

Democratic Leadership and Students' Discipline in Public Secondary Schools in Teso North Sub-County, Kenya

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ABSTRACT

The Principal of a school plays a very important role in shaping and maintaining the students' discipline in the school. He/she determines the behavioral pattern of the school community. The Principal influences the teachers, members of the support staff, parents and students. The purpose of the study was to determine the influence of the democratic leadership style on students' discipline in public secondary schools in Teso North Sub-County, Kenya. The study adopted the descriptive survey research design. The target population consisted of 31 deputy principals (administration) and 216 teachers from the 31 public secondary schools in Teso North Sub County, Kenya. Stratified random sampling technique was used for the schools. Purposive sampling technique was employed for the deputy principals (administration) while simple random sampling was used to select the teachers. The total sample size was 139 respondents comprising 16 deputy principals (administration) and 123 teachers. The data was collected using interview schedules for Deputy Principals (administration) and questionnaires for the class teachers. The study showed that schools in which the Principals practiced democratic leadership style registered a high level of discipline. The study concluded that principals' use of democratic leadership styles has the effect of significantly minimizing chances of students' misbehaviour.

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1. INTRODUCTION

Participative leadership is another name for Democratic Party. This leadership style involves leaders making final choices while also including the members of their project or business team. Democratic leadership entails a distribution of authority and power between the leader and followers, as well as including the followers in decision-making. In this leadership style, subordinates are allowed to speak their minds in front of the leader. Employee input is considered when creating policies. A democratic leader acts as a gatherer of opinions and consults the people before making decisions (Hussain, 2005). Because this approach promotes innovation, team members are frequently very involved in choices and projects.

According to Okumbe (1998), where democratic leadership style is used, teachers have higher levels of attachment and good attitudes. They also have higher levels of trust in one another because they hold similar beliefs. Therefore, democratic leadership is a source of moral behavior. This is supported by

Kimarua (2010), who notes that while students are self-directed and consistently support the school administration, conversation and student engagement in decision-making on issues that directly affect them causes students to own the school policies. This paints a clear picture of how democracy serves as the enforcer of rules. However, according to Oyetubo & Olaiya (2009) in Ali et al (2014), the ideology of democracy, with its focus on the freedom and rights of the individual, is one of the factors contributing to acts of indiscipline in schools.

Hina Munir and Muhammad Zafar Iqbal (2018) looked into the connection between principal leadership philosophies and teachers' job satisfaction in women's colleges in Pakistan's Punjab region. The selected sample, which included 1005 college teachers from 100 colleges around the Punjab, was surveyed to get the information. A leadership style questionnaire was used to determine leadership style, and a job satisfaction questionnaire was used to determine employee contentment. Statistics, both

descriptive and inferential, were used to analyze the data. The main conclusions showed that democratic leadership style is more commonly used in women's institutions and that this style has a strong and favorable relationship with job satisfaction. The study came to the conclusion that teachers' job happiness is also positively impacted by democratic leadership style. The current study concentrated on how the leadership philosophies of the principals affected the behavior of the children.

Ayene (2016) investigated the leadership philosophies of principals and how they affected teachers' productivity in Ethiopia's Tigray Region. Data were gathered using a mixed-methods research methodology that included focus group interviews and questionnaires. Participants in the study included 178 principals and 446 teachers, 69% of whom were men and 31% were women. According to the study, all leadership philosophies, with the exception of the directive/autocratic philosophies, have a favorable effect on the performance of the teachers. Additionally, the most popular form of leadership is supportive/democratic. The descriptive survey design used in the current study ensures results that can be extrapolated to other situations.

In Decha Woreda, et al (2019) investigated the link between principal leadership philosophies and secondary school performance. Principals, teachers, supervisors, monitors, the head of the Woreda office, and the Parent Student Teachers' Association made up the population of this study (PSTA). This study was completed using an ex-post facto design. Five secondary schools in Decha Woreda that had been specifically chosen to participate in the study. Then, using simple random sampling and purposeful sampling approaches, all 110 teachers, 5 school leaders, 10 classroom monitors, 1 supervisor, 1 head office of Woreda, and 5 parent student teachers' associations (PSTA) of the selected secondary schools participated in the study. This survey included 132 respondents in total. According to the study, democratic leadership is the most popular form of leadership in a chosen group of secondary schools in Kaffa Zone Decha Woreda and has a strong positive link ($r = 0.651$) with educational outcomes. The goal of the current study was to determine how principal leadership styles affected student behavior.

A study by Abid et al. (2017) examined the relationship between secondary school principals' leadership philosophies and teachers' job satisfaction. From the Public Secondary Schools of Lahore, 200 teachers were randomly chosen (100 male and 100 female). A questionnaire was created to gather information from the research participants. According

to the report, most administrators adopt a democratic style of leadership because they welcome teacher input and work closely and supportively with them on all issues. The study's results also demonstrated a strong correlation between teachers' work happiness and democratic leadership style. Abid et al(2017). 's study on Principals' Leadership Styles and Teachers' Job Satisfaction at the Secondary Level was their primary focus. The generalizability of the study's results is constrained. The current research aims to close the gap.

Adegoke Harerimana (2017) looked at the impact of leadership styles on students' academic performance in a sample of secondary schools in Kigali, Rwanda's Gasabo District. The research used a descriptive survey approach. Because its average mean is 3.49, which is considered to be a high mean while others are employed only moderately, the study found that democratic leadership style was more frequently used than the other leadership styles. Additionally, it was discovered that although students in some schools exhibit average overall performance, they do have a tendency to be competitive with one another. The final correlation results showed a positive relationship between transformational leadership style and student performance of 0.332, but it is not statistically significant because it is 0.002, a positive relationship between democratic style and student performance of 0.067, but it is not statistically significant because it is 0.550, and a negative relationship between the two remaining leadership styles mean, but it is not statistically significant. Adegoke Harerimana's dissertation, Influence of Leadership Styles on Students' Academic Performance in Selected Secondary Schools: A Case Study of Gasabo District, Kigali, Rwanda, put a special emphasis on this issue. The generalizability of the study's results is constrained. The current research aims to close the gap.

In Butagaya Sub-County, Kagoma County, Jinja, Wakibi 2018 investigated the impact of head teachers' leadership philosophies on students' disciplinary behavior in secondary schools. The Contingency Theory of Leadership, created by Fiedler (2004) and referenced in (Cole, 2002). To investigate the impact of head teachers' leadership styles on students' behavior, the study used a descriptive survey design. For the pilot study, 33 instructors from 3 schools were recruited using a sample size of 10%. For kids, however, five (5) were specifically chosen from each of the three participating schools. 90% of the population was utilized to choose 99 teachers and 9 head teachers for the primary research. However, a purposeful sampling strategy was used to choose 10

kids from each school that was sampled. 90 pupils from the 9 schools so participated in the primary study. Data were gathered using questionnaires given to head teachers, teachers, students, and during question-and-answer sessions with head teachers. The investigation produced data that needed to be analyzed both qualitatively and quantitatively. According to the study's findings, exam cheating (37%), drug use (17%), and absenteeism (25%), are the most frequent discipline issues in schools. The results also showed that the discipline of pupils in public secondary schools is greatly influenced by democratic leadership style. Teachers reported that democratic leadership (62.5%) is necessary for head teachers in addition to transformational leadership (50%) where discipline should be positive and constructive. It was also proven that head teachers exercised authoritarian authority in the classrooms. According to the data, the majority of instructors (75.0%) disagree that an autocratic leadership style is necessary to ensure that employees perform as expected. Additionally, some head teachers (77.8%) exhibited laissez-faire leadership, always allowing members to take it easy at work. The current study was conducted at Kenya's Teso North sub-public county's secondary schools.

In public secondary schools in Nairobi Province, Kenya, Mbogori (2012) investigated the effect of headteachers' leadership styles on students' disciplinary behavior. According to the study, the majority of head teachers were seen as democratic, then autocratic, and laissez-faire leadership received the least amount of support. The most significant factor affecting students' behavior was the democratic leadership style. The current study was conducted in Kenya's Teso North Sub-county, whereas Mbogori's study was conducted in Nairobi County. In Kajiado North District, Kajiado County, Kenya, Kashu (2013) investigated the impact of principals' leadership philosophies on students' achievement in the Kenya Certificate of Secondary Education. The targeted public secondary schools had 20 principals and 275 instructors. In order to examine leadership style in Kenya Certificate of Secondary Education performance, this study used a descriptive survey approach. The sample consisted of 15 principals and 82 teachers, making 97 responders from the target group in total. Two sets of questionnaires were used to obtain the data. In order to represent attitude through quantitative analysis, the raw scores were entered into the Statistical Package for Social Science (SPSS) statistical program. For simple categorization and understanding, theme groups of qualitative data were created. To communicate results in keeping with the study's aims, the frequencies of the responses

were shown in figures to represent mean and tables to describe percentages. According to the study's findings, using the three leadership philosophies of transformational, transactional, and democratic did not improve KCSE performance. The transactional leadership style was heavily utilized to push for immediate gains at the price of better KCSE performance. In Kajiado North District, Kajiado County, Kenya, this study concentrated on how the leadership styles of the principals affected the students' performance on the Kenya Certificate of Secondary Education. The new study fills this gap by focusing on how principals lead and how pupils behave.

In Gatundu North Sub-County, Kenya, Sarah Ratego (2015) investigated the impact of principals' leadership philosophies on pupils' KCSE achievement. The descriptive survey design was applied to the investigation. The 20 public secondary schools, 500 teachers, and 4583 pupils made up the target population. The target respondents for this study were principals (6), teachers (45), and students (412), with a sample size of 3. Teachers' and students' questionnaires as well as a principal interview schedule were utilized as research instruments to gather data. To improve instrument reliability, the researcher adopted the test-retest methodology. The investigation produced data that needed to be analyzed both qualitatively and quantitatively. The SPSS computer program, version 17.0, was used to analyze quantitative data, while qualitative data were analyzed by hand. Frequency distribution tables with values and percentages were used for the presentation. The study demonstrated that democratic leadership style has a significant impact on secondary school pupils' academic achievement. Therefore, it is necessary for principals to adopt a democratic approach in addition to a transformational one, where performance should be constructively steered rather than punished. The study also showed that principals' democratic leadership styles received a lot of support, which is a promising sign that, when used effectively, they might provide better outcomes than autocratic leadership styles.

Okoth (2016) investigated the impact of principals' leadership philosophies on teachers' motivation in public secondary schools in Kenya's Sabatia Sub-County. The research design for the study was descriptive and correlational. 500 teachers and 32 principals and deputies made up the study population. While 290 instructors were chosen using ordinary random sample, 29 principals and 29 deputy principals were chosen using saturated sampling. Teachers' questionnaires, interview schedules, and document analysis were used to gather the data.

Regression analysis, frequency counts, percentages, and means were used to examine quantitative data. Transcribing and analyzing qualitative data according to emerging themes. The survey found that teachers, with a mean rating of 3.21, were somewhat motivated. Pearson's r of .772 and significance at the predetermined p -value of .05. The study found a substantial positive association between principals' democratic leadership style and teachers' motivation. Teachers' motivation was attributed to 59.6% of democratic leadership. The results of the study indicated that there was a marginally positive association between teachers' motivation and the laissez-faire leadership style of principals, with Pearson's r of .139 and significant at the predetermined p -value of .05. According to Pearson's r of .195 and significance at a .05 p -value, laissez-faire leadership style had a marginally positive association with teachers' motivation. Multiple regression analysis indicated that authoritarian leadership style and laissez-faire leadership style did not significantly affect teachers' motivation because they accounted for 1.9% and 3.8% of the total, respectively.

In Kenya's Makindu Sub County Public Secondary Schools, Principals' Leadership Practices and Their Influence on Students' Discipline were investigated by Katolo et al. in 2016. The research design used in the study was a descriptive survey. The sample was made up of 197 pupils, 46 teachers, and 20 principals who were chosen at random. The survey found that the school's principals supported an open-door policy for students to communicate their concerns with them, sought student input before making any changes to the school's meal program, and gave students a voice in deciding the school's dress code. Additionally, the principals choose a particular day or days each week for meetings with the students to discuss issues related to the management and operation of the school. The survey found that secondary school principals advocated open door policies in which students were welcome to talk to the institution's leader about their issues. The generalizability of the findings is limited because Katolo et al. (2016) concentrated on Principals' Leadership Practices and their Influence on Students' Discipline in Public Secondary Schools in Makindu Sub County, Kenya. Therefore, the goal of the current work is to close the gap.

In Kenya's Igembe Sub County, Kendi (2018) investigated the impact of principals' leadership philosophies on students' classroom behavior in public secondary schools. The study used a descriptive research strategy using a straightforward sampling technique. 40 teachers, 18 principals, and

220 students were sampled for the study. Data collection involved the use of questionnaires. The results showed that the leadership style of the principal and the behavior of the kids were positively correlated. The study also showed that some democratic leadership practices are used, with most principals choosing when and how to involve staff and students in decision-making. Discipline improved when democratic leadership was used.

The leadership philosophies of the principles and student discontent in Bungoma County were investigated by Wakachala (2021). Ex-post facto research design was used by him. 3,040 form four students in public boarding secondary schools, 76 vice principals, 152 teachers, and other participants made up the target population. In this study, schools were grouped into two categories using multistage sampling. Twelve schools and 480 students from four different classes were chosen at random from each of the categories. Then, using a purposeful sample, 12 deputy principals in charge of administration, 24 boarding section heads, and instructors in charge of the departments of guidance and counseling in the schools were chosen. According to the study, schools with principals who exhibited significantly higher levels of democratic and transformational leadership styles were calm, whereas those with much lower levels of these leadership philosophies were more susceptible to student dissatisfaction. The findings of this study, which solely focused on unrest in Bungoma County, cannot be applied generally. This research aims to close that gap.

Owiti (2016) investigated how principal leadership philosophies affected students' behavior in public secondary schools in Kenya's Kikuyu Sub County. The study used a descriptive research methodology using stratified random sampling. 28 principals and 230 instructors were sampled for the study. The study found that the implementation of democratic leadership improved the behavior of students. The relationship between head teachers' leadership philosophies and teachers' job satisfaction in public primary schools in Kenya: A Case of Nakuru County, was investigated by Thuku Wachira (2017). The target population for the correlational research design was 601 head teachers and 7002 teachers, while the accessible populations were 240 and 3700, respectively. There were 348 instructors and 148 head teachers in the randomly chosen sample size. The study found that participative leadership style registered the least, although being significant, and that supportive leadership style had a strong positive correlation of 0.708 and was viewed as most impactful by 50.13% of respondents.

The impact of head teachers' democratic leadership style on students' academic performance in public secondary schools in Kenya's Marakwet Sub-County was investigated by Chepkonga et al. in 2015. A descriptive survey research design was used for the investigation. The sample population of the study consisted of 351 students from all 13 secondary schools in the sub-County, 13 head teachers, 35 instructors, and 35 administrators. Using a straightforward random sample procedure, Forms Three and Four teachers and students were chosen. The primary methods for gathering data for the study included a questionnaire, a timetable for structured interviews, and document analysis. According to the study, head teachers who used a democratic leadership style saw significant improvements in their schools' performance on national exams (KCSE). Only the influence of head teachers' democratic leadership style on students' academic performance in public secondary schools in Kenya's Marakwet Sub-County was the sole topic of Chepkonga et al (2015)'s study. The results of this study have limited generalizability. Therefore, the goal of the current work is to close the gap.

In Imenti North Sub-County, Meru County, Kenya, Muchiri (2022) investigated the impact of principals' leadership philosophies on academic performance in public secondary schools. The Fiedler contingency theory served as the study's foundation. The research design used in the study was a descriptive survey. 46 senior instructors and 46 secondary school principals were the study's target audience. All of the senior teachers from the 46 secondary schools were chosen using the census sample approach, while 14 instructors were chosen using simple random sampling. Data were gathered via a survey for senior teachers and an interview schedule for principals. Chronbach alpha was used to calculate the questionnaire's reliability, and the two university supervisors' scrutiny of the questionnaire's content and face validity was used to determine its content validity. Both descriptive and inferential statistics were used to analyze the data. Themes were created from qualitative data and analyzed. To preserve the impact of the participants' spoken words, some qualitative data, however, were quoted exactly as they were said. The three developed hypotheses were put to the test using multiple regression analysis. According to the study, principals who used democratic leadership styles had the biggest impacts on students' KCSE mean scores ($= 0.456$, $t(45) = 1.972$, $p 0.05$), followed by principals who used autocratic styles ($= 0.308$, $t = 1.308$, $p 0.05$). However, a lax leadership approach had a detrimental

effect on the children' KCSE scores ($= -0.106$, $t(45) = -0.305$, $p = 0.717$).

2. METHODOLOGY

This study was conducted in Teso North Sub-county, one of the seven sub counties in Busia County. It borders; Uganda to the North and West, Bungoma West Sub-county to the East and Teso South Sub-county to the South. Administratively, Teso North Sub-county is composed of Angurai and Amagoro divisions, with an area of 261.20 km² and estimated population of 135,667 people. Teso North Sub-County is further divided into five wards, namely: Angurai East, Angurai North, Malaba Central, Angurai South and Malaba North. The Sub-County is primarily an agricultural area hence farming is the main source of income for most people.

The research design for the study was a descriptive survey. This study method was deemed suitable since it enables the researcher to get data through conducting interviews as well as distributing questionnaires and forms for the respondents to complete. This is carried out independently of the dependent variable, which in this study is the leadership styles of the principals (Orodho, 2012). The descriptive survey research design also enables reliable generalization of findings from a small sample.

The target audience was made up of 216 instructors and 31 deputy principals (administrative) from the 31 public secondary schools in Teso North Sub County, Kenya. 139 people made up the overall sample, including 123 teachers and 16 deputy principals (administration). The deputy principals in charge of administration and the instructors from the sampled schools were surveyed for information on the leadership philosophies of principals and their effects on students' behavior.

Questionnaires were employed by the researcher to get information from the teachers. Both closed-ended and open-ended questions were included in the surveys. The use of questionnaires is useful since it allows for the collection of data from a large number of respondents while maintaining the respondents' anonymity, allowing for more honest responses. Additionally, surveys have standardized formats and are simpler to complete (Orodho, 2009). The interview served as a way to learn more about the deputy principals (administration). Identity codes were provided to the respondents. Information on the deputy principal's perspective of leadership styles in connection to student discipline was obtained through the interview questions.

3. RESULTS AND DISCUSSION

3.1. Influence of the Principal's Use of Democratic Leadership on Students' Discipline

The objective of the study was to determine the influence of the principal's use of democratic leadership on students' discipline. The study sought to verify the second hypothesis stating that;

H₀: There is no statistically significant influence of Principal's use of democratic leadership style on students' discipline in public secondary schools in Teso North Sub County, Kenya

3.1.1. Teacher's Responses on the Principal's Use of Democratic Leadership

Teachers were required to rate their opinions against statements on a five-point likert scale, where

1-Strongly Disagree, 2- Disagree, 3-Undecided, 4- Agree and 5- Strongly Agree

Table 1 shows the summary of responses from Students Council members on various statements.

Table 1: Teacher Responses on Principals' Use of Democratic Leadership Style

Statement	SD	D	UD	A	SA	Σfi	$\Sigma fiwi$	$\frac{\Sigma fiwi}{\Sigma fi}$
Involves students in formulating rules and regulations	19	19	18	40	19	115	324	2.82
Organizes students' barazas for them to express issues pertaining to their welfare	30	27	9	36	13	115	370	3.22
Students allowed to elect leaders	28	18	20	35	14	115	356	3.10
Keeps staff working as a team	32	25	10	37	11	115	375	3.26
Notifies Students of changes in advance	27	25	21	26	16	115	366	3.18
Is friendly and approachable	25	43	5	35	7	115	389	3.38

Source: Field, 2022

The findings from table 1 show that, majority of teachers represented by 59(51.7%) disagreed that the Principal involves students in formulating rules and regulations while only 38(33.0%) agreed that students are involved and 18(15.7%) were not sure about the statement. The statement had a weighted mean of 2.82 which imply fewer Principals generally involve students in formulating rules and regulations.

On whether the Principal organizes students' barazas for them to express issues pertaining to their welfare, a very large proportion of the respondents represented by 57(49.6%) agreed with the statement while 49(42.6%) disagreed with the statement. A total of 9(7.8%) were not sure about the statement hence the weighted mean was 3.22 implying that most Principals organize *barazas* for student to express issues on their welfare.

When required to give opinion on whether Principals allow students to elect leaders, there was a fairly equal opinion ratings with a larger proportion of 49(42.6%) disagreeing with the statement while only 46(40.0%) disagreed and 20(17.4%) were not sure about it. The weighted mean for the responses was 3.10 implying that in most schools, Principals allow students to elect leaders.

The study also sought to establish whether the Principal keeps staff working as a team, 57(49.6%) agreed while 48(41.7%) disagreed that Principal keeps staff working as a team and 10(8.7%) were Not sure with the statement. The responses for this statement had a high weighted mean of 3.26 indicating that most Principals initiate teamwork among members of staff.

On whether the Principal ever notifies students of changes in advance, a very large proportion of 52(45.2%) agreed with the statement while only 42(36.5%) disagreed and 21(18.3%) were not sure. The statement has a high weighted mean of 3.18, which imply that majority of the Principals actually notify students about changes and developments in school.

The respondents were also required to rate opinion on the statement that the Principal was friendly and approachable, majority of the teachers represented by 68(59.1%) agreed to the statement while 42 (36.5%) disagreed and a total of 5(4.3%) were not sure about the statement. The statement had a weighted mean of 3.38 which imply that most Principals were friendly and approachable.

3.1.2. Aggregation of Variables for Responses on Principal's Democratic Leadership Style

The respondents' ratings were aggregated in order to develop indices that could measure the levels of democratic leadership by Principals in the sampled schools. The index had values ranging from 6 to 30. An aggregate of Values above 18 indicate relatively high levels of democratic leadership by Principals while values below 18, imply low levels. The descriptive statistics for the index were presented in table 2 below

Table 2: Principals' Democratic Leadership Index

School Discipline Category	N	Mean	Min	Max	Std. Deviation
High Level	67	21.4776	10.00	30.00	6.28215
Low Level	48	15.6458	9.00	27.00	4.19974
Total	115	19.0435	9.00	30.00	6.20185

Source: Field, 2022.

Table 2 illustrates that schools with high level of discipline recorded a High Democratic Leadership Index for Principals ($m = 21.4776, sd = 6.28215$) while those with low levels of discipline had the lowest democratic Leadership Index ($m = 15.6458, sd = 4.19974$). Hence, the findings indicates that schools with High levels of discipline are associated with high levels of Democratic leadership by Principals while those with low levels of discipline are associated with low levels of democratic leadership.

3.1.3. Hypothesis Testing on Influence of Principals' Democratic Leadership on Student Discipline

In order to achieve the objective of determining the influence of Principals' democratic leadership on student discipline in the area under study. The study sought to verify H_0 stating:

H_0 : There is no statistically significant influence of Principal's use of democratic leadership style on students' discipline in public secondary schools in Teso North Sub County, Kenya

The study computed the inferential statistical technique of independent samples t-test in order to verify the hypothesis. The mean values for the Principal's democratic leadership index for the high and low discipline school categories were compared and the results were presented in table 3

Table 3: Independent samples t-test on the Principals' Democratic Leadership across school categories

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	23.722	.000	5.595	113	.000	5.83178	1.04240	3.76660	7.89695
Equal variances not assumed			5.963	112.533	.000	5.83178	.97800	3.89409	7.76947

Source: Field data, 2022

From the table 3, the computed t-value was significant ($t_{(115)} = 5.595, \alpha < 0.05$). Hence, the null hypothesis stating that there is no statistically significant influence of Principal's use of democratic leadership style on students' discipline in public secondary schools in Teso North Sub County, Kenya was rejected. A significant difference in the levels of democratic leadership between schools with high levels of discipline and those with lower levels was established.

Therefore, the findings of the current study were that the differences in the levels of student discipline are attributed to the use of democratic leadership style by the Principals in the schools under study. Schools that have high levels of discipline reported higher levels of democratic leadership by the Principal, but

schools, which had where Principals who tended to exercise less democratic leadership experienced lower levels of discipline.

These findings in table 3 were supported by interview data from interviews held with the 16 deputy Principals in schools. When asked to give opinion on the Principal's use of democratic leadership and student discipline, D5 remarked that:

In this school, students elect their prefects, they are even allowed to air views directly to the principal or me.

D8 remarked that:

In fact, allowing our students a lot of freedom to manage their own affairs has really lessened my work in dealing with many discipline cases.

The response implies that school Principals use of democratic leadership in management-minimized cases of indiscipline among students. Hence, the student discipline is attributable to the use of democratic leadership styles by principals in schools.

These findings in table 3 concurs with those of Wakachala, et al. (2021) who focused on Principals' leadership styles and student unrest in public boarding secondary schools in Bungoma county, Kenya. However, Wakachala's findings were limited to student unrests. This posed a limitation in terms of generalizability.

4. CONCLUSIONS

As a result, the study draws the conclusion that school Principals' usage of democratic leadership styles considerably reduces the likelihood of students misbehaving.

5. RECOMMENDATIONS

The study further recommends that in order to reduce indiscipline cases among students, the secondary school Principals should be encouraged to use a democratic form of administration.

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