RESEARCH ACADEMY OF SOCIAL SCIENCES

Leadership Styles and Teacher Discipline in Private Secondary Schools in Kakamega County, Kenya

Odollo Okoth L.[1], Kwendo Silver[2], Vundi K. Silvia[3]

Abstract

Educating a nation remains the most vital strategy for the development of the society throughout the developing world. This study aimed at establishing the effect of private secondary school principals' leadership styles on teacher discipline in Kakamega County. The specific objectives pursued were: to assess the effect of leadership styles on the level of teacher performance; to determine the effect of organizational factors on teacher discipline; and to establish the effect of organizational factors on the relationship between leadership styles and teacher discipline in private secondary schools. The study was guided by path–goal theory of leader effectiveness model. Hypotheses were statistically tested at an Alpha level of 0.05. The population of the study comprised 203 teachers drawn from 11 private secondary schools classified into two homogeneous sub-groups. School principals were purposively sampled while a proportionate factor at 60 percent per school was computed to get the number of teachers. A simple random sampling was then used to select teachers. From the sample frame, 140 respondents were selected. The study revealed a significant and positive effect of leadership style on teacher discipline with 26.4 percent of teacher discipline being explained by leadership styles. Equally, organizational factors had a significant positive aggregate effect on the teacher discipline with 55.2 percent of changes in the teacher discipline being attributed to organizational factors

Keywords: leadership styles, teacher discipline, teacher quality, teacher effectiveness

1. Introduction

Developing economies' education systems have not achieved strong learning outcomes for reasons that are as diverse and nuanced as the country itself, according to Aikmanand Unterhalter (2005). Key among these reasons is poor teaching quality, which results from a myriad of factors as Archana,Vinay, Meghana, Karan & Nikhil (2012) acknowledge. As Kenya enters the 21st century, attention shifts to education as a key to sustainable development, peace and stability and as Agba, Ikoh and Ashibi (2007) posits, education becomes an indispensable means for effective participation not only in the country's' socio-economic development, but also in the on-going rapid globalization. It follows therefore that the realization of national development lies on the effective implementation of the country's educational policies and the performance of teachers at all levels of the system.

The Kenya government has transformed the education sector since 1963 liberalizing education services in the country. Consequently, many private schools have mushroomed and have increased their intake levels(KED2010);hence their performance is of greater concern than ever before.It is on this view that this study on the effect of leadership style on teacher discipline aims at assessing how leadership styles adopted by principals have influenced performance and discipline of teachers in private secondary schools.

[1]School of Business and Economics, Masinde Muliro University of Science and Technology, Kakamega, Kenya

[2]School of Business and Economics, Masinde Muliro University of Science and Technology, Kakamega, Kenya

[3]School of Education and Social Sciences, Masinde Muliro University of Science and Technology, Kakamega, Kenya

According to Vincenzo (2008),high performing schools are characterized by strong discipline practices and skilled leadership who engage in sustained work with the teachers, students and can improve the organizational climate, school conditions, and other contextual factors. Within the context of an increased national and local focus on improving school performance and student achievement what really happened to Western province, within which Kakamega County lies, which was once an academic icon, producing good results?

Statement of the Research Problem

Kenya has made great strides in strengthening its education system. However, behind the veil of promising statistics, learning outcomes of private secondary schools in Western Kenya show little progress (KED, 2010). Research findings by Archana*et al* (2012) found that developing country's education system ranked 63 out of 64 in the latest Program for International Student Assessment (PISA) study, with some of its best schools ranked about average among those surveyed. Childs (2007), argues that the school principal's expectations, values, beliefs, relationships with teachers and the examples he/she sets for the whole school, shape the climate in the school, and the teacher must bring to school and class the right personal characteristics in order to perform to the expectations. If this is so, why are values, performance, discipline, and attitudes in private secondary schools among teachers deteriorating?

Pashiardis (2004) orates that most studies undertaken in the area of educational leadership attempt to identify links between educational leadership and school effectiveness, focusing on student performance. Where is the teacher? Hence it is necessary to investigate all parameters of principal's leadership and the teachers' discipline, in order to give a more pragmatic view of school leadership, given that teachers bridge the gap between the school administration and academic activities. While much is known about the ways in which secondary school principal's leadership styles influence schools performance (Alexander, 2008), less is known about the practice and effectiveness of leadership style and its influence on discipline among high school teachers, and the extent to which this impacts on teacher effectiveness. Indeed, the need for a paradigm shift which seeks to isolate the contribution of a disciplined teacher is crucial.

Purpose of the Study

The aim of this study was to establish the effect of leadership styles on teacher discipline in private secondary schools in Kakamega County, Kenya. The specific objectives pursued were to: (a) assess the effect of leadership styles on teacher performance (b) establish the effect of organizational factors on teacher discipline (c) determine the effect of organizational factors on the relationship between leadership styles and teacher discipline in private secondary schools.

Research Hypotheses

The following null hypotheses were developed and statistically tested at $\alpha = 0.05$to target achievement of the outlined objectives:

H_{01}: There is no statistically significant relationship between leadership styles and teacher discipline in private secondary schools.

H_{02}: There is no statistically significant relationship between organizational factors and teacher discipline in private secondary schools.

H_{03}: Organizational factors do not statistically affect the relationship between leadership styles and teacher discipline in private secondary schools.

2. Review of Literature

Globally, the topic leadership has fascinated people for centuries, definitions abound. Disagreement about the definition of leadership stems from the fact that it involves a complex interaction among the leader,

the followers, and the situation (Kreitner & Kiniki, 2006). There is a common thread, however, among the different definitions of leadership. The common thread is social influence. Kreitner and Kinikiintone that followers seek, admire and respect organizational leaders who foster feelings of significance(what one does at work is important and meaningful),community(a sense of unity encouraging people to treat others with respect and dignity and to work together in pursuit of organizational goals),and excitement(people are engaged and feel energetic at work).

Leadership at work in education institutions is a dynamic process where the principal is not only responsible for the group's tasks but also actively seeks the collaboration and commitment of all the teachers in achieving group goals in a particular context (Nsubuga,2008).Discipline is necessary for effective management and it is the function of the school head to measure and steer performance of the teachers to make sure that the objectives are achieved.

The non-state actors-NGOs/CSOs and the private sector-play useful role in providing some services which are complimentary to those provided by the Government (Keriga, Ntrangwi, & Bujra, 2009).The researchers view education as 'adding value' to investment on human capital; this has seen changing labour market requirements shift to the phenomena of' life-long learning. The heralding of the 'knowledge society', implies that education plays a central role in the production of individuals who are equipped with the intellectual capacities needed for national and regional advancement, as noted by the authors. Tight controls make teachers feel undermined, professionally threatened, and, in researchers' view, they may begin unwittingly to participate in their own de-skilling. This calls for proper leadership in schools to strike a balance between control and performance of teachers, which will be steered by a disciplined teacher. This study, therefore, sought to define the contribution of a disciplined teacher in the school, as guided by his/ her behavior characteristics. Agharuwh and Nkechi (2009) argue that considering governments' huge investments in education, its output in terms of quality of students have been observed to be unequal with government expenditure. This brings in the question of whether the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools.

- **Leadership Styles**

A study finding by Mpaata (2008) concluded that leadership style is determined by what the leader does to motivate subordinates to put in their best to accomplish the set goals. These styles therefore affect workplace environment and employees performance on the job. Dimuzio (1989), observes that leadership style is more of how the subordinates perceive their leader's behaviour. This implies that the teachers' assessment of the head teachers' leadership styles is most likely to be the head teachers' styles of leading the school.

➢ **Directive Leadership**

This leadership style involve stelling followers what needs to be done and giving appropriate guidance along the way. According to Safa(2010),directive leadership involves letting sub ordinates know exactly what is expected of them, giving specific directions and are expected to follow rules and regulations. Kabandize (2004)opines that directive leadership is autocratic, task-oriented, persuasive and manipulative. Though it can be effective in communicating a clear and concise vision of the organization's strategic goals, directive leadership is transformational only by coercion Because of its author it ativenature, employees may be less likely to adopt management's vision or values. This confirms what Safa(2010)postulates that directive leadership results in lower acceptance of managerial decisions.

Kenneth, Karen, Stephen and Kyla (2004) suggest that leadership practices included in setting directions account for the largest proportion of a leader's impact. Oftencitedas helping set directions, are such specific leadership practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations (Kenneth*etal.*2004).

Clear and compelling organizational directions contribute significantly to members' work-related motivations. However, a study by Safa(2010)showed that directive leadership has negative effect on shared

values and employees' commitment to service quality and positive influence on employees' role clarity. The fore going views needed to be assessed to highlight the effect of this leadership style has negatively affected the discipline of the teachers hampering their performance.

➢ Participative Leadership

House and Mitchell(1974) assert that this leadership style requires frequent consultation between the leader and the followers and that the leader takes their ideas into account when making decisions and taking particular actions.This approach is best when the followers are experts and their advice is both needed and they expect to be able to give it.The leadership style is associated with consensus,consultation,delegation and involvement(Safa,2010).Subordinates are more committed to actions when they are involved in there levant decision-making.They are less competitive and more collaborative when they are working on joint goals.According Safa,when people make decisions together,their social commitment. Employees who perceive their managers as adopting consultative or participative leadership behavior are more disciplined and committed to their organizations.

Spreitzer, Koen, Jagdip and Buyens (2003)holds that more opportunities to participate in decision making provide subordinates with greater intrinsic rewards from work and higher levels of psychological empowerment which results in improved work performance.There searcher asserts that since participative leadership behavior shows that the superior has confidence in and concern and respect for the subordinates such leadership behavior is likely to foster higher levels of trust in the superior.As a result the subordinates are likely to reciprocate their superiors as well as their organizations by exhibiting a higher level of work performance.

A study by Ahearne, Mathieu and Rapp (2005) revealed that when teachers feel involved in the decision making in their areas of responsibilities they will perform their duties to the satisfaction of their customers because they are competent enough.Largely the school head that includes teachers in making decisions regarding their areas of operation are likely to perform their duties with high degree of enthusiasm. Therefore, this study partly established the extent to which teachers were involved in making daily decisions in their school and the impact of this on their morale in order to fill this gap.

➢ Supportive Leadership

Teachers who receive little support from their administration on a range of issues may have alow morale level and may even leave the profession (Tye & O'Brien, 2002). It is important for principals to make their teachers feel they are supported in order to keep quality teachers in the profession and maintain morale in the demanding field of education.This will enable them perform their duties enthusiastically as they will feel appreciated and cared for a study by Sikandar, Hamid and Shamsa (2011) on employee job satisfaction in Telecom sector in Singapore found a direct in fluence of supportive leadership style on subordinate performance since subordinate satisfaction directly effects subordinate's performance and performance is influenced by the type of task demand. Although this research was done in a telecommunication sector, its findings can be tested likewise, in a school which is equally a service industry. Hence this study sought to establish the extent to which school principals were supportive, and if this had an effect on their morale and motivation of working.

According Dysvik and Kuvaas (2011), supportive leadership yields the most performance customer service. The researchers concluded that any organization may have good or bad management systems, but the efficiency of a system depends in any case on the individual supervisors who are able to give their staff a sense of being important for the organization's performance today and in the future. Supportive school leadership will ensure that employees enjoy greater job satisfaction, and the customers (students) will be happier, and the owners will make more money. The current study therefore sought to correlate support level of school principals and performance of their teachers, and identify ways the private secondary schools support and the influence of this performance.

➢ **Achievement – Oriented Style**

House and Mitchell (1974) postulate that this leadership style includes setting challenging goals both in work and inself-improvement (and often together).High standards are demonstrated and expected from the teachers and the principal shows confidence in the capability of the teacher to succeed.According to the study,the school principal sets challenging goals,assists in training,emphasizes continuous improvement and expects the highest levels of performance to achieve challenging performance standards.

The contract of the teachers in private schools is performance-based.The leadership often sets high academic targets,which stretch the teacher's ability.These periodic targets motivate teachers to perform,and be successful in their duties. This forms the gap that this study seeks to address by focusing on the level of teacher involvement in setting goals at work and the extent of support for self-improvement and motivation through workshops and seminars among others.According to (Frauenheim, 2009),the manager (principal) needs to provide specific examples of how the employee can further his or her development and achieve specific goals.In a school where teacher effectiveness is determined by the grade achievement by the student,school heads set both school and individual subject means to be attained by the respective teachers. The researcher argues that both parties should reach an agreement as to the employee's goals for the next evaluation period and the assistance and resources the principal needs to provide for the target achievement.

• **Teacher Discipline**

Mayer, Amy, Mahua, Lisa and Sabrina (2011) defined a disciplined teacher as a high performing teacher. The performance is measured by teacher planning,instructional and assessment artifacts,teacher participation in professional development and the follow-upwork on teacher adaptation of class room practices in response to feedback from formal and informal observations.Pursuant to the above views,schools must include multiple measures,provided that teacher effectiveness is evaluated,insignificant part,by student growth.

Goe , Bell and Olivia (2008) evaluated teachers from three different but related angles, but of interest to this study is the measure of inputs, which are what a teacher brings school, generally measured as a teachers' background, beliefs, expectations, experience, pedagogical, content knowledge, and educational attainment, which all sum up a teacher quality. The views of Goe*et al.* were corroborated by Ballou, Sanders and Wright (2004) who used Value-Added Assessment System (VAAS) in which student demographics were controlled, to examine teacher effects. From their findings, teacher effects are related to student gains. Because value-added measure only focuses on actual student gains on standardized tests, the extent to which teachers practice reflect an instructional idea is not relevant. Despite its strengths, some researchers have expressed reservations about its effectiveness (Ballou*et al.* 2004).

➢ **Syllabus Coverage**

Covaleskie(1993)posits that what ails service delivery in most secondary schools is the low level of course content, often attributed to the weak academic preparations that teachers themselves bring to their classes; consequently, the courses tend to be shallow, simplistic, and disconnected from authentic scholarship.Adam(2003) argues that there is much press about teachers' subject matter knowledge, while a research by Linda demonstrated that 60 percent of the variance in student achievement is due to teacher-subject content knowledge.

A study by Covaleski(1993)indicated that large work load makes it difficult for a teacher to effectively prepare for the lessons and consequently would have it difficult to adequately prepare students for their examinations.There searcher identified other determinants of poor performance by teachers as in attendance of in-service and refresher courses.Largely,private secondary schools employ few teachers who are maximally utilized.Teachers in such schools have high workloads and rarely have time for their personal life.Such "over engaged" teachers have less time to prepare less on notes,update them from time-to-time,attend refresher courses and effectively cover syllabus.

➢ **Attendance**

A teachers' presence in the classroom is an important pre-requisite for learning to take place.Teacher absenteeism rates disrupt the consistency of the classroom environment, according to Smith(2000). Uehara (1999) acknowledges that education principals can revise curriculum toughen graduation requirements and sing the song of excellence but if a teacher fails to show up for class all the good intentions will witheron the board room floor.In this current wave of reforms and accountability,consistent teacher attendance is one of the several qualities that define a disciplined teacher.

Research findings by Uehara(1999) on teacher absence from school,their desire to leave teaching,and their reasons for leaving,revealed that teacher absenteeism averaged at 22 days per academic year in an American school.Some reasons advanced for absenteeism includes immediate concerns for teacher, and others are inevitable life events for example cultural responsibilities liked eat h of a relative.As a result of Uehara report,the unusual high rate of absenteeism among educators resulted to an analysis of world-wide school leave policies,are view of the literature on strategies to improve teacher attendance,and an examination of the cultural context.

The interventions to raise teacher attendance indeveloping countries combine two key elements:external monitoring and/orincentives.Based on cultural information,Ueharareport suggested an incentive – based approach to encourage attendance.There wards include bonus pay,recognition dinners,paid tuition for professional improvement,partial or full payment of accumulated sick leave as severance pay. The results showed that after a year, the average number of absenteeism per teacher declined by almost two days, and the number of teacher with perfect attendance quadrupled. Regarding the monitoring system,there searcher says this could be the responsibility of the school principal.Effective instructions guided by competent and disciplined teacher cannot happen when the teacher is absent from school.

In a 2002-2003 survey (Archana*et al*, 2012), 25% of primary-school teachers in rural India were absent on any given day. Of the eight teachers assigned, only five were present. The impact of absenteeism is exacerbated by the fact that private secondary schools in Kenya have lean workforce, and that they may be overworked placing significant demands on teachers' time. The foregoing literature review indicates a concerted effort towards the development and implementation of teacher attendance policy is essential for the improvement of education. A research conducted by Santiago, Gabriela, Juan and Claudia. (2010)on patterns of teacher absenteeism,found that primary teachers indeveloping economies were absent 19% of the time.Teachers were found to be less absent if they are females,born in the same district as the school or in schools with better infrastructure. Kakamega County, in which the research was conducted, has a populace that places a high premium on cultural practices, with strong attachment to their cultural roots.The study proposes that most of the teachers in these private schools are from the same community.Hence this study sought to highlight the contributing contextual factors around where the teachers work.

Santiago*etal*.(2010)highlighted the importance of teachers' school related factors (e.g.teacher satisfaction) and school level factors (e.g.organization culture) in explaining teacher's absenteeism. Accordingly,teachers' satisfaction with different aspects of their work for example a decent wage,the school environment (perceiving an adequate school climate like having a supportive school principal),their work load(having a reasonable amount of work),and the availability of opportunities for professional development have a significant and positive effect on teacher attendance.The researchers found a significant association between attendance and contextual variables around where a teacher works.However contextual variables were found to affect teacher attendance through teacher satisfaction and/or school level variables(Santiago*etal.,*2010). The study concluded that teachers in poor or rural schools have lower levels of satisfaction and will be more absent than teachers in non-poor and sub urban schools.Therefore contextual level variables as well as teacher's demographic characteristics have a direct and indirect effect on teacher attendance. These are legitimate concerns in education studies and, therefore, germane to this study.

➢ **Record Keeping**

Record keeping occupies a strategic position in the efficient and effective management of any education system.Egwunyenga (2009) asserts that record keeping is central in the administration of institutions of learning because it documents the planning and implementation of appropriate course of services allowing proper monitoring of work.In the conventional paper based organizations such as schools,paper is viewed as the material for records in administrative documentations.Record keeping provides a frame work for keeping, maintaining and providing for the disposition of records such as schemes of work, lesson plans, lesson notes and students' marks records.

A study by Egwunyenga examined the associated problems and management options of recordkeeping among universities in Nigeria.Findings revealed that the staff has a negative attitude towards record keeping policy.A study report by OECD (2005) on improving learning in secondary class rooms in Canada indicated that teachers make frequent interactive assessments of student understanding and concluded that teachers should be well organized and keep accurate records of grades and other student behavior.

➢ **Level of Professionalism**

Mugagga, Muwagga and Musoke (2011) define professional is mas the internalized beliefs regarding professional obligations,attributes,interactions,attitudes,values and role behaviors.In addition, professionalism in secondary schools controls the entry qualifications and work standards of its members.A study findings by Mugagga *et al.* on the dilemma of teacher professional is mandcommitment in Roman Catholic founded secondary schools in Uganda concluded that there are fact or soutside the Catholic school setup such as the social and economic constraint sand in trinsicfactors with in the Roman Catholic school system which create challenges to teacher professionalism and commitment such as lack of orientation of teachers and school administrators into Roman Catholic philosophy of education.In Kenya, the Catholic Church sponsors many private schools.The strength of Catholic education lies in the explicit academic performance of most of its salient schools in Kenya.Commitment and professional is mare explicitly and implicitlymanifested by the character and knowledge ability of teachers in these schools.

The development of teachers as professionals has the potential to make a significant contribution to addressing the challenges that education systems face in today's global society.According to Meyer*etal.*(2011),changes in social structures,the economic down turn,natural disasters,changing global relationships,new living habits, new forms of knowledge,new learning and teaching approaches,new technology and forms of communication,greater emphasis on individualism and changes in people's needs,all increase the expectations of education which necessitates the development of new policies, structures and processes for teacher education and the central role of teachers must be recognized with in these educational reforms.

Leu (2005) stated that robotic approach to teacher development produces neither the teaching skills nor the prerequisite attitudes for improving class room approaches. This underscores the fact that if teachers are to become reflective practitioners and users of teaching and learning methods, they must participate in professional development programs that advocate and use the same model.The study results confirms the views of Mugagga*etal.* that disciplined teachers fully accept the challenges of teaching embedded in professionalism. The above views explain why teachers' internalized beliefs regarding their professional obligations need to be assessed. This study therefore, was tailored towards assessing professionalism obligations; attitudes; values; and role behaviour of teachers in these schools.

• **Organizational Factors**

Organizational factors are any outside elements that can influence teachers' behavior that are potential stress or s in teachers' lives,thus may be motivate or constrain employee behavior.According to Okumbe (1999),teacher performance in class is a function of the interaction between leader behavior and organizational variables of subordinate characteristics and environmental factors which interact with the leaders' behavior to determine employee attitudes and behaviour.

➢ **Teacher Qualification**

Teacher qualification in this study measures the highest educational qualification attained by the teacher.A study by Mitchell Group (2009) conceded that "Teacher quality" is an elusive concept to describe and to measure.The study concluded that the available information to gauge teacher quality is on teacher training,though it is not the only measure.While studying the relationship between teacher qualification and subject major and teacher performance in mathematics,Osiki and Ogbonnaya (2007) found a significant positive relationship between teacher performance in mathematics and teacher qualification and subject major.

Awell-qualified and a motivated teaching force is a pre requisite for promotion of high achievement among students and school performance in general.Study results by Osiki and Ogbonnaya established that teachers with an advanced degree in their teaching subjects impacts positively on their teaching and hence high achievements.On the contrary however,Weng linsky(2000) and Greenberg (2004), argue that graduate qualification at masters or higher levels were not significantly related to teacher performance. The preceding arguments by Wenglinsky and Greenberg raise fundamental questions pertinent to this study, with regard to the frameworks used in conceptualizing, designing, implementing and evaluating training programs in education.

➢ **School Culture**

Terry (2002) defines School culture as a kind of under lining set of norms,values,beliefs,rituals and traditions that makeup the unwritten rules of how to think,feel and act in an organization.A school's culture includes elements of schedules,curriculum,demographics,and policies,as well as the social interactions that occur within those structures.According to Raywid (2001),all schools have a set of unwritten rules about how to interact.Raywidsay that in some teacher lounges,it's very positive,very collaborative,and very supportive.But in some schools,the cultureactually encourages negativity and almost atoxic approach to discussions in the teacher lounge.According to the researcher,reforms that strive for educational excellence are likely to fail unless they are meaningfully linked to the school's unique culture.For schools newly born,from a large high school,public or private,creating a unique school culture is a co recomponent of success.A high performance culture,according to Reid and Hubbel(2005),is based on discipline of both the teacher and the learner.This discipline promotes decisiveness and standards of excellence and ensures direct accountability.For the private secondary school teachers to cultivate a high performance culture,the school leadership needs to manage both teaching and non-teaching staff in a way that motivates them, and to underscore Mees,a strong culture is fundamental to fulfilling the vision;helps ease the adjustment between current practices and future goals,which are essential for goal achievement.

Developing people in the organization can have an over arching effect on the culture of the organization.School principals who meet the needs of their staff members socially and emotionally,encourage them to take risks,and help them grow professionally,and can help change the culture of their schools.Consequently,modeling of appropriate behaviors by the principal can also have appositive effect on shaping the school culture. An article by Hezel,(1999) cited in Uehara(1999),discusses government management system of cultural norms,attributing the "inefficiency government" caused by cultural difficulties – problems resulting from collision of opposing values. Study findings by Boyle and Orla (2008) suggest that culture and leadership are conceptually intertwined. In his analysis of the Australian public service, O'Farrell (2006) supports these studies when he concludes that 'statements of values, codes of conduct and principles of public service management set out in rules and regulation are simply rhetoric and will ever remain as pirational statements. It is the job of leaders to turn them into reality.

The findings from studies investigating school cultures are consistent regard less of time,research design,instrumentation and achievement variables(Mees 2008).This suggests solid evidence of the strong connection between school culture and teacher performance that this study sought to highlight.According to Roynolds, Hopkins and Stoll (1993),while a weak and negative culture can divide a school,a strong and positive school culture guides the actions of members in the right direction and puts pressure to conform.

This is in congruence with Mees that a common direction in a school leads to the overall growth of the organization. The above position demands the need to establish and nurture as strong positive work culture among the teachers. The foregoing view indicates that if a positive culture is conceptualized broadly and comprehensively, it is likely to have a positive impact on the discipline of the teacher. This affirms findings by Wagner (2006) who found compelling anecdotal evidence to suggest that the connection between school culture and staff member satisfaction, hence teacher discipline is a reality and that culture in fluencese very thing that happens in a school.

> **School Infra Structure**

Johns (2006) cited in Xu*etal.*(2009),stressed that organizational researchers should try to identify task contexts such as resource availability that may shape the meanings and influence work behavior sof employee sinany organization.Are search conducted by the Mitchell Groupin Ghana(2009)suggested that quality of basic education is at across roads. According to the study,major investments in human and physical resources have not resulted in major increases in teacher achievement.On the contrary,there searcher's conviction is that there is a tendency for teacher performance,both in and out of class,to be greater in schools that have greater human and physical resources.However,there searcher believes that infra structural development in schools(whether private or public)has a positive bearing on the performance of teachers.There searcher agrees though,that the development of infra structure,perse,does not necessarily lead to better performance,but they facilitate the teacher performance.

The Mitchell Group(2009) study noted that dilapidated infra structure and school facilities make it impossible for effective teaching and learning to take place hindering teacher effectiveness.This agrees with study findings by Cuyvers, Gio, Sanne, Sophie and Chantal (2010) which revealed higher average scores for teachers and students who enjoy good quality school infrastructure compared with those who have poor quality infra structure.And as Siegel(1999) intones, decent facilities positively contribute to teachers work and have immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities. This reinforces research results by Mcgowen (2007) which revealed that teacher performance rate was positively related to the school facilities.Ananalysis by Cuyvers *et al.*revealed as tark contrast in satisfaction levels between teachers in schools with quality infrastructure compared with those in schools with poor infrastructure and concluded that school infrastructure contributes to the well-being of both students and teachers. The study further reported that differences remain significant irrespective of student and teacher characteristics (gender,grade and type of education)and school characteristics (urbanization and educational networks).

Theoretical Framework

This study conceptualized path–goal model of leader effectiveness, which states that a leader's behavior is contingent to the satisfaction, motivation and performance of her or his subordinates. The theory argues that leaders will have to engage in different types of leadership behavior dependent on the nature and the demands of a particular situation. Consequently, it is the principals' job to remove barriers, manage situations as an on-going process to assist teachers in attaining quality teaching, by providing direction and support needed to ensure that their personal goals are compatible with the school's goals.

Conceptual Framework

Figure1 shows the interaction among leadership style,teacher discipline and organizational factors which are the schools' specific factors that moderate the relationship between the independent and dependent variables.

The study was based on the assumption that through understanding the nature and the demands of a particular school situation, the principal will be fluid, changing their leadership styles suiting the contingency variables in the school.
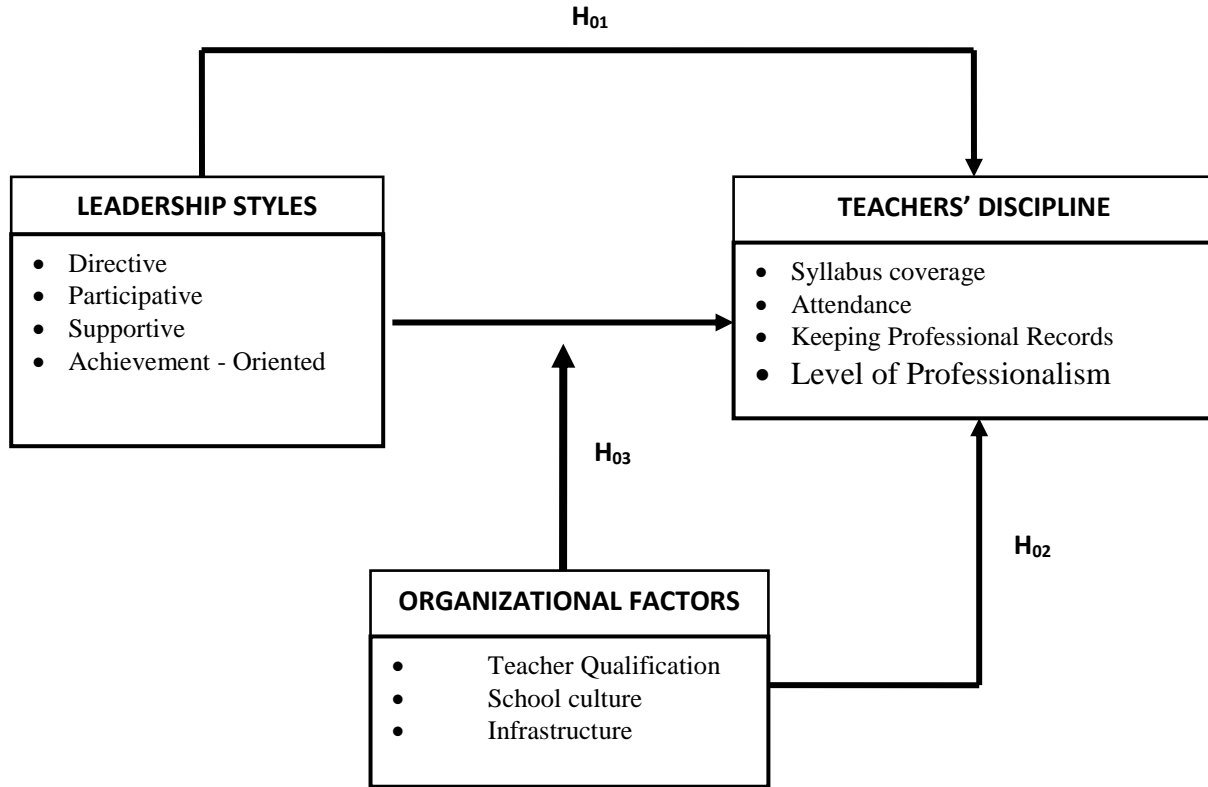
H$_{01}$

```
┌─────────────────────────────┐                    ┌─────────────────────────────┐
│   LEADERSHIP STYLES         │                    │   TEACHERS' DISCIPLINE      │
├─────────────────────────────┤                    ├─────────────────────────────┤
│  • Directive                │                    │  • Syllabus coverage        │
│  • Participative            │ ─────────────────► │  • Attendance               │
│  • Supportive               │                    │  • Keeping Professional Records │
│  • Achievement - Oriented   │                    │  • Level of Professionalism │
└─────────────────────────────┘                    └─────────────────────────────┘
```

H$_{03}$

H$_{02}$

```
        ┌─────────────────────────────┐
        │   ORGANIZATIONAL FACTORS    │
        ├─────────────────────────────┤
        │  •    Teacher Qualification │
        │  •    School culture        │
        │  •    Infrastructure        │
        └─────────────────────────────┘
```

Figure1: Conceptual Framework (Researcher, 2015)

3. Research Methodology

This study employed correlational research design and it used both quantitative and qualitative approaches. This design was appropriate as it allowed the researcher to collect data in order to assess the degree of relationship between the study variables, (Stoup & Christensen, 2000).

- **Target Population, Sampling Techniques and Sample size**

All the two hundred and seven (N=207) teachers from the eleven (11) private secondary schools in Kakamega County as registered by the Ministry of Education as at the end of 2009(KED, 2010), and which had presented candidates for KNEC examinations at least ones were targeted. Stratified sampling technique was used to stratify respondents into school principals and teachers. The school principals were purposively sampled, while a proportionate factor at sixty percent (60%) per school was computed to get the number of teachers. Then, simple random sampling was used to select teacher respondents. The sample size was based on the Krejcie (1970) model and generated by Morgan (1990), all cited in KIM (2009), who recommended corresponding size thus: N = 200, n   132, translating to approximately 66%. The researcher settled on 60% and figures rounded off for ease of statistical interpretation.

- **Data Collection Methods**

Primary data was collected by use of questionnaires, administered to teachers, while interview guide to school principals. The questionnaire had a Lickert – type of slanting four-point scale. The even number scale was used in order to avoid biasness by respondents who tend to choose a middle option in case of an odd-number point scale (O'Connor, 2011). A 'drop and pick' technique was used to administer the questionnaires by the researcher personally.

- **Validity and Reliability of Data Collection Instruments**

To as certain content-related validity of questionnaires, the items were scrutinized to determine their relevance to and coverage of objectives and hypotheses of the study.The instruments were fine-tuned to ensure that they measure accurately the salient research characteristics they were intended to measure(Kombo & Tromp,2006). A pilot study was conducted in two schools to check the suitability and clarity of the questions of the instrument designed,relevance of the information being sought and content validity of the instruments from the responses given.From the responses, measures of Leadership Styles yielded Cronbach Alpha coefficient value of 0.834, while those of Teacher Discipline had Cronbach Alpha coefficient value of 0.727. These were in tandem with Sekaran (2003) who intones that variables must have Cronbach's alpha coefficient greater than the accepted minimum of 0.70 to be considered reliable.

- **Data Analysis and Presentation Techniques**

The study intended to collect data from one hundred and forty (140) respondents. Data however was successfully collected from one hundred and nineteen (119) teachers and ten (10) principals. This represented 92.1 percent return rate of the targeted population. The study used descriptive statistics which summarized results in frequency tables. Inferential statistics was to analyze the relationship between leadership styles and teacher discipline and a simple linear regression model was used to show the relationship between the variables.

➢ **Regression Model**

The study variables followed a simple linear regression model of $TD = \lambda + \beta_1 LS + \varepsilon$, where TD is teacher discipline, LS is leadership style, ε is random error term, while the effect of organizational factors on teacher discipline, was in the form $TD = \lambda + \beta_2 OF + \varepsilon$, where OF is organizational factors.

- **Ethical Considerations**

This study ensured that participants' rights to privacy were maintained. This was achieved by providing the respondents with clear and sufficient background information about the study so that they make their own decision whether or not to participate in the research.Confidentiality of information provided was assured and the respondents were not required to indicate their names.

4. Research Findings
- **Effect of Leadership Styles on Teacher Discipline**

The leadership styles that were studied are directive, participative, supportive, and achievement oriented leadership styles.

➢ **Directive Style**

To determine whether or not the school leadership used directive style, the respondents were required to indicate to what extent they agreed with if teachers are asked to follow standard rules, principal sets challenging goals for teachers; and if the principal explains the level of performance expected of teachers, the results are presented in the table 4.1.

Table 4.1: Directive leadership style

	Frequency	Percent	Cumulative Percent
Never	8	6.7	6.7
Rarely	33	27.8	34.6
Frequently	53	44.5	79.1
Always	25	21	100
Total	119	100	

Source: Research data, 2015

A high number of respondents (65.5 %) who felt their principal used directive style agrees with Safa (2010) who showed that this style negatively affect employees' commitment to service quality, and perhaps that is why the performance of these schools are that low.

➢ **Participative**

To assess if school leadership used participative style, the respondents were required to indicate to what extent they agreed with if the principal consults with teachers, listens to ideas and suggestions, asks for suggestions on how to carry out assignments and how they should be made. The results were merged and presented in the table 4.2

Table 4.2: Participative leadership style

	Frequency	**Percent**	**Cumulative Percent**
Never	20	16.8	16.8
Rarely	54	45.4	62.2
Frequently	37	31.1	93.3
Always	8	6.7	100.0
Total	119	100	

Source: Research data, 2015

Of the valid respondents, a high accumulative percentage of 62.2 % generally disagreed that the leadership is participative, may explain aloofness in these schools. This agrees with the Spreitzer*et al* (2003) who holds that more opportunities to participate in decision making provide subordinates with greater intrinsic rewards.

➢ **Supportive**

To determine if the school leadership used supportive style, the respondents were required to indicate the extent to which they agreed with if the principal maintained friendly working relationship, if the principal does little things that make it pleasant to teachers, helps teachers overcome their problems, and if the principal behaves in a manner that is thoughtful of teacher's needs. The results were merged and presented in the table 4.3.

Table 4.3: Supportive leadership style

	Frequency	**Percent**	**Cumulative Percent**
Never	15	12.2	12.2
Rarely	52	43.8	56.0
Frequently	42	35.6	91.6
Always	10	8.4	100.0
Total	119	100	

Source: Research data, 2015

According to Tye & O'Brien (2002), those who receive little support from their administration on a range of issues may have a low morale. From the study results, a high percentage of the respondents (56 %) felt that their leaders were never or rarely supportive hence lack accountability.

➢ **Achievement – Oriented**

In order to establish whether the school leadership style was achievement-oriented, respondents were required to respond to if the principal lets teachers know what is expected of them, consistently set challenging goals, encourage continual improvement in teachers' performance. The results were merged and presented in the table 4.4.

Table 4.4: Achievement- Oriented leadership style

	Frequency	Percent	Cumulative Percent
Never	8	6.5	6.5
Rarely	34	28.8	35.3
Frequently	57	47.9	83.2
Always	20	16.8	100.0
Total	119	100	

Source: Research data, 2015

Of the valid respondents, most teachers felt their principals showed confidence in their capabilities. A total of 64.7 percent of the respondents felt their leadership either frequently or always set challenging goals, both in work and in self-improvement. This is supported by House & Mitchell (1974) who proved that the best strategy for an employees' productivity is to set challenging goals, which stretch teachers' ability, and insist on continuous improvement.

- **Teacher Discipline**

Teacher discipline was assessed by syllabus coverage, teacher attendance, keeping of professional records, and level of professionalism. Respondents were asked to respond on a scale their level of acceptance to solutions to teacher discipline and behavior problems in school, whether zero-tolerance policies should be established, finding teachers more accountable for their misbehavior, and emphasizing class room management. The results were merged and presented in table 4.5

Table 4.5: Solution to Teacher Discipline and Behavior Problems

	Frequency	Percent	Cumulative Percent
Strongly Disagree	13	10.9	10.9
Disagree	37	31.1	42
Agree	44	37	79
Strongly Agree	25	21	100.0
Total	119	100	

Source: Research data, 2015

From the statistics of table 4.9, 10.9 percent strongly disagreed, 31.1 percent disagreed, 37 percent agreed, while 21percent of the respondents strongly disagreed.

➢ **Syllabus Coverage**

In order to determine the syllabus coverage in secondary schools by teachers, the respondents were asked to state on a scale the extent to which the following factors hinder syllabus coverage: supervisory lapse, teachers' workload, high student-teacher ratio, inadequate instructional materials, and lack of support from leadership, the results were as follows in the table 4.7.

Table 4.7: Syllabus Coverage

	Frequency	Percent	Cumulative Percent
Strongly Disagree	19	16	24.0
Disagree	39	32.8	62.2
Agree	43	36.1	86.2
Strongly Agree	18	15.1	100.0
Total	119	100	

Source: Research data, 2015

The results revealed that a higher percentage (51.2 %) agreed that syllabus coverage was hindered. Varied reasons were given for this, but notably, large work load makes it difficult for the teacher to effectively prepare lessons. This agrees with findings by Covaleski (1993).

➤ **Attendance**

To establish what could cause absence of teachers in school and in class, respondents were require to state the extent to which official teaching related duty, unauthorized absence, teachers were expected to arrive late, rewards/punishments, working conditions, pay/salary, monitoring and discipline were definite or never. The results were consolidated and presented in the table 4.8.

Table 4.8: Causes of Absence

	Frequency	Percent	Cumulative Percent
Never	26	21.8	21.8
Sometimes	45	37.8	59.6
Not Always	37	31.1	90.7
Definite	11	9.2	100.0
Total	119	100	

Source: Research data, 2015

Accumulatively, 47 % agreed that generally teachers were absent. This could be one of the reasons why these schools dismally perform. This is supported by Uehara (1999) who acknowledged that if a teacher fails to show up in class, all the good intentions will weather on the boardroom floor.

➤ **Professional Records**

To determine the extent to which record keeping in a school is a problem; the respondents were required to state on a scale if it is about a lot of paper work, involvement of manual operations, lack of policy, or lack of enough space. The results were, merged and presented in the table 4.9.

Table 4.9: Problems of keeping Professional Records in School

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	2.5	2.9
Disagree	12	10.1	13.3
Agree	55	46.2	59.2
Strongly Agree	49	41.2	100.0
Total	119	100	

Source: Research data, 2015

Of the valid respondents,accumulative 87.4 % generally agreed that record keeping is a problem in their schools. This is supported by Egwunyenga (2009) whose research findings revealed that the staff has a negative attitude towards record keeping policy.

➤ **Level of Professionalism**

To assess the level of professionalism of teachers in secondary schools, the respondents were required to indicate on a scale, if leaders value professional development of teachers, if school policy and structures were in place to guide how teachers interact, and if school leadership helps teachers attend refresher causes. The results were merged and presented in the table 4.10.

Table 4.10: Level of Professionalism in Secondary School

	Frequency	Percent	Cumulative Percent
Strongly Disagree	15	12.6	12.6
Disagree	25	21.0	33.6
Agree	33	27.7	61.3
Strongly Agree	46	38.7	100
Total	119	100	

Source: Research data, 2015

While a high percentage of 38.7 percent strongly agreed that their school principals value professional development, school policy and structures were in place to guide how teachers interact, and that school leadership helped teachers attend refresher causes. Of the despondences, accumulative 66.4 percent generally agreed, this is contrary to the expected. This dichotomy may need to be re-evaluated. However, a study by Mugagga *et al* (2011) concluded that there are factors outside school system which create challenges to teacher professionalism and commitment.

- **Effect of Organizational Factors on Teacher Discipline**

The organizational factors of the study were teacher qualification; school culture; and school infrastructure.

➢ **Teacher Qualification**

In order to ascertain the level of academic qualification, respondents were required to respond to the statement 'What is the highest level of academic qualification attained so far' and their responses recorded in the table 4.1.1

Table 4.1.1: Level of academic qualification

Academic Qualification	Frequency	Percent	Cumulative Percent
Diploma	15	12.5	12.6
First Degree	85	70.8	84.0
Masters	18	15.0	99.2
Phd	1	0.8	100.0
Total	119	99.2	

Source: Research data, 2015

From the results, the highest percentage of teachers had first degree which is a minimum requirement for secondary school teachers. However, only 15.8% of the respondents had higher academic qualification. This however, negates the findings by Wenglinsky (2000) cited in Osiki and Ogbonnaya (2007) who established that teachers with advanced degrees in their teaching subjects have high achievements, although contrary to Greenberg (2004), who argued that graduate qualification at masters or high levels were not significantly related to teacher performance.

➢ **School Culture**

The Study assessed the school culture in terms of if the principal and teachers collaborate to develop school schedules, teachers are involved in decision making, if teachers' behaviour code is through consensus among staff and leadership, if the school leadership encourages sharing of new ideas, if the school has tradition of celebrations, if the members are inter-dependent and value each other, if the staff is empowered to make instructional decisions, if leadership praise teachers foe job well done, if school policy provides a sense of direction, if teachers are rewarded for experimenting with new ideas, and if teachers disagreements are freely voiced and discussed. The results were merged and recorded in table 4.1.3.

Table 4.1.3: School Culture

	Frequency	Percent	Cumulative Percent
Strongly Disagree	8	6.7	6.7
Disagree	39	32.7	39.4
Agree	57	47.6	87
Strongly Agree	15	13	100.0
Total	119	100	

Source: Research data, 2015

The results revealed worrying feelings of the respondents about the school culture. On average, a relatively high number of 39.4% generally disagreed that the culture was positive. This concurs with Mees (2008) that weak culture hinder performance and is characterized by teachers who work alone rather than collectively. Confirming results by Wagner (2006) who found compelling anecdotal evidence between school culture and staff satisfaction.

➢ **School Infrastructure**

To ascertain the extent of school infrastructure, respondents were required to indicate on a scale options that best described their feelings on the state of buildings, roofs, floors, walls (both interior and exterior), plumbing, heating and ventilation, fixtures, flexibility of instructional space, and physical security of the school. The results are presented in the table 4.1.4

Table 4.1.4: School Infrastructure

	Frequency	Percent	Cumulative Percent
Very Unsatisfactory	10	8.4	8.4
Unsatisfactory	49	41.5	49.6
Satisfactory	53	44.1	93.7
Very Satisfactory	7	6.3	100.0
Total	119	100	

Source: Research data, 2015

The total cumulative percentage of those who felt that the facilities were generally unsatisfactory was 49.6%. This high percentage agrees with the results of a survey done by Mitchell group (2009) who noted that dilapidated infrastructure and school facilities hinder teacher effectiveness.

• **Correlation Results of Organizational Factors**

A correlation test was carried out using Pearson product-moment correlation coefficient.Results show that a significant relationship existed, and as Kiggundu (2009) posits, a relationship exists between study variables if the calculated value for significance is between –1.00 and 1.00.The correlation results for organizational factors showed that decision making had a statistically significant positive correlation (r = 0.399, α = 0.05) with work schedules. This means that the quality of work schedules by teachers is dependent on the level of involvement in decision making the school leadership allows.

The correlation results show a strong positive correlation between an empowered staff with decision making (r = 0.434, α = 0.01). This implies that when the school leadership empowers the staff, quality instructional decisions are made. This agrees with what Barber and Mayerson (2007) says that the role of principalship has shifted from management and administration to one focused on instruction and systemic capacity building. This requires principals to be change agents deeply involved with teachers in the improvement of instruction and curriculum. Such principal are able to demonstrate a strong and sustained attention to vision building that engages teachers and inspires them to support shared instructional goals.

- **Hypotheses Testing**

The study was based on the premise that Leadership affects teacher discipline. However, this effect is moderated by a number of institution specific factors. Accordingly, three relevant hypotheses were set to guide the study as shown in the conceptual framework figure 1 in Chapter one. To establish the statistical significance of the hypotheses, Karl Pearson correlation coefficient (r) and partial correlation analysis were done at $\alpha = 0.05$.

➢ **Effect of Leadership Styles on Teacher Discipline**

This study set the following null hypothesis:

$H_{01:}$ There is no significant relationship between leadership styles and teacher   discipline in private secondary schools.

The aggregate mean score of teacher discipline (TD) measures were regressed against the mean score of measures of leadership styles (LS) and results are shown in the table 4.2.

Table 4.2.5: Correlation Results of Organization Factors

	Work schedules	Decision making	New ideas	Traditions	Empowered staff	Praising teachers	School mission	Rewards	Discussions	Culture	Buildings	Interior finishes	Power source	Space	Security
Work schedules	1														
Decision making	.399**	1													
New ideas	.245**	.290**	1												
Traditions	.206*	.296**	.319**	1											
Empowered staff	.378	.434*	.243	.198*	1										
Praising teachers	.078	-.001	.122	.165	.155	1									
School mission	.000	-.063	.661	-.212*	-.164	-.072	1								
Rewards	.248**	.251**	.248**	.300**	.256**	.095	.208*	1							
Discussions	.221*	.245**	.154	.303**	.345**	.185*	.184*	.259**	1						
Culture	.191*	.191*	.137	.270**	.371**	.147	-.026	.120	.252**	1					
Buildings	-.146	-.065	-.086	.042	-.020*	.042	-.132	-.070	.031	.121	1				
Interior finishes	-.168	.253**	.063	-.011	.015	.026	-.035	-.075	-.023	.057	.312**	1			
Power source	-.176	-.068	-.148	-.189*	-.135	-.118	.026	.251**	-.025	.035	.395**	.315**	1		
Space	-.104	.194*	.021	.035	.067	.030	-.122	-.010	.093	.056	.403**	.611**	.485**	1	
Security	-.170	-.071	-.117	-.067	.022	.117	-.070	-.202*	.137	.026	.329**	.336**	.489**	.564**	1

(Source: Research data, 2015)

Table 4.2: Results of Regression of Leadership Styles against Teacher Discipline

Table 4.2.1: Goodness Fit Analysis

Sample size	R	R^2	Adjusted R^2	Estimate std error
119	0.514	0.264	0.104	0.736

Dependent Variable: Teacher Discipline (Syllabus coverage, Absence, Records Keeping, Professional Development).

Table 4.2.2: Overall significance, ANOVA (F-test)

	Sum of Squares	Degree of Freedom	Mean Square	F	Sign. p-value
Regression	0.388	1	0.388	0.0716	0.048
Residual	1.084	2	0.542		
Total	**1.472**	**3**	**0.93**		

Predictors: (Constant), Leadership Styles (Directive, Participative, Supportive, Achievement-Oriented).

Table 4.2.3: Individual significance (T-test)

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta (β)	T	Sign. p-value
(Constant)	20.681	21.01		0.098	0.0388
Means of Leadership style	0.602	0.711	0.23	0.08	0.043

- Level of significance, $\alpha = 0.05$

Source: Research data, 2015

From table 4.2, there was a moderately positive relationship between leadership styles and teacher discipline (β= 0.514). From the regression results, p-value = 0.048 which is less than α =0.05. The study therefore, rejected the null hypothesis and concludes that there's significant positive relationship between leadership styles and teacher discipline. The results showed that leadership styles accounted for 26.4% of the variability in teacher discipline ($R^2 = 0.264$). This leaves 73.6% of the variability still to be accounted for by other variables (Andy, 2003:90). The relationship followed a simple linear regression model in the form TD = 20.681 + 0.048LS + ε.

➢ **Effect of Organizational Factors on Teacher Discipline**

The study stated the following null hypothesis:

$H_{02:}$ There is no relationship between organizational factors and teacher discipline.

Organizational factors had statistical significant relationship with teacher discipline with p-value of 0.0271, which is below the set value α = of 0.05.

Table 4.3: Regression Results of Organizational Factors against Teacher Discipline
Table 4.3.1: Goodness of Fit Analysis

Sample size	R	R^2	Adjusted R^2	Std. Error of the Estimate
119	0.743	0.552	0.104	2.84

Table 4.3.2: Overall significance, ANOVA (F- test)

	Sum of Squares	Degrees of freedom	Mean Square	F	Significant p-value
Regression	0.389	1	0.389	0.717	0.0271
Residual	1.084	2	0.542		
Total	1.473	3			

Predictors: (Constant), Leadership Styles. Dependent Variable: Teacher Discipline

Table 4.3.3: Individual Significance (T-test)

Mode	Unstandardized Coefficients		Standardized Coefficients	T	Significant (p-value)
	B	Std. Error	Beta		
Constant	2.812	1.939		0.980	0.043
TQ	0.429	0.223	0.326	1.921	0.0306
SC	0.939	0.000	0.904	1.289	0.000
SI	0.872	0.000	0.025	1.024	0.000

Predictors: Organizational factors (Teacher Qualification, School Culture and Infrastructure).Dependent Variable: Teacher Discipline (Syllabus coverage, Attendance, Professional Records, and Level of Professionalism)

Source: Research data, 2015

Overall, there was a strong relationship between organizational factors and teacher discipline (β= 0.743). Therefore, the study therefore rejects the null hypothesis and concludes that there was a significant relationship between organizational factors and teacher discipline.

The relationship between organizational factors and teacher discipline followed a simple regression model of the nature TD = 2.812+ 0.0271OF + ε. The regression shows that teacher discipline largely depends on organizational factors with 55.2 percent (R^2 = 0.552) of teacher discipline being explained by organizational factors. These results concur with the study by Roynolds (1993) that a weak and negative culture hinder school improvement, while a positive culture guides the actions of the members in the right direction and puts pressure to conform. Equally, a research done by Mcgowen (2007) reinforces these findings when the researcher concluded that teacher performance rate was positively related to school facilities.

> **Effect of Organizational Factors on the Relationship between the Leadership Styles and Teacher Discipline**

In order to establish the moderating effect of organizational factors on the relationship between leadership styles and teacher discipline, the following null hypothesis was set:

$H_{03:}$Organizational factors do not affect the relationship between leadership styles and teacher discipline.

Table 4.5 shows a summary of a zero order correlation results of the effect of organizational factors on the relationship between leadership styles and teacher discipline, and also the results of partial correlation analysis using individual organizational factors as controlling variables.

Table 4.4.1: Results of zero order Correlation of Leadership Style and Teachers Discipline

		Mean of Leadership Styles	Mean of Teacher Discipline
Mean of Teachers discipline	Pearson Correlation Significance. (2-tailed)	1 .	0.514 0.048
Mean of Leadership style	Pearson Correlation Significance. (2-tailed)	0.514 0.048	1 .

Correlation is significant at 0.05 lever (2-tailed)

Table 4.4.2: Results of first order partial correlation of Leadership Style and Teachers Discipline with Organizational factors

Control / moderating variable(z)	First order partial correlation $(r_{rxy.z})$	Moderation effect of organizational factors (compared to zero order simple correlation coefficient of Leadership Style and Teachers Discipline (r_{xy} = 0.514)	Significance (p-value = 0.05, 2-tailed)
Qualification	0.508	Moderately positive	0.024
School culture	-0.520	Slightly negative	0.019
Infrastructure	0.512	Moderately positive	0.014

Overall significance = 0.069
Source: Research data, 2015

The study results indicate that on overall significance, organizational factors did not have significant moderating effect on the relationship between leadership styles and teacher discipline since they had an overall significance value greater than the set p-value of 0.05. However, on individual significance, the degree of moderation varies from one organizational factor to another. For example, teachers qualification and school infrastructure had all significantly moderate positive effect ($r_{xy.z}$= 0.508 p-value = 0.024 and $r_{xy.z}$= 0.512, P-value = 0.014) respectively. On the other hand, school culture had a negative effect ($r_{xy.z}$= -0.520, P-value = 0.019). This implies culture of the school substantially suppresses the relationship. Therefore, the study rejected the null hypothesis and concluded that organizational factors significantly affected the relationship between leadership style and teachers discipline.

From the study results, although it can be concluded that appropriate leadership styles improves teacher discipline by 26.4 percent, the study could not state that the reverse is true since correlation coefficients give no indication of the direction of causality since in any bivariate correlation, causality between two variables cannot be assumed because of other (un)measured third variable as intoned by Andy (2003:89).

5. Conclusion and Recommendations
- **Conclusion**

The ultimate aim of the study was to establish whether principals' leadership approaches had an effect on level of teachers' discipline. The study results revealed that leadership style has a positive bearing on the discipline of the teacher. Similarly, the second objective assumed an effect of organizational factors on teacher discipline. The study results supported this by revealing a significant positive aggregate effect on the teacher. The researcher noted however, that every school specific factor had varied effect on the teacher discipline and behaviour. The third objective assumed that organizational factors have a moderating effect on the relationship between leadership styles and teacher discipline. The study affirms this premise. Specifically, teacher qualification and infrastructure were found to positively influence the relationship.

- **Recommendations**

The study made the following recommendations: first, from the study results, the school managers need to enhance their leadership skills, which has a profound impact on teacher discipline. Secondly, school managers should know the vital drivers towards performance and also those that work against it. This study established that school culture play a negative role in teacher discipline. It was recommended that leadership in education institution embrace positive culture so as to enhance institutional performance. Thirdly, the Ministry of Education should put in place sensitization programs to periodically educate the school managers on order to improve their leadership skills. Schools are operating in a dynamic environment and therefore the managers need to identify those styles that illicit positive personal characteristics of the teachers. Fourthly, the school leadership to have induction courses for capacity building to enable their schools to manage emerging and unfamiliar teacher behaviors and expectations.

References

Agba,A.,Ikoh,M.&Ashibi,N.(2007).Teachers' leadership style,classroom variables and students' academic performance in Calabar Metropolis,Nigeria.Educational Research Journal.Vol.1(6)July2010, available athttp://www.interesjournals.org/Er on 23rd July, 2012.

Agharuwhe,A. & N kechi M.(2009).Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria.Lagos. Available at WWW.tqsource.org/teacherEffectiveness.php. Retrieved on 20/11/12

Ahearne,M.,Mathieu,J. & Rapp, A.(2005).To empower or not to empower your sales force:An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance.Journal of Applied Psychology, available at http://www.bm.ust/mgmt/staff/papers/-2010.pdf on 2nd October, 2012

Andy, F. (2003). Discovering statistics using SPSS for windows. SAGE Publications. London

Archana, G., Vinay N., Meghana, M., Karan, R. & Nikhil S. (2012). Needs improvement: Despite progress, India's primary education system has ways to go.An article written and Published in Knowledge@Wharton, 2012. The Wharton School, University of Pennsylvania, accessed on 5th February, 2013

Ballou, D., Sanders, W. & Wright, P. (2004). Controlling for student background in valued-added assessment of teachers. A Journal of Educational and Behavioural Statistics, 29(1). Available at WWW.tqsource.org/teacherEffectiveness.php. Retrieved on 20/11/12

Boyle, R &Orla, O. (2008). Understanding and managing organizational culture. institute of public administration.Colour Books Ltd, Dublin. Ireland

Childs,D.(2007).Psychologyandtheteacher.6thedition.CasellEducation:London.

Cuyvers,K.Gio,D.W.,Sanne,D.,Sophie,M.&Chantal,N.(2010):Well-being at School:Does Infrastructure Matter? Institute for Educational and Information Sciences,Instructional and Educational Science,University of Antwerp.ISSN2072-7925. Available at www.oecd.org/publishing/corrigenda on 13th April, 2012

Dimuzio,S.R.(1989).School size,school climate and students achievement in secondary schools in New York State.Education D'Columbia University Teacher's College.

Dysvik,A. & Kuvaas B.(2011):Soft leadership pays off inhard cash. Available at http://sciencenordic.com/soft-leadership-pays-hard-cash 16th March 2012

Egwunyenga,E.J.(2009).Record keeping in universities:Associated problems and management options in south west geo-political zone of Nigeria.IntJEdu Sci,1(2):109-113(2009). At

http://www.krepublishers.com/02-Journals/IJES/IJES-01Web   IJES-01-2-000-09-PDF/IJES-01-2-109-09-015. Egwunyenga-E-J-Tt.pdfon 10th March, 2013

Frauenheim,E.(2009).Performance,management   and   appraisal.   At http://www.opm.gov/Perform/overview.asp on 26th October, 2012

Goe, L., Bell, C. & Olivia, L. (2008). Approaches to evaluating teacher effectiveness: A research Synthesis. National Comprehensive Centre for Teacher Quality. Washington, DC. Available at www.tqsource..org on 27th October, 2012

House, R. J. & Mitchell, T. R. (1974). Path-goal theory of leadership. Contemporary Business.   Available at http://disciplines/leadership/styles/path_goal_leaders.htm. Retrieved on 15th   October, 2012

Kabandize, L. I (2004). The management of students discipline in secondary schools in Kampala District. Unpublished M. Ed. Thesis, Makerere University. Uganda.

Kenneth,L.Karen,S.Stephen,A.& Kyla,W.(2004).How leadership influences student learning.Center for Applied Research and Educational Improvement.Wallace Foundation.University of Minnesota

Kenya Education Directory, (2010). A comprehensive guide to the education sector in kenya: Incorporating Abridged Report of the Kenya Educational Stakeholders. Express Communication Ltd. Group.Nairobi, Kenya

Keriga,L.,Ntrangwi, M. & Bujra,A.(2009).Social policy,development and governance in Kenya: An evaluation and profile of education in Kenya. A research Report. Development Policy Management Forum (DPMF). Nairobi. Kenya. Available at www.dpmf.org. Retrieved on 23rd May, 2012.

KIM (2009). Fundamentals of management research methods. Macmillan Kenya (Publishers)   limited. Nairobi, Kenya.

Kombo, D. & Tromp, L. (2006). Proposal and thesis writing: an introduction. Paulines. Publications Africa. Nairobi, Kenya

Kreitner,R.& Kiniki,A.(2006).Organizational behaviour: Key Concepts,Skills and Best Practice.2nd Ed.McGraw-Hill.New York.

Leu, E., (2005). The role of teachers, schools and communities in quality education: A Review of literature. Working Paper #1. Academy for Educational Development. Global Education Cenre.

Linda,D.H.(2002).Reforming teacher preparation and licensing:Debating the   Evidence.   Available at http://people.ucsc.edu/~ktellez/d_hammond.pdf accessed on 1st December, 2013.

Mees,G.W.(2008).The Relationships among Principal Leadership,School Culture and Student Achievement in Missouri Middle Schools.A University of Missouri–Columbia Phd Dissertation.At http://www.nassp.org/portals/0/content/59554.pdf

Meyer,C.Amy,P.,Mahua,B.,Lisa,S.J. & Sabrina W.M.(2011).Alternative measures of teacher performance.National Comprehensive Centre for Teacher Quality. Available at www.tqsource.org/AlternativeMeasures.pdf on 2nd April, 2012

Mcgowen,S.R.(2007).The Impact of school facilities on attendance,behavior,completion rate,teacher characteristics and performance in texas schools.Texas University. A P.hd Dissertation. Available at www.tamu.edu/bitstream/1969.1/85819.pdf. Accessed on 6th July, 2012

Mpaata, K. A., (2008). The crime of arson in organizations and its strategic implications for education managers in Uganda. Available at http://ahero.uwc.ac.za/index.php. Retrieved on 25/10/2012.

Mugagga,Muwagga & Musoke.(2011).The Dilemma of teacher professionalism and commitment in roman catholic founded secondary schools in Uganda.Educational Research(ISSN:2141-5161)Vol.2(1).January 2011 available at http://www.interesjournals.org/ER. Retrieved on 3rd June, 2012

Nsubuga,Y.K.(2008).Analysis of leadership styles and school performance of

Secondary schools in Uganda.P.hd Thesis. Nelson Mandela Metropolitan University. At http://www.nmmu.ac.za/theses/YUSUF%20K.K.%20NSUBUGA.pdf Accessed on 2nd Dec 2011

OECD (2005): Attracting, developing and retaining effective teachers. Available at http://www.oecd.org/edu/teacherpolicy.accessed on 23rd Feb, 2013

O'Connor,T.(2011). Survey Research Design: Megalinks in criminal justice. Available

athttp;//www.drtomoconnor.com/3760/3760lect04.htm on 2nd March, 2012

Okumbe,J.A.(1999).Educational management:Theory and Practice.Nairobi University Press.Nairobi

Osiki,J.O. & Ogbonnaya,U.I.(2007). The impact of teacher qualification in teaching of mathematics in lesotho. Retrieved on 22nd April, 2012. Available www.ajol.info/index.php/ajcpsf/article/viewFile/vol.9/37614/29548

Pashiardis,P.(2004).Democracy and leadership in the educational system of Cyprus.

Raywid,M.A.(2001).View points:Small by design: Resizing America's high schools.NCREL. At http://www.smallschoolsproject.org/pdfs/culture.pdf on 23rd Aug 2012

Reid, J.,& Hubbell, V. (2005). Creating a performance culture. Available at http://www.nassp.org/portals/0/content/59554.pdf retrieved on 3rd, April, 2012

Reynolds, D., Hopkins, D. and Stoll, L. (1993). Linking school effectiveness knowledge and school improvement practice: Towards a Synergy. Vol.4, Issue 1

Safa,M.(2010).The effect of directive and participative leadership style on employees' commitment to service quality.International Bullet in of Business Administration

ISSN:1451-243X Issue 9(2010). At http://www.eurojournals.com/ibba_9_03.pdf

Santiago,C.Gabriela,G. Juan, L. and Claudia, S.(2010). Protocol teacher attendance in developing countries:Systematic Revie won What Works To Improve Teacher Attendance In Developing Countries. At http://www.grade.org.pe/eng 2/1/2012

Sekaran,U.(2003).Research methods for business:A Skill building approach.4thEd. John Wiley and Sons Inc.,Singapore.

Siegel,J.(1999).The-effect-of-the-physical-learning-environment-on-teaching-and learning.Architecture California, 'Editorial', Forum, vol 46.no.1,p.2 available at http://vit.vic.edu.au/SiteCollectionDocuments. Retrieved on 2nd April, 2011

Sikandar,H.M.,Hamid,H. & Shamsa,A. (2011):Pathgoal theory:A Study of employee job satisfaction in telecom sector.international conference on management and science IPEDR vol.8IACSIT Press,Singapore. Accessed at http://www.ipedr.com/vol8/24-s10030.pdf on 23rd Jan, 2012.

Smith, G. (2000). Increasing teacher availability and influence on teacher professional development: a national survey. Spectrum, 18, (3), 40-46. Sub Journal Vol. 2, No. 1. Accessed at http://www.google.co.ke/search?teacher+attendance on 2/1/12

Spreitzer, M., Koen, D., Jagdip, S. &Buyens, D. (2003). Psychological empowerment in the workplace: Reviewing the Empowerment Effects on Work Outcomes. Working paper series. Academy of Management Journal, 38(5). Accessed at www.feb.ugent.be/nl/wp_03_210.pdf on 23rd August, 2013

Stoup, M., & Christensen., B. (2000). Introduction to statistics for the social and behavioral science. 2nd Edition. Books/Cole publishing Co. Pacific Grove. California.

The Mitchell Group(2009).Basic education in Ghana:School principals,teacher out comes and school culture progress and problems.USAID. Accessed at http://www.grade.org.pe/eng on 4th April, 2012

Tye & O'brien (2002):The effects of school facility on teacher quality. Available at http://www.ncef.org/pubs/teacherretention.cfm retrieved on 27th Feb, 2013

Uehara,D.L.(1999).Where are the teachers?A policy report on teacher attendance in pacific region.Pacific resources for education and learning.Washington DC. Available at http://www.eric.ed.gov/PDFS/ED440925.pdf retrieved on 13/4/13

Wagner,R.C.(2006).The School leader's tool for assessing and improving school culture. Available at www.tn.gov/education/cte/rubric/doc/sch_culture_triage.pdf Accessed on 22nd Feb 2012.

Xu,H.,Joyce,I.,Ailil,L. & Yaping,G.(2009).Does partiacipative leadership enhance work performance by inducing empowerment or trust?The differential effects on managerial and non-managerial subordinates.Journal of Organizational Behavior.Published online 28 July 2009 in Wiley InterScience. Available at www.interscience.wiley.com. Accessed on 26th Oct, 2013.