in addressing the challenges of student discipline in secondary schools by strengthening the principals' ethical communication skills, principals' goal setting skills, principals' team building skills and principals' stakeholder involvement.

5.5 Suggestions for further research

The current study was delimited to the influence of principals' ethical instructional leadership qualities on students' discipline in public day secondary schools in West

Pokot Sub-County. The research, therefore, recommended more studies to be undertaken in the following fields:

i) Studies need to be undertaken counties to have a clear understanding of the influence of ethical instructional leadership on students' discipline in other counties.

ii) Teachers' discipline is critical in shaping a disciplined student body as role models for the students in the learning institutions. Therefore, there is a need for an investigation of the influence of principals' ethical instructional leadership on teachers' discipline.

iii) Ethical instructional leadership is not a preserve of the school principals alone, the study suggests research to be undertaken on the influence of deputy principals' ethical instructional leadership qualities on students' discipline because deputy principals serve as the principals' assistants of school heads on all school matters.

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APPENDICES
APPENDIX 1: LETTER TO RESPONDENTS

Dear respondent,

<u>RE: Support for MA Research Project</u>

I am a final year student of Kisii University undertaking a Masters Degree in Educational Foundations (Philosophy of Education) in the School of Education and Human Resource Development. As part of the requirements, am undertaking field research to determine the influence of principals' ethical instructional leadership qualities on students' discipline in public day secondary schools in West Pokot Sub-County, Kenya.

I sincerely request your time in responding to the questions. Your transparency and accurate responses will be of greater importance in realizing the objectivity of this study.

Thank you for your time

Yours faithfully,

Obiero Francis Gisore

APPENDIX 2: STUDENTS QUESTIONNAIRE

Instructions

Do not write your name on the questionnaire, indicate your choice by putting a tick or filling in the blank spaces provided, kindly answer all the questions in the questionnaire and the information given will be treated with confidentiality by the researcher.

Introduction

The purpose of this questionnaire is to investigate the influence of ethical instructional leadership on student discipline.

Section A

1. Which gender are you?   Male [ ]   Female [ ]

2. How old are you?   15- 20 [ ] years.

3. Do you have any responsibility in student leadership? Yes   [ ]   No   [ ]

4. If yes in question 3, indicate your responsibility………………………………….

Section B

1. Do you have a copy of to school rules   Yes   [ ]   No [ ]

2. How often do interact with the following aspects in your school?

Interacted with the School Rules	Yes	
	No	
Seeking permission to be absent	Yes	
	No	
Aware of the school's mission and vision	Yes	
	No	

3. Give reasons for question 2 above in case you have been out of school
……………………

4. Does your principal communicate to you about the school vision and set goals?

     Yes [ ]   No [ ]

5. If yes in question 4, how does the principal enhance the realization of the set goals?

………………………………………………………………………………………
…

6. The Effects of Instructional Leadership on Student Discipline

To what extent do you agree to the following statements below about the principal's instructional leadership qualities on student discipline? Indicate the extent to which you agree or disagree with the following statements Key S.A - Strongly agree; A- Agree; D-Disagree; S.D- strongly disagree; U.D- undecided

Statement	S.A	A	D	S.D	U.D
Principals' communication					
Encourages open door policy where students are free to see the head of the institution to explain their problems.					
Encourages students to bring new creative ideas on discipline					
Allowing students to have a say in determining the dress code of the school					
Setting aside a specific day(s) in a week for meetings between the principals and the students to discuss matters on student discipline.					
There are open communication means between principals and students which is clear, unambiguous and continuous e.g. use of dialogue.					
The principal communicates time always school rules and daily routine pinned on notice-boards, classrooms and dining halls					
There are various channels through which students air their grievances					
Goal setting					
The management sets goals to be observed by each student					
The goals are well communicated to us through appropriate media					
Once I get a goal I don't give up until I achieve it					
The goals have led to improved discipline in the school					
Do you incorporate all stakeholders in formulating school rules					
Stakeholder involvement					
My principal invites the board of management to speak to us					
Invites guest speakers or counsellors to speak to us on issues of discipline.					
We have a specific day when we interact with parents					

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS

1. Are there experiences of indiscipline in your school? Yes [ ] No [ ]
   If yes, which forms of indiscipline occur in your school?
   …………………………………………………………………………………
   …………………………………………………………………………………
   ……
   How do you handle the forms of indiscipline that emerge in your school?
   …………………………………………………………………………………
   …………………………………………………………………………………..

2. To what extent do you think the principals' communication strategies influence better discipline in your school?

   Very large extent [ ]   large extent [ ] small extent [ ] very small extent [ ]

3. Does the principal set discipline goals for you as a class teacher? Yes [ ] No [ ]
   If yes, to what extent has goal setting influenced better discipline in your class?

   Very large extent [ ]   large extent [ ]

   Small extent [ ]   Very small extent [ ]

4. How often do you hold team-building sessions? Once a term [ ] twice a term [ ] thrice a term [ ] none [ ]

5. To what extent do you agree that the team building efforts improve students' discipline in your school?

   Very large extent [ ]   large extent [ ]

   Small extent [ ]   Very small extent [ ]

6. Are stakeholders involved in supporting discipline in your school? Yes [ ] No [ ]
   If yes, list the stakeholders you do engage.

   …………………………………………………………………………………
   ……

7. To what extent does stakeholders' involvement influence discipline?

   Very large extent [ ]   large extent [ ] small extent [ ] very small extent [ ]

APPENDIX 4: INTERVIEW SCHEDULE DEPUTY PRINCIPALS

I am a master's student at Kisii University with permission to undertake a field study on the influence of principals' ethical instructional leadership qualities on students' discipline. I have visited your school for data collection and I will interview the deputy principal and the principal.

Communication and student discipline in secondary schools.

1. Which communication channels have been adopted by your school in enhancing communication between the management and students in enhancing student discipline?

2. How often does the principal communicate with the teachers on student discipline?

3. Describe the reaction of students to the various communication channels used in your school concerning student discipline.

School goals and students' discipline in secondary schools

1. What are the goals set to be observed by students in enhancing their discipline?

2. To what extent do goal-setting strategies support student discipline?

Team building and student discipline in secondary schools

1. How does the principal team play in addressing student discipline?

2. How effective is team building in your school in handling student discipline?

Stakeholders' Participation and Discipline

1. How does your principal incorporate stakeholders in the formulation of school rules in addressing student discipline?

2. Describe the relationship between stakeholders' participation and management of students' discipline?

APPENDIX 5: INTERVIEW SCHEDULE FOR PRINCIPALS

I am a master's student at Kisii University with permission to undertake a field study on the influence of principals' ethical instructional leadership qualities on students' discipline. I have visited your school for data collection and I will interview the deputy principal and the principal.

1. How effective is the adherence of teachers to the code of teachers effective in your school?

2. What are some behaviours exhibited by teachers in your school that encourage student   discipline?

....

3. Communication and Student Discipline in Secondary Schools.

a) What channels of communication exist in your school?

b) How effective are the communication strategies used by your office in relation to student discipline?

c) What are some of the issues raised in your school about the channels of communication?

4. School goals and students' discipline in secondary schools

a) What is your view on students' respect for school rules?

b) How do you rate the use of school rules and regulations in this school?

c) How often do you use suspension in managing students' discipline and how effective is it?

5. Team building and student discipline in secondary schools

a) How effective do you find collaboration with your staff on student discipline?

b) What are some of the reactions of your staff to team-building efforts in addressing the discipline of the students?

c) How do students react to your collaboration with your staff in addressing the discipline of students?

5. Stakeholders' Participation and Discipline

a) How do you incorporate parents in the management of students' discipline?

b) How do your teachers involve stakeholders in the enforcement of school rules?

c) How do your teachers determine solutions to discipline problems?

d) What are some of the discipline issues school prefects frequently bring to your office?

d) How do you describe the relationship between stakeholders' participation and the management of students' discipline?

APPENDIX 6: FINITE POPULATION TABLE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   Source: Krejcie & Morgan, 1970

Variable		N	%	95% CI	
				Lower	Upper
Age	15-20	226	88%	83%	91%
	21-25	32	12%	9%	17%
Gender	Male	136	53%	47%	59%
	Female	122	47%	41%	53%
Do you have any other responsibility	Yes	134	52%	46%	58%
	No	124	48%	42%	54%
School Rules	Yes	196	76%	70%	81%
	No	62	24%	19%	30%
Permission to be absent	Non	188	73%	67%	78%
	1-3	70	27%	22%	33%
	4-6	0	0%	.	.
School vision	Yes	251	97%	95%	99%
	No	7	3%	1%	5%

Communication and discipline

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		mean	SD
COMM1	64	25%	76	29%	90	35%	28	11%	0	0%	2.32	.966
COMM2	40	16%	79	31%	51	20%	86	33%	2	1%	2.73	1.106
COMM3	74	29%	84	33%	42	16%	56	22%	2	1%	2.33	1.132
COMM4	86	33%	72	28%	38	15%	36	14%	25	10%	2.39	1.333

Goals

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
GOAL1	83	32%	78	30%	58	22%	31	12%	8	3%	2.24	1.120
GOAL2	152	59%	71	28%	35	14%	0	0%	0	0%	1.55	.722
GOAL3	148	57%	81	31%	29	11%	0	0%	0	0%	1.54	.689
GOAL4	64	25%	69	27%	19	7%	52	20%	54	21%	2.86	1.512

Stakeholder

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
STAKE	107	41%	74	29%	9	3%	56	22%	12	5%	2.19	1.306
STAKE1	142	55%	71	28%	9	3%	28	11%	8	3%	1.79	1.123
STAKE2	124	48%	121	47%	0	0%	7	3%	6	2%	1.64	.821

Team

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
TEAM	96	37%	115	45%	13	5%	13	5%	21	8%	2.02	1.167
TEAM1	30	12%	53	21%	2	1%	82	32%	91	35%	3.59	1.437
TEAM2	51	20%	36	14%	9	3%	80	31%	82	32%	3.41	1.534
TEAM3	37	14%	20	8%	10	4%	79	31%	112	43%	3.81	1.430

Discipline

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
DISCI	86	33%	44	17%	11	4%	61	24%	56	22%	2.83	1.610
DISC1	98	38%	71	28%	2	1%	57	22%	30	12%	2.42	1.467
DISC2	86	33%	111	43%	5	2%	43	17%	13	5%	2.17	1.204
DISC3	76	29%	89	34%	40	16%	0	0%	53	21%	2.48	1.442

Descriptive results of socio-demographic characteristics of respondents and school characteristics

Variable		N	%	95%CI	
				Lower	Upper
Age	15-20	226	88%	83%	91%
	21-25	32	12%	9%	17%
Gender	Male	136	53%	47%	59%
	Female	122	47%	41%	53%
Do you have any other responsibility	Yes	134	52%	46%	58%
	No	124	48%	42%	54%
School Rules	Yes	196	76%	70%	81%
	No	62	24%	19%	30%
Awareness of permission to be absent	Non	188	73%	67%	78%
	1-3	70	27%	22%	33%
	4-6	0	0%	.	.
School vision	Yes	251	97%	95%	99%
	No	7	3%	1%	5%

Descriptive results of main study variables

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
COMM1	64	25%	76	29%	90	35%	28	11%	0	0%	2.32	.966
COMM2	40	16%	79	31%	51	20%	86	33%	2	1%	2.73	1.106
COMM3	74	29%	84	33%	42	16%	56	22%	2	1%	2.33	1.132
COMM4	86	33%	72	28%	38	15%	36	14%	25	10%	2.39	1.333

Goal setting

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean	SD
GOAL1	83	32%	78	30%	58	22%	31	12%	8	3%	2.24	1.120
GOAL2	152	59%	71	28%	35	14%	0	0%	0	0%	1.55	.722
GOAL3	148	57%	81	31%	29	11%	0	0%	0	0%	1.54	.689

	Strongly Agree		Agree		Undecided	Disagree	Strongly Disagree		Mean	SD
GOAL4	64	25%	69	27%	19	7%	52	20%	54	21%	2.86	1.512

Stakeholder

	Strongly Agree		Agree		Undecided	Disagree	Strongly Disagree		Mean	SD
STAKE	107	41%	74	29%	9	3%	56	22%	12	5%	2.19	1.306
STAKE1	142	55%	71	28%	9	3%	28	11%	8	3%	1.79	1.123
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Team

	Strongly Agree	Agree		Undecided	Disagree	Strongly Disagree		Mean	SD
TEAM	96	37%	115	45%	13	5%	13	5%	21	8%	2.02	1.167
TEAM1	30	12%	53	21%	2	1%	82	32%	91	35%	3.59	1.437
TEAM2	51	20%	36	14%	9	3%	80	31%	82	32%	3.41	1.534
TEAM3	37	14%	20	8%	10	4%	79	31%	112	43%	3.81	1.430

Discipline

	Strongly Agree		Agree		Undecided	Disagree	Strongly Disagree		Mean	SD
DISCI	86	33%	44	17%	11	4%	61	24%	56	22%	2.83	1.610
DISC1	98	38%	71	28%	2	1%	57	22%	30	12%	2.42	1.467
DISC2	86	33%	111	43%	5	2%	43	17%	13	5%	2.17	1.204
DISC3	76	29%	89	34%	40	16%	0	0%	53	21%	2.48	1.442

APPENDIX 9: AUTHORIZATION LETTER

KISII   **UNIVERSITY**

Telephone: 058 30826
Facsimile: 058 31140
KISII

P O BOX 408 – 40200

SCHOOL OF EDUCATION & HUMAN RESOURCE DEVELOPMENT

MEMO

TO: Director School of Postgraduate Studies

FROM: Dean, SEDHURED

DATE: 4th May, 2021

REF: KSU/SEDHU/GEN/039/2021

SUBJECT: **FORWARDING PROPOSAL FOR FRANCIS OBIERO EM17/03591/13**

The above referenced MED student of the given registration number has completed making all

the corrections suggested during the proposal defense at the school. The supervisors have

assessed the document with satisfaction as proved by their appended signatures.

The purpose of this memo is to forward the candidate to your office for facilitation towards data

collection from the field.

Thank you for your continued support.

KISII UNIVERSITY
OFFICE OF THE DEAN
School of Education &
Human Resource Development

0 4 MAY 2021

P. O. Box 408 - 40200 KISII (KENYA)
www.kisiiuniversity.ac.ke

Dr. George N.Areba , PhD.
DEAN SEDHURED

APPENDIX 10: NACOSTI RESEARCH LICENSE

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 313354

Date of Issue: 15/May/2021

RESEARCH LICENSE

This is to Certify that Mr.. OBIERO FRANCIS GISORE of Kisii University, has been licensed to conduct research in Westpokot on the topic: INFLUENCE OF PRINCIPALS' ETHICAL INSTRUCTIONAL LEADERSHIP QUALITIES ON STUDENTS' DISCIPLINE IN PUBLIC DAY SECONDARY SCHOOLS IN WEST POKOT SUB-COUNTY, KENYA. for the period ending:. 15/May/2022.

License No: NACOSTI/P/21/10483

313354

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX 11: AUTHORIZATION- COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF BASIC EDUCATION

-Email: elimu|dewest pokot @ education.go.ke
Web: www.education.go.ke
-cdewestpokot@yahoo.com.
When replying please quote date $ Ref.

COUNTY EDUCATION OFFICE
WEST POKOT COUNTY
P.O. BOX 17
KAPENGURIA.

9TH JUNE 2021

REF: WPC/EDUC/ADM/15/20/VOL.1/51

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION –MR. OBIERO FRANCIS
GISORE– LICENCE NO. NACOSTI /P/21/10483**

Following your authorization from the National Commission for Science,
Technology and innovation the above mentioned is hereby permitted to carry out
research on *"influence of principals' ethical instructional leadership qualities on
students' discipline in public day secondary schools in West Pokot Sub-County,
Kenya"* for a period ending **15th May, 2022.**

Through this letter, therefore you are requested that you accord him your
cooperation and necessary assistance he may require.

COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY
9 JUN 2021
P.O. KAPENGURIA
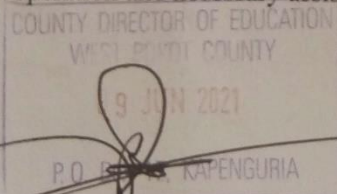
**(SIMIYU AINEAH)
FOR COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.**

APPENDIX 12: MAP OF WEST POKOT COUNTY

39 61 78
Density people (km^2)

● Urban centers with population of more than 2000 people
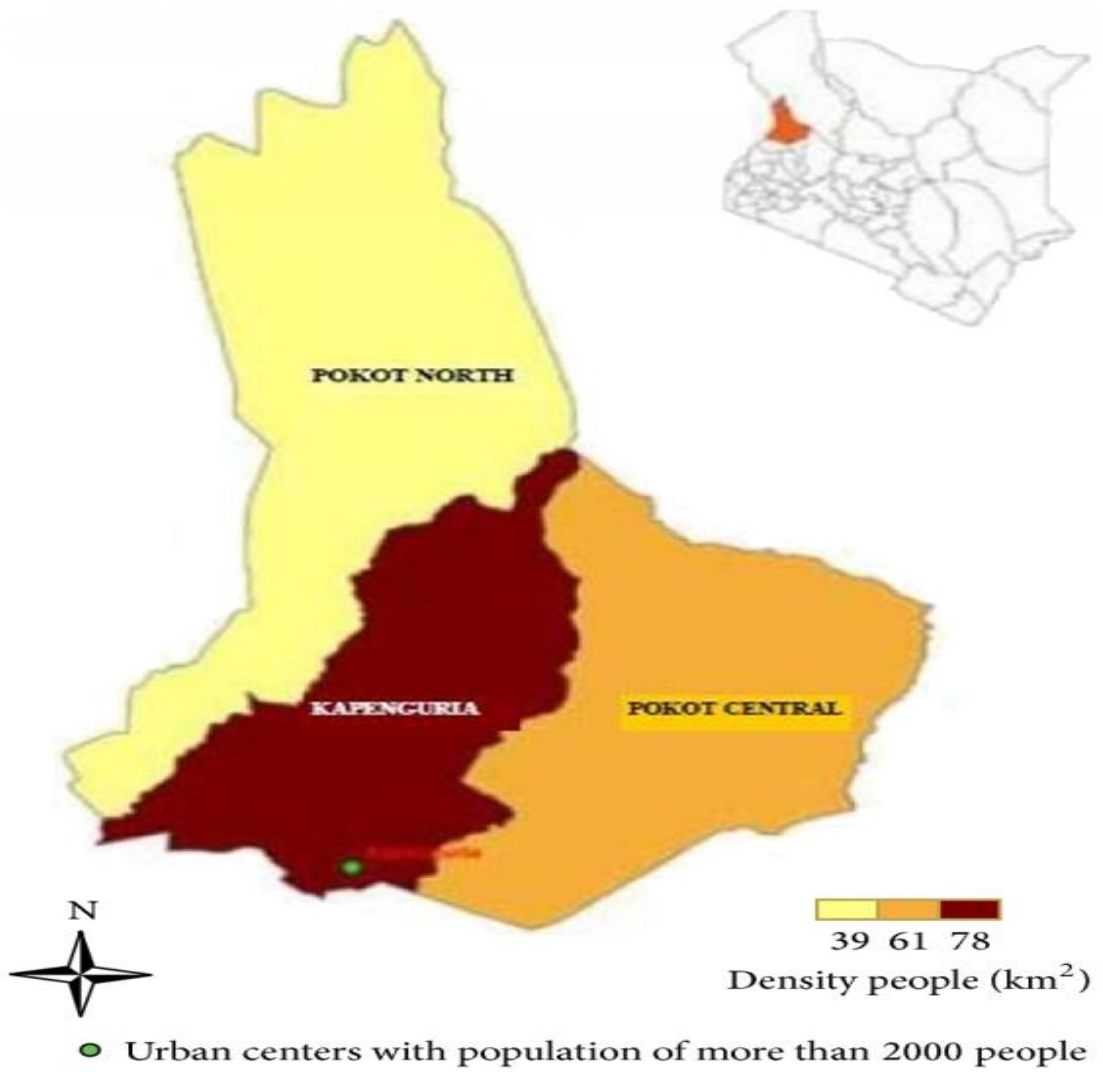
APPENDIX 13: TURNITIN PLAGIARISM REPORT

INFLUENCE OF PRINCIPALS' ETHICAL INSTRUCTIONAL LEADERSHIP QUALITIES ON STUDENTS' DISCIPLINE IN PUBLIC DAY SECONDARY SCHOOLS IN WEST POKOT SUB-COUNTY, KENYA

ORIGINALITY REPORT

20%	18%	3%	8%
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