

**RELATIONSHIP BETWEEN PRINCIPALS' USE OF SELECTED
LEADERSHIP STYLES AND STUDENTS' CONFORMITY TO RULES IN
PUBLIC SECONDARY SCHOOLS IN NAKURU COUNTY, KENYA**

DORCAS KENYANYA OKINDO

**A Thesis Submitted to the Institute of Postgraduate Studies of Kabarak
University in Partial Fulfillment of the Requirements for the Award of Doctor of
Philosophy in Education (Management and Leadership) Degree**

KABARAK UNIVERSITY

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Name of Student: **DORCAS K. OKINDO** Admission Number: **GDE/M/1093/09/11**

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Signed: _____ **Date:** _____

Prof. Frederick. B.J.A Ngala, PhD, MBS.

Department of Education

School of Education

Kabarak University.

Signed: _____ **Date:** _____

Prof. John. N. Ochola, PhD.

Department of Education

School of Education

Kabarak University.

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DEDICATION

This work is dedicated to my husband Kennedy Bungu and my sons Brian Onyinsi and Alvin Okindo who have been the source of my inspiration.

ABSTRACT

Stakeholders in education in Nakuru County, Kenya have expressed great concern over high levels of students' non-conforming to rules in public secondary schools as indicated by the Education Task Force (2015). The county is noted to have high number of cases of students' non-conformity to rules that have been handled at the county level, compared to some of the neighbouring counties like, Baringo, Kajiado, Kericho and Laikipia in the last four years. This shows that there is a problem of students' conformity to rules in the county that needed to be investigated. The purpose of this study was to investigate the relationship between principals' use of selected leadership styles and students conformity to rules in public secondary schools in Nakuru County, Kenya. The objectives of the study were:- to establish the relationship between principals' use of autocratic, democratic, laissez-faire, and transactional leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The study was anchored on Hirschi's (1969) Social Control Theory. The study adopted a correlational research design. The target population was 338 principals, 393 deputy principals, 346 teachers and 116,374 students in 338 public secondary schools. Stratified random sampling was used to select 100 public secondary schools purposive sampling was used to select 100 principals simple random sampling was used to select 346 teachers and 383 students from the 11 sub counties in Nakuru County. Forty deputy principals (40) were selected to participate in the study. Questionnaires were used to collect data from principals, teachers and students while interviews were used to collect data from deputy principals. Test-retest reliability revealed a coefficient above 0.70 required thresh hold, indicating that the instruments were reliable. Descriptive statistics such as frequencies and percentages were computed from data collected. Pearson's correlation coefficient was used to establish the nature of the relationship between principals' use of selected leadership styles and students' conformity to school rules. The findings showed that both the principals and teachers data indicated a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to school rules where ($r = 0.300; p < 0.05$), principals' use of democratic leadership style and students' conformity to school rules ($r = 0.334 ; p < 0.05$), principals' use of laissez-faire leadership style and students' conformity to school rules ($r = 0.310 p < 0.05$) and transactional leadership style and students' conformity to school rules ($r = 0.410 : p < 0.05$). It was concluded that there is no one leadership style that can be used exclusively to enhance students' conformity to school rules. These styles can be blended in daily management activities in schools to enhance students' conformity to school rules. The findings of this study may help education policy makers to come up with strategies of enhancing students' conformity to rules by requiring principals and deputy principals to undertake continuous in service courses on leadership and management to handle the ever-changing behaviour of learners. The study may also help the Ministry of Education, Science and Technology see the need of employing trained counselors or psychologists to deal with some underlying issues that may lead to students' non-conformity to rules like drug and substances abuse, illicit relationships, absenteeism, psychological problems among others. This study may also help principals proactive in handling students' misconduct by using an appropriate leadership style in a given situation before problems escalate to indiscipline. The study had adhered to all ethical provisions.

Keywords: Autocratic, Democratic, Laissez- Faire, Leadership Style, Transactional.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASB	American School Board
ANOVA	Analysis of Variance
BOM	Board of Management
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examinations Council
NACADA	National Agency Against Drug Abuse
NACOSTI	National Commission of Science, Technology and Innovation
QASO	Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
WHO	World Health Organization

OPERATIONAL DEFINITION OF KEY TERMS

Autocratic leadership style	In this study, it shall refer to a leadership style where principals in Nakuru County do not allow students to participate in decision-making processes.
Conformity to school rules	How students in secondary schools in Nakuru County adhere to laid down school rules.
Democratic leadership style	In this study, it shall refer to a leadership style in which principals of secondary schools in Nakuru County, involve students in decision-making processes.
Laissez-faire leadership style	In this study, it shall refer to a leadership styles where the principal provides behavior expectations to students and lets them decide how to achieve them in secondary schools in Nakuru County, Kenya.
Principals' leadership styles	Predictable patterns of principals' actions as perceived by teachers and students in secondary schools in Nakuru County, Kenya.
Principal	A school manager appointed by the Teachers Service Commission to direct the day to day affairs of a secondary school in Nakuru County, Kenya.
Public School	A secondary school established, owned and operated by the Government of Kenya in Nakuru County.
Transactional leadership style	In this study leadership style, it shall refer to a leadership style where the principal emphasizes exchange of rewards for conformity and punishment for non-conformity with rules by students in secondary schools in Nakuru County, Kenya.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter contains background to the study, statement of the problem, purpose of the study, objectives and hypotheses, scope, significance, limitations and assumptions of the study.

1.2. Background to the Study

The principal by virtue of being a leader in a secondary school is the foundation around which many facets of the learning institution revolve. Bierly, Doyle and Smith (2016) observe that it is the responsibility of the principal to ensure that students conform to school rules at all times in order for the institution to achieve its goals. Similarly, Nzuve (2013) states that although leadership is a shared responsibility, the leadership style used by the principal largely determines conformity of students to school rules. Dubrin (2016) defines leadership style as the predominant pattern of behaviour mostly applied by the leader. Dubrin (2016) further states that modern organizations need effective leaders who adjust to the rapidly changing environment.

Ng'ethe, Namasonge and Mike (2012) state that the leadership style used by the leader could influence the outcomes of any organization. Khushboo (2017) agrees with Ladipo, Akhuemonkhan and Raimilead (2013) that the success or failure of nations, organizations and other social units has been attributed to the nature of leadership style used by their managers.

Kendra (2017) identifies three major leadership styles used by principals in school. These are, autocratic leadership style, where the leader makes the decisions independently with little or no support from the team members even if their contribution would be beneficial. This means that power and authority rests on the leader. Democratic leadership style according to Kendra (2017) emphasizes participation of both the leader and the group members in decision-making process. This implies that decisions about institutional concerns are settled upon after discussing and communicating with various stakeholders. Laissez-faire leadership style according to Kendra (2017) the leader gives complete freedom to the members to make decisions without leadership in put. In this case, the leader does not supervise employees; does

neither he nor she provide feedback to those under his supervision. Mbiti (2007) opines that *lasses-faire* leader leaves the group entirely on itself.

Another leadership style commonly used in educational institutions is transactional leadership style. Paracha, Qamar, Mirza and Waqa (2012) observe that transactional leadership style focuses on the interaction between the leader and the followers. The authors further state that the aim of a transactional leader is to confirm that followers understand the path-goal completion, to remove potential organizational hurdles, and to meet the set objectives. The followers accept the structure already established by the leader in exchange for performance rewards.

Cherry (2017) opines that the transactional leader base their style on a system of rewards and punishment. This indicates that the leader's job is to set up procedures that make it obvious to followers what is expected of them and what the repercussions are if they do not meet those expectations (Lamb 2013). This study sought to assess the relationship between principals' use of transactional leadership style and students' conformity to school rule.

Mwendwa (2012) observes that conformity to school rules is the maintenance of behaviour either through encouragement to observe rules or discouragement of breaking the same by use of punishment. Mwendwa (2012) on the other hand, states that non-conformity to school rules is any form of misconduct by the students/s which manifests in a number of ways: disobedience to legally constituted authority, destruction of school property, negative attitude towards learning, and disrespect to senior, sexual misconduct, drug and substance abuse, stealing, lateness to school, quarreling and dirtiness, cultism among others. This means that for the school to run smoothly, the administration should ensure the adherence to school rules by students by applying an appropriate leadership style.

Studies that have been done have established that students' nonconformity to school rules stems from interaction between the management and the developmental phase of childhood or adolescence, potentially putting teachers and students at odds, Manke (2008), Pace and Hemming (2006), Winograd (2005). It is not clear what influences the conflicts between the students and teachers. This study sought to establish the

relationship between principals' use of leadership styles and students' conformity to school rules.

A survey of National Union of Teachers in England by Neill (2008) found that students' non-conformity to school rules was on the increase. This was manifested in cases such as students not respecting teachers; they were carrying weapons to school among other offences. This seems to suggest that the students worldwide exhibit some form of non-conformity to school rules. A similar study by Hayden (2009) on the essence and evolution of the discussion in England over misbehavior and violence in schools established that students at some point had assaulted over 68.3% of teachers during their teaching career.

Smith and Ananiadou (2003) found cases of high non-attendance level by students in high schools in England. The studies by Smith and Anniadou and National Survey of Union of Teachers show that there is a problem of students' non-conformity to school rules. The studies have not indicated what influences the students not to conform to the laid down rules and regulations. This study endeavored to establish the association between principals' use of leadership styles and students' conformity to school rules. Mkumbo (2010) highlighted the functions of school rules in Tanzania secondary schools.

Mosha (2006) concurs with Mkumbo (2010) that rules help prepare students to be good citizens. This means that students' conformity to school rules is very important in molding students to be better citizens in their countries. Bonny (2012) posits that Kenyan secondary schools have rules and regulations designed to assist students conform to the expected norms of the society. Thus, the rules are always there to mold young people into all round individuals who can fit well in the society. However, Bonny (2012) found that some students fail to abide by the school rules.

Mwendwa (2012) corroborates Bonny (2012) that cases of sexual offences, disobedience to teachers and parents, truancy, assault, drug abuse, and alcoholism were high in secondary schools in Kenya. The studies by Mwendwa (2012) and Bonny (2012) posit that the causes of these practices were high handedness by the school principals. The Republic of Kenya (2013) allows the school administration to make rules governing the behaviour of students in public schools and means to deter those

who do not comply with such rules. The Republic of Kenya (2013) therefore empowers the Board of Management to establish rules for the maintenance of order and discipline in public schools. The principal by virtue of being the secretary to the board and the leader in a secondary school, his/her leadership style largely determines students' conformity to school rules.

Reports by the Republic of Kenya (1991; 2000; 2001) have presented causes of students' non-conformity to school rules as; Exercise of power and authority, school rules, harsh punishment, rights and freedoms of students and pressure from examinations among others. The task forces and subsequent implementation of their recommendations have made efforts. However, student non-conformity to school rules continues unabated.

Kuria (2012), Rianga (2013) and Mbogoria (2012) established that the leadership styles of principals have a significant impact on pupils' adherence with school rules. This therefore implies that the use of appropriate leadership style by the principal can greatly influence students' conformity to school rules. The studies done seem not to agree on the leadership style that most predict students' conformity to school rules. According to Quality Assurance and Standard Officer (2018), Nakuru County showed an upsurge of indiscipline cases between the year 2015 and 2018. The data is presented in Table 1.

Table 1: Number of Indiscipline Cases

County/Year	2015	2016	2017	2018
Nakuru	8	10	9	18
Kajiado	5	6	7	7
Laikipia	7	6	3	9
Baringo	6	8	3	6

Source: Quality Assurance and Standard Officer (2018)

From the data, it is noted that Nakuru County has the highest cases of indiscipline compared to the neighboring counties. This shows that the problem was widespread and required attention.

A task Force formed by the County Director of Education Nakuru County Kenya (2015) to investigate challenges in education that led to poor academic performance in the County, reported high levels of students' non-conformity to school rules among other factors as causes of such dismal performance. The Quality Assurance and Standards Officer, Nakuru County (2018) documents alarming cases of students' non-conformity to school rules in the County. This means that there is a problem of students' non-conformity to school rules.

This study therefore was undertaken to establish the relationship between principals' use of selected leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

1.3. Statement of the Problem

Stakeholders in education in Nakuru County, have expressed great concern over high levels of students' non-conformity to school rules. Education task force (2015) formed by the County Director (Nakuru), to investigate the challenges in education that led to poor academic performance reported high levels of students' non-conformity to school rules, as one of the causes of such dismal performance. The Quality Assurance and Standards Officer Nakuru County (2018) confirms that there have been several reported cases of students' non-conformity to school rules related to destruction of school property, absenteeism, cheating in examinations, mass walk out from schools, teenage pregnancies, drug and substance abuse, stealing, fights, bullying, coming to school late among others. From the background of the study, it is clear that there is a problem of students' conformity to school rules.

Efforts have been made by various task forces and subsequent implementation of their recommendations by the government. However, students' non-conformity to rules still continues to occur in public secondary schools. This problem if not addressed will lead to high indiscipline levels among students and thereby continue to cause poor academic performance in Nakuru County. This study was undertaken to establish the relationship between the leadership styles used by principals' and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to investigate the relationship between principals' use of selected leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the relationship between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.
- ii. To determine the relationship between principals' use of democratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.
- iii. To examine the relationship between principals' use of laissez-faire leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.
- iv. To assess the relationship between principals' use of transactional leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

1.6 Research Hypotheses

The following hypotheses guided this study:

H₀₁: There is no statistically significant relationship between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

H₀₂: There is no statistically significant relationship between principals' use of democratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

H₀₃: There is no statistically significant relationship between principals' use of laissez-faire leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

H₀₄: There is no statistically significant relationship between principals' use of transactional leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

1.7 Significance of the Study

The education policy makers may use the findings of this research to come up with strategies to enhance students' conformity to school rules. It may assist other stakeholders like the parents, Board of Management, students' body, to find ways of enhancing students' conformity to school rules. It is also expected that the study will generate interest for further research to identify other factors that may cause students' nonconformity to school rules. Furthermore, the study might help school principals to use an appropriate leadership style/s to enhance students' conformity to school rules. This will ultimately improve discipline as well as academic achievement of the students.

1.8 Scope of the Study

This study was conducted in 338 public secondary schools in Nakuru County, Kenya. The respondents were 100 principals, 34 deputy principals, 346 teachers and 383 students. The study only focused on the relationship between principals' use of autocratic, democratic, laissez -faire and transactional leadership styles and students' conformity to school rules. The study was conducted from May 2019 to June 2019.

1.9 Limitations of the Study

A study's limitations are obstacles that prevent the researcher from conducting the research as envisioned (Hughes & Sharrock, 2016). The study used questionnaires to collect data. Use of questionnaires might lead to the possibility of ambiguous replies to certain questions. This however was eliminated through piloting and validation of the research instruments to ensure they were reliable.

1.10 Assumptions of the Study

It was assumed that:

- (i) The respondents gave honest opinions on the relationship between principals' use of leadership styles and students' conformity to rules in public secondary schools.
- (ii) It was also assumed that each principal has a predominant leadership style that he or she is identified with at a particular time.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section a review of literature on the relationship between principals' use of selected leadership styles and students' conformity to rules in public secondary schools in Nakuru County Kenya, is presented under the following sub-headings : Principals' use of autocratic leadership style and students' conformity to school rules, principals' use of democratic leadership style and students' conformity to school rules, principals' use of laissez-faire leadership style and students' conformity to school rules, principals' use of transactional leadership style and students' conformity to school rules, the study also covers areas of students' conformity to school rules. The theoretical and conceptual frameworks are also presented.

2.2 Principals' use of Autocratic Leadership Style and Students' Conformity to School Rules

Scholars have identified a number of leadership styles. The most common styles identified by Ali and Shaikah (2013) are; Autocratic, democratic, and laissez-faire. Ali and Shaikah (Ibid) further state that autocratic leader makes all decisions without involving team members; the democratic leader welcomes team input and facilitates group discussions and decision-making while laissez-faire leader allows freedom in decision-making.

Amanchukwu, Jones and Nwachukwu (2015) state that the autocratic leader tells the followers what to do, and how to do it. The author further state the leader comes with ideas of what needs to be done and informs the followers exactly what is expected of them with reference to standards and deadlines. This therefore means that in a school situation, the principal comes up with school guidelines and students are only informed of what is expected of them. Kitavi (2014) observes that autocratic leader often creates fear, bullies and demeans his followers. This means that students may not express their grievances for fear of victimization. Kitavi (Ibid) further notes that when a leader acts in such a manner, he/she restricts the potential of students by not valuing their creativity and initiative. Wanjiku, Mulegwa, Ombuki (2013) note that an autocratic leader holds most of the power and authority, issues commands and informs group members what

needs to be done without consulting them. Wanjiku et al. (2013) opine that the premise of this leadership style is formal authority, which always leads to conflicts and thus goals of the organization not met. The studies above did not look at the relationship between Principals 'autocratic and students' conformity to school rules. This study sought to establish relationship between principals' autocratic leadership style and students' conformity to school rules.

Cherry (2018) established that under an autocratic leadership style, decision-making is less dynamic. Cherry (Ibid) further notes that this approach is generally considered as directive, dictatorial and dictatorial. It is useful, however, when there is very little time for collaborative decision-making or when the leadership is the group's most knowledgeable member. This implies that the principal does not need to consult students on the formulation of school rules. The principal enforces those rules and does not require the input of students. In certain situations therefore the principal can use formal authority and elements of this style in areas he is most knowledgeable or has access to information than the students. Cherry (2018) has only focused on situations when autocratic leadership can be used, the current study sought to establish the relationship between principals autocratic leadership style and students' conformity to school rules.

An appropriate leadership style allows greater organizational changes and provides a way to harness the efforts and synergy of diverse groups within the organization. Rees (2017) further states that the principal plays an important part in establishing the stakeholders contribution and efficient execution of programmes and guidelines in the school. This implies that the principals' attitude towards students is important in the attainment of school policies.

Hersey, Blanchard and Dewey (2008) state that it is important for principals to be privy of leadership styles so that they can apply the most stable to achieve organisational goals. Salfi, Virk and Hussain (2014) found that leadership styles of principals play a critical role in school effectiveness. The school principal therefore should use an appropriate leadership style to ensure effective management of students' behaviour. Chowdhury (2014) asserts that autocratic leaders have a clear vision and enthusiasm as the all mark of their style. Chowdhury (Ibid) further notes that the leader inspires people by making it evident how their work fits into the vision of the institution.

Chris (2015) concurs with Chowdhury (2014) that autocratic leader gives clear instructions for what needs to be done and when it should be done. This seems to suggest that there is very little or no group involvement in decision-making process. Autocratic leadership style is based on scientific management approach advanced by Taylor (1998) whose focus was to achieve greater efficiency on the shop floor. The style is also in line with Mc Gregory (1960) Theory X that viewed people as naturally lazy, dislike work and avoided responsibility, thus had to be coerced to do the work.

Oni (2017) observes that the style is task oriented and characterized by the leader undertaking all decision-making process without seeking the opinions, suggestions or views of subordinates. This suggests that all power and authority solely lies with the leader. Sisney (2016) concurs with Nzuve (2013) that an autocratic leader holds all the power and authority with communication almost exclusively moving from top to bottom. The studies above have not established the relationship between of principals' autocratic leadership style and students' conformity to school rules, which the current study sought to establish.

Tannebaum and Schmidt (2003) established that Under autocratic leadership, decision-making was less innovative. The leader is seen as abusive, controlling, dictatorial and bossy. King'ori (2012) and Katolo (2016) established a negative association between principals' autocratic leadership style and academic performance. In conclusion some of the studies have established a negative association between principals' autocratic leadership style and students academic performance, Kitavi (2014) and Migosi (2013). Chowdhury (2014) and Cherry (2018) found this style to be appropriate in circumstances where there is not enough time for group discussion or where the leaders is most experienced. The current study sought to establish the relationship between principals' use of autocratic leadership style and students' conformity to school rules.

2.3 Principals' use of Democratic Leadership Style and Students' Conformity to School Rules

Animut (2014) states that democratic leadership style comprises of decentralization of authority, participatory planning and mutual communication by the leaders and their subordinates. Animut (Ibid) further points out that the main focus of a democratic leader is sharing decision-making process by the subordinates. In a school setting, the principal needs to involve all state holders in formulating policies and procedures for

running the school. Gill (2016) concurs with Animut (2014) that democratic leadership involves sharing authority, responsibility and decision-making process. This implies that when students are involved in decision-making, they will easily adhere to school rules.

Muhammad, Irfanullah and Qamar (2015) posit that leaders who use democratic leadership style encourage students to participate in decision-making process. Muhammad et al. (2015) further state that a democratic principal makes the students aware of everything that pertains to their welfare, shares decision-making, and problem solving responsibilities. This therefore implies that the principal should be a mentor who has the final say, thus should gather information from students and the staff before making the final decision. The researchers further state that, if the subordinates are involved in decision-making process they will respond with cooperation, team spirit and their morale will be high.

Dubrin (2016) corroborates Muhammad et al. (2015) that a democratic leader invites contribution from the subordinates before making any decision. Dubrin (2016) further observes that the leadership might seek discussion and consensus with the teachers or the students over a matter. This study sought to determine the relationship between principals' democratic leadership style and students' conformity to rules in public secondary schools.

Tschannen and Gareis (2015) observe that democratic leaders have an influence on the management of students and teachers. The authors further observe that where subordinates feel trusted and involved in decision-making process, productivity is very high. This implies that principals should strive to involve all stake holders in decision-making process if they expect high productivity.

Tannenbaum and Schmidt (2003) further note that a democratic leader shares authority, responsibility and decision-making processes with the subordinates. This means that a democratic leader values the opinions of others. The leader must be an excellent communicator and a good listener for the effective management of the school. The scholars did not look at the relationship between Principals' democratic leadership style and students' conformity to rules in public secondary school which the current study sought to explore.

Lieberman, Bevely and Alexander (1994) posit that a democratic leader emphasizes subordinate and leader involvement in decision-making process. The authors further indicated that after debate and dialogue with several stakeholders in the organization, decisions on organizational matters are determined. This implies that the leader draws on peoples' knowledge and skills which create group commitment. Karori, Mulewa, Ombuki and Migosi (2013) state that a democratic principal helps subordinates to define goals and facilitates action towards the goals. Accordingly a principal who is democratic can improve efficiency and productivity. Karori et al. (2013) agree with Lieberman et al. (1994) that the style works well when the organisation has a clear direction and the leader needs to tap on the synergy and collective wisdom of the group. Karori (2013) further observes that a leader who uses democratic leadership style encourages creativity, high job satisfaction and high productivity. These studies have looked at the influence of principals' democratic leadership style on job satisfaction of teachers. This study sought to determine the relationship between principals' democratic leadership style and students' conformity to rules in public secondary schools.

Democratic leaders look at the subordinates as important players in the running of the organisation, without their involvement administration may be affected in its efficiency and effectiveness Nyagaka (2011). The author further states that all group members view decisions made through joint venture as a representation of what transpired through consensus or group participation. This means that when principals involve students in the formulation of school rules, there will be high conformity levels to school rules. Pareek (2010) however cautions that democratic leadership style may not be effective all the time especially when opinions differ. Pareek (2010) further observes that it becomes difficult to arrive at consensus. The researcher further established that in most schools principals, teachers and students do not work together. This results in administrative systems becoming inefficient and ineffective.

Cherry (2018) concurs with Pareek (2010) that democratic leadership style is not effective where rules are not defined or there is little time in making urgent decisions. The researcher further states that in such instances, a democratic leadership style can lead to a breakdown in communication and the completion of unfinished projects. This suggests that in some occasions subordinates may not have the necessary information

or know how to make quality contribution to the decision-making procedure. Sarbapriya and Ishita (2012) opine that democratic leadership style works well in instances where the subordinates are skilled and eager to share information. These studies seem to discredit the use of democratic leadership style. This research required to determine the relationship between principals' democratic leadership style and students' conformity to school rule.

Ofeimu, Ahmed, Kalawole (2018) found that the principals applied laissez-faire, autocratic and democratic leadership styles in managing students behaviour. The reason could be that students are very difficult to handle by using only one leadership style to yield desired results. Hence, the principal had to apply different styles depending on the circumstances and the kind of students who were involved. This is in agreement with Adeyemi (2006) who established that principals used the three leadership styles to address disciplinary issues in schools in Ondo State Nigeria.

Most studies have established that where democratic leadership is practiced, there is enhanced motivation and increased trust among the subordinates (Cole 2002; Nyagaka; 2011; Mbogoria 2012; Muchiru 2013 & Larfela 2010). The researchers' further observe that delegation of power is the key element in democratic leadership. The organization benefits immensely from the different power points inherent in the subordinates. Cole (2002) posits that democratic leadership is based on the premise that where subordinates are involved in decision-making they exercise self-direction and are more motivated to work. Ratego (2015) concurs with Cole (2002) that schools whose principals are democratic, encourage high team spirit, cohesion and high conformity by students to school rules. Ratego (2015) further states that in such schools there are suggestion boxes, notice boards, and effective students' councils.

Owiti (2016) established that democratic leadership style had a positive influence on students' conformity to school rules. This is in agreement with Kimaru (2010) who points out that dialogue and involvement of students in decision-making on matters that affect them makes the students own the school policies, since the students are self-directed and will always support school administration. Ali et al. (2014) however differs with Owiti (2016) and Kimaru (2010) on the idea of students' participation in decision-making. Ali et al. (2014) associates non-conformity to school rules to too much freedom

given to students. This shows differing opinions on which style most predicts students' conformity to school rule.

In conclusion, democratic leaders allow students to participate in the formulation of school rules. Most studies have established high conformity by students to school rules when principals apply democratic leadership style. However, other studies have noted that the style is not effective in all situations. This study sought further investigation to determine the relationship between principals' democratic leadership and students' conformity to rules in public secondary school in Nakuru County.

2.4. Principals' use of Laissez-faire Leadership Style and Students' Conformity to School Rules

Chris (2015) posits that in laissez- faire style the principal gives followers as much freedom as possible and provides little or no direction. Chris (Ibid) further states that principals who adopt laissez-faire leadership style has little or no control over the subordinates and lets them have the freedom to carry out their assigned tasks without direct supervision. This means that principal tends to avoid power and authority. Scott (2016) observes that laissez-faire leadership style is also referred as free reign. Scott (Ibid) further states that the leader leaves the group entirely to itself. The subordinates are given freedom in deciding their own policies and methods of attaining them. Pont, Nusche and Moorman (2008) note that leaders who employ this approach believe that there need be no rules or regulations because everyone has an inherent sense of responsibility.

Azar and Asiabar (2015) posit that because the leader ignores his obligations entirely, a laissez-faire leadership style has a detrimental impact on work effectiveness. Mbiti (2009) found that laissez-faire style of management is connected to the highest rates of truancy and delinquency, as well as the lowest levels of achievement. Mbiti (2009) further notes that in a school setting, when a great deal of coordination, supervision, and student care is required, this model is not appropriate. The research looked at the link between a principal's laissez-faire leadership style and the academic achievement of learners. This study sought to examine the relationship between principals' laissez-faire leadership style and students' conformity to rules in public secondary schools.

Abdulahi and Kavale (2016) observe that laissez-faire leader avoids power and authority. Abdulahi and Kavale (Ibid) further opine that the principal withdraws from controlling subordinates and gives them room to make their own decisions. In other words, the principals' role is more advisory than evaluative. This means that the principal entirely relies on "hands off". This implies that there will be high levels of students' non-conformity to school rules. This result concurs with that of Mwalala (2008) who observes that the use laissez-faire leadership style can lead to students, non-conformity to school rules due to lack of enforcement of the rules.

In Laissez-faire leadership, the subordinates are given nearly complete control and authority and the leader abdicates the decision-making process and abides by popular opinion, Dubrin (2016). This means that the leader does not participate in setting of goals or objectives of the organization. Bhatti, Mailto, Shaikh, Hashmi and Shaikh (2012) observe that the laissez-faire leadership style gives the group entire autonomy in the decision-making processes without involving the leadership. Waiganjo (2015) notes that laissez-faire leadership style is relationship oriented which is in agreement with Mc Gregory's (1960) theory Y which postulates that people should be treated humanely as they naturally like work, are capable of working without supervision, are very creative and accept responsibility. This study sought to examine the relationship between principals' laissez-faire leadership style and students' conformity to rules in public secondary schools.

Nzuve (2013) describes laissez-faire leader as one who waives responsibility and allows subordinates to work as they choose, with minimum supervision. Swayne (2011) also describes laissez-faire leadership style as effective when heading a group of highly motivated and skilled individuals that have previously delivered achievements. This implies that in a school setting, students may not be skilled in most areas in decision-making, thus this style may not be appropriate. Boateng (2012) observes that dissatisfaction, inefficiency, and ineptitude are all linked to a laissez-faire leadership style. Okumbe (2013) concurs with Boateng (2012) that the style encourages no rules in the organization. This seems to suggest that when used in educational institutions it may lead to chaos and conflict due to unguided freedom.

Robbines and Judge (2009) observe that laissez-faire leader allows freedom in decision-making but discourages teamwork and shows no concern for workers' needs and

welfare. Robbins and Judge (2009) further state that the lack of concern for employees and their welfare negatively affects their job performance. This seems to suggest that in a school setting when the principal does not involve students in formulation of rules concerning their welfare, they will rebel against the school authority. Amzat and Ali (2011) observe that when it comes to managing pupils, a laissez-faire leadership style is counterproductive. The purpose of this study was to establish whether there was a link between the laissez-faire leadership of administrators and student compliance with school rules.

Mbiti (2009) observes that laissez-faire leadership style exhibits fewer rules in the organization. Mbiti (2009) further argues that the style is characterized by; the leader being tolerant, no hierarchy of authority and no center of power in the organization. This means that students do what they want with minimal supervision from the principal or teachers. This can easily culminate to lack of order in the management of students' behaviour. Kuria (2012) found a very strong negative correlation (-0.66) between laissez-faire leadership style and students' conformity to school rules. Kuria (2012) recommended based on the findings that in secondary schools, a laissez-faire leadership style was not appropriate since complete delegation without follow up mechanism created student's conformity problems. Mbogoria (2012) established that laissez-faire leadership style had least support in influencing discipline of students in schools. In conclusion, studies done have shown a negative correlation between laissez-faire leadership style and work effectiveness. This study sought further clarification on the relationship between principals' laissez-faire leadership style and students' conformity to rules in public schools.

2.5 Principals' use of Transactional Leadership Style and Students' Conformity to School Rules

Transactional leader embraces the "Carrot and the stick" where rewards are given for successful completion of set tasks and punishment for failure (Owiti, 2016). Transactional leadership, according to Paracha et al. (2012), is concerned with the exchange of information between the leader and the followers. This corroborates Oyetunyi (2006) who observes that the transactional leadership style is centered on the leader and group members exchanging information and using rewards and punishment to influence behavior. Paracha et al. (2012) further argue that every participant enters

the transaction with the intention of achieving their own goals. The leader's job is to keep things as they are by meeting the requirements of his or her employees.

Olayemi (2015) states that leaders that use the transactional leadership style assign specific tasks to team members and then reward or punish them based on their success. Olayemi (2015) further posits that the leader and the followers set goals together and to achieve the objectives, the followers agree to follow the leader's direction. This indicates that the leader-follower connection is based on a negotiating transaction or a compensation system. The goal of this study was to see if there was a link between administrators' transactional leadership style and pupils' compliance with school rules.

Paracha et al. (2012) state that the transactional leader's responsibility is to guarantee that followers understand the path-goal attainment and to remove obstacles inside the organization so that the pre-determined objectives may be met. This means that the leader sets clear goals and communicates to the followers what ought to be done. Waters (2013) states that the leader discourages collaboration between the teachers, and the students in contributing to school improvement. Lamb (2013) posits that transactional leader's role is to create an environment where expectations are clear to the followers and consequences associated with not meeting such expectations. This suggests that the leader favours structured policies and procedure. Casimir, Waldman, Bartman and Yang (2006) carried studies in China and Australia to determine how transactional leadership affects trust and performance levels in banks, showed that the style did not predict performance. This study was carried out in secondary school setting to assess the relationship between principals' leadership style and students' conformity to rules in public secondary schools.

Flanigan (2012) found that transactional leadership style is effective when rewarding hard working people. Flanigan (Ibid) further observes that transactional leaders focus on maintaining the status quo. This means that the leaders is more concerned with following existing rules than with making changes in the organisation. Gill (2016) concurs with Flanigan (2012) who observe that a transactional leader establishes and standardizes practices that will help the organisation achieve set goals and increase efficiency. Gill (2016) further notes that the workers are strictly controlled through the application of rules and regulations stipulated by the organisation. This implies that in a school setting, the principal can use transactional leadership style to control students'

behaviour through a system of rewards and punishment. The Principal would therefore give rewards for good behaviour in terms of tokens, field trips, and recognition of praise. While bad behaviour is punished through condemning or withdrawal of physical rewards.

Riaz and Mubarak (2010) opine that transactional leaders' primary purpose is to ensure that employees work in order to receive adequate compensation. This suggests that the leader should use contingency rewards to boost employee motivation. A transactional leader, according to Riaz and Mubarak (Ibid), outlines the goals and makes the link between performance and rewards plain to the workforce. This is in agreement with Juarez and Contreras (2012) that transactional leaders adopt a process of exchange where the leader specifies the performance criteria and rewards or punishes employees in accordance with achievement of those criteria. This implies that the subordinates do not participate in the decision-making process, but rather agree on the laid down rules in exchange for rewards for compliance and punishment for non compliance.

Transactional leadership is characterized by conditional rewards, active management by exception, in which leaders take disciplinary action if deviations occur, and passive management by exception, in which leaders wait until issues grow significant before intervening. Seblewongel (2016) opines that transactional leadership style exhibits subordinates' commitment to their assigned duties because it is a matter of performing duties as directed. Kashu (2013) carried a study on the influence of principals leadership styles on students KCSE performance in Kajiado North District, Kajiado County Kenya. Sampled 15 Principals and 82 teachers, findings showed that 6 out of 15 principals used transactional leadership style.

In the same study it was established that attendance, completion of syllabus, short term goals achievement were emphasized and there was minimum focus on the long term targets. The results indicated that principals used transactional leadership style to reward teachers for the work well done. The research also found that transactional, democratic, and authoritarian leadership styles had no effect on performance. This suggests that the leadership style of the principal has no bearing on performance.

Ongeri, Bii, Sulo, Keter, Maiyo and Koskey (2012) however discovered different finding in terms of the use of transactional leadership style. The research reveals that

transactional leadership style and teacher absenteeism have a negative linear correlation. It was concluded from this study that leadership styles influence absenteeism. There seems to be inconsistency in findings in the use of transactional leadership style and influence by principals on either discipline or academic performance. The purpose of this study was to establish further the correlation between principals' use of transactional leadership style and students' conformity to school rules. Teachers and students are treated as laborers in the school setting; they complete tasks because they will benefit from them rather than out of a sense of obligation to the principal.

2.6 Students' Conformity to Rules in Public Secondary Schools

This section covers various areas of students' non-conformity to rules. These include student non-conformity to rules related to learning, non-conformity to general school rules, non-conformity to rules related to co-curricular activities and lastly non-conformity to rules related to their welfare.

2.6.1 Students' Conformity to Rules Related to Learning

This subsection covers rules related to learning such as; punctuality to school, doing class assignments, use of official language /s for communication, not cheating in examinations and absenteeism. In educational institutions, one of the rules related to learning is that students must do all assignment given by subject teachers. Gregory and Weistein (2008) established the existence of defiance, insubordination and disrespect among students in the USA high schools. Gregory and Weistein (2008) further observe that the consequences of non-conformity to school rules challenge the power and authority of a teacher. According to the data from the National Center for Statistics, 41% of public secondary school teachers reported that students' misbehaviour interferes with their teaching.

Robers, Kemp and Truman (2013), Theriot and Dupper (2010) confirm that students non-conformity to school rules tend to rise at the middle secondary school level. The researchers further state that students' misbehavior in secondary school has far reaching consequences and hence worries the stakeholders in education and therefore needs to be addressed. Lannie and Mccurdy (2007) found a correlation between classroom non-conformity to learning and low achievement for students. The research was conducted

to determine the correlation between principals' leadership styles and students' conformity to learning guidelines.

Portland Public Schools Handbook (2016) has outlined rules for students, which facilitate teaching and learning these are; students must attend school always, arrive in school on time, be prepared to participate in class work and do all assignments. This implies that if students conform to the laid down rules, then learning occurs smoothly. In spite of the existence of these rules, students have not conformed to them. This study sought to establish the relationship between principals' leadership styles and students' conformity to rules related to learning.

All students must be in school in all school days. Absenteeism is a serious offence. Students who come to school late will be turned back or punished. Republic of Kenya (2013). Romero and Lee (2008) established that chronic absenteeism was highest among children living in poor families in USA. The authors further state that absenteeism has harmful consequences not only for students but also for schools and communities. Absenteeism or truancy affects academic achievement of students, Heibrunn (2007).

The author found that non-truant students have higher grades compared to truant ones. This shows that there is a problem of nonconformity to school rules requiring students to attend school without fail. The studies above have not established the effect of principals' leadership styles on students' conformity to school attendance. Ekundayo (2010) notes that time is a limited resource that has an impact on every element of human endeavor. To improve learning, the researcher contends that time spent on academic pursuits should be maximized. As a result, this resource is in extremely short supply, and it is a factor that affects all stakeholders, including teachers, students, administrators, and supervisors. For this reason, it is imperative that the learners be in school at all times.

Wanyonyi (2016) found that students were not conforming to rules relating to school attendance thereby contributing to poor academic performance. Wanyonyi (2016) further posits that principals have the responsibility of creating school atmosphere that can ensure maximum attendance by students. Afandi (2014) and Mwangi (2013) found a negative correlation between autocratic leadership style used by principals and

students' conformity to school attendance. These studies have only dealt with one area of non-conformity to school rules. This study explored other areas of students' non-conformity to school rules.

All students must take all examinations. Cases of cheating will lead to disqualification. The school code of conduct and regulations states that all students must undertake all examinations. Koss (2011) observes that cheating in examinations is a worldwide phenomenon. The author indicates that 80% of high school students in the USA admitted having cheated in examinations. In the same study, according to the American School Board Journal (ASB) and the Education Writers Association, nine out of ten instructors admitted that cheating was frequent in their classrooms. This is a clear indication that a majority of students in high schools have not conformed to examination rules.

Adeyemi (2010) established that examinations irregularities are widely reported in both internal and external examination in many educational institutions. Research findings indicate that acts of academic dishonesty undermines the validity of students learning, Starovoytova and Namango (2016). This shows that students have not conformed to school rules of not cheating in examinations. Olabisi and Abiola (2014) found a higher rate of students' non-conformity to examination rules in public high schools in Ondo state Nigeria.

Adeyemi (2010) and Kahenda (2017) established that examination cheating occurred at a higher rate in private schools. This study explored the relationship between principals' leadership styles and students' conformity to examinations rules in secondary schools. In conclusion, teachers noted that students' misbehaviour interferes with teaching (Mucurdy 2007). The researcher further found a negative correlation between classroom non-conformity to learning and low achievement. Afandi (2014) and Mwangi (2013) established the relationship between authoritarian leadership style and school attendance compliance among students. This shows that students in many schools worldwide have not conformed to examination rules. This study therefore explored the relationship between principals' leadership styles and students' conformity to rules in public secondary schools in Nakuru County.

2.6.2 Students' Conformity to General School Rules

This section covers students' non-conformity to general school rules under the following sub-sections: students' non-conformity to bullying and fighting, drugs and substance abuse, wearing of school uniforms, carrying of offensive weapons and mobile phones, illicit relationships, sneaking out of school, and doing assigned duties. Educational institutions spell out rules of conduct of students while in school or school functions. The rule stipulates that bullying, fighting and carrying out offensive weapons will be severely punished.

Turkmen, Dokgoz, Akgoz, Even, Vural and Polat (2013) define bullying as a threat or physical use of force aimed at an individual, specific community or group which can result in injury, death, some development disorder or deficiency. Turkmen *et al.* (2013) established that students have not conformed to the rule of not bullying. The present research endeavoured to establish the relationship between principals' leadership styles and student' conformity to rules related to bullying and fighting.

Esselmont (2014) observes that victims of bullying may also resort to other forms of nonconformity to school rules by carrying offensive weapons, having physical fights and may avoid coming to school. This means that if principals do not act promptly in implementing school policy against bullying, the problem might continue for a long time. This study explored the influence of leadership styles used by principals on students' conformity to rules related to bullying and fighting. FBI reports in the US show this rule being violated in schools and the problem is most common in areas less supervised by adults such as buses, cafeteria, rest rooms, hallways, and locker rooms. Turkmen *et al.* (2013) posit that bullying can endanger students' physical and mental well-being at school, as well as their academic performance. The researchers opine that to prevent non-conformity by students to this rule , all staff need to be trained on what bullying is, what school policies and rules are, and how to enforce them.

There are many reported cases of students' non-conformity to rules related to bullying and fighting in Nigeria secondary schools, Egbochu (2007) for instance posits that schools in Benin City Nigeria, four out of five participants in his research reported being bullied and 85% of learners acknowledged harassing others learners. Omoteso (2010) reported that 88.1 % of participants had been bullied, 33.1% were bullies and 64.7% had been involved in relational bullying while retaliation for bullying in the past was

51.1%. This shows a great majority of students have not conformed to the rule of not bullying others. The purpose of this study was to see how principals' leadership styles influenced student conformity to the rule of not bullying and fighting in secondary schools.

Ndetei, Ongecha, Khasakhala, Syanda, Mutiso and Othieno (2007) recounted that bullying was still rife in Nairobi public schools. The researchers established 81% of various forms of bullying. WHO report concurs with Ndetei et al. (2007) that violence among adolescents in Kenya was highly wide spread in schools. The organization ranked Kenya among countries with the highest level of bullying in schools. This shows that students are not conforming to rules related to bullying.

Drug or substance abuse and alcoholism is another area students have not conformed to school rules world over even in Kenya secondary schools. The school rule stipulates that alcohol, drug abuse, and pedaling of such substances will be highly punished. Whipp, Beyes, Lloyd, Lafazia, Toumbourou and Arthur (2004) recognize substance use among the young people as a significant public health issue. Hoffman (2017) observes that young people use of alcohol, tobacco as well as other drugs have increased within the last decade. Whipp et al. (2004) assert that a framework endorsed by WHO (1996) supported by Europe and Australia shows beliefs that schools should actively encourage health education among students in the same way that they promote academics. These studies have not examined the relationship between principals' leadership styles and students' conformity to school rules, which the current study sought to establish.

Whipp et al. (2004) posit those policies have a significant impact on the social environment of the school by establishing behavioural standards and guidelines for students' behavior. This therefore means that the principal should ensure formulation of guidelines that can curb nonconformity to rules related to drug abuse. Kreager, Rullioson and Moody (2011) concurs with Whipp et al. (2004) that the school is the best place for drug abuse intervention and control since it is able to combine classroom teaching and informal peer group influence processes of socialization to control learners' behaviour. This means that the principal should use an appropriate leadership style to enhance conformity to school rules. The studies above have not examined the relationship between the principals' leadership styles and students' conformity to rules related to drugs and alcohol abuse, which this study intended to establish.

Nonconformity to rules relating to drug abuse has adverse influence on the education of secondary school students in the world. A survey done in the republic of Czech found that 37% of new drug users were adolescents between 15-19years. This shows that students are not conforming to school rules of not abusing drugs. Ekpenyong (2012) asserts that drug abuse was becoming a serious problem in Nigeria. The National Agency for Food and Drug Administration and Control indicates that 40% of students were not following rules on drug abuse. This study sought to establish the relationship between principals 'leadership styles and students' conformity to rule related to drugs and alcohol abuse.

Drug survey in Kenya by NACADA (2012) found that one out of three students abuse one or more drugs. The report indicated that alcohol was the most commonly used substance where 36.3% of students had been using it for quite some time, Khat ranked second with 31.5%, tobacco 20.2%, bhang 9.8%, heroin 3.1%, inhalants 2.6%, mandras 2.6% and cocain 2.2%. This clearly shows that some students have not conformed to school rules not to abuse drugs and alcohol. These researchers focused into the association between principals' leadership styles and students' compliance with drug-abuse rules.

Another area of students' nonconformity is the issue of school uniforms. The school code of regulations stipulates that proper school uniforms must be worn at all times and in the right way. Gentile and Imberman (2011) carried a study on the impact of uniforms on students' achievements, attendance, and behaviour in South West USA, found that wearing of uniforms generated improvement in school attendance in the middle and high schools. This shows that wearing of school uniform led to students' conformity to school attendance. Brunsman (2006) opines that school uniform is a practice, which dates back to the 16th century in the UK. The practice of having school uniform is now common in many parts of world. Mimmo (2012) states that a historical review of school uniform policies reveal that the original intentions of their use in education setting was to represent the beliefs and morals stressed at the school at that time. The author further observes that the structure and level of obedience were instilled using uniformed dress code. Mimmo (2012) posits that the original use of uniforms in educational institutions is still cited as reasons for their use today.

According to the US department of Education, wearing of a uniform can decrease the risk of violence and theft, instill conformity to school rules and help school administration recognize intruders who come to school. A survey done by the US department of Education in Long Beach California, after two years of District wide K-8 mandatory uniform policy reports of assault and battery in the district schools decreased by 34%, assault with a deadly weapon dropped by 50%, fighting incidents went down by 51%, sex offence were cut by 74%, robbery dropped by 65%, possession of drugs went down by 69% and vandalism was lowered by 18%. This therefore means that policy on wearing of school uniforms brings conformity to school rules. The US Department of Education Manual on school uniform policies can prevent gang members from wearing colours and insignia at school in order to encourage a safe environment. This survey has not indicated what influences students not to conform to the rule of wearing school uniforms. This research therefore was undertaken to establish the association between the principals' leadership styles and students' conformity to wearing of school uniforms in secondary schools.

Kokemuller (2017) opines that social conformity is a key reason for wearing school uniforms. The pressure to wear the latest fashion can create stress on students especially those from low-income backgrounds, to keep up with classmates' clothing and fashion. This often results in the development of cliques and social groups within the school. Kokemuller (2017) further found that another reason for wearing of school uniform is for safety. When students are forced to conform to school uniform standards, gang activities can be deterred. Macquarie University (Australia) scholars found that schools across the world whose uniform policies are enforced students are likely to conform to school rules, and they listen significantly better. In spite of the noble intention of wearing of school uniforms, some students do not adhere to school regulations. This research was carried out to establish the association between principals' leadership styles and students, conformity to the policy of wearing of school uniforms.

Breitenbach (2010) states that in Burundi, wearing of uniforms is compulsory for schoolchildren. Breitenbach (2010) further observes that educators and politicians have considered school uniforms as a vehicle to achieve school safety and students' academic achievement. The researcher notes that proponents of school uniforms contend that wearing of uniforms bring tangible benefits including lower student

victimization, increased learning and positive attitude towards schooling. The above studies have shown that conformity to wearing of school uniforms reduces cases of indiscipline. This research intended to establish the association between principals' leadership styles and students' conformity to rules related to wearing of school uniforms.

In summary studies done have established students' non-conformity to rules related to drug abuse, wearing of school uniforms, bullying, carrying of weapons and phones to school was still rife in public secondary school worldwide. According to the scholars mentioned above, policies have a significant impact on the social environment of the school through establishing behavioral standards. This therefore implies that the principal should ensure formulation of guidelines in consultation with the students to curb nonconformity to school rules. As a result, this research was conducted to determine the link between principals' use of leadership styles and students' conformity to school rules.

2.6.3 Students' Conformity to Rules Related to Co-curricular Activities

Education institutions spell out that every student shall belong to one club and society by registration, Republic of Kenya (2013) the Education Act. Billah (2017) states that co-curricular activities are extracurricular activities sponsored or recognized by a school or college that are not part of the academic curriculum but are regarded as an important element of a school or college's existence. Burke (2012) noted that there are several classes of co-curricular activities that are important for physical, cultural, excursions and civic development. This demonstrates the importance of extracurricular activities in the lives of students.

Weber (2008) recognized that students' involvement in co-curricular activities was linked with high academic performance, better school attendance and lowers conformity levels to school rules. Spruit, Put, Stouwe and Stams (2016) also established that involvement in co-curricular activities by students in High schools, produced honesty and fair play needed to prevent delinquency and crime. This means that when students are involved in curricular activities they are more likely to conform to school rules.

Kisango (2016) observes that conformity to co-curricular activities regulations contribute a great deal to the academic experience of students by providing opportunities to develop skills through active participation. Kisango (Ibid) notes that these activities develop cooperation and social negotiation skills within the peer group. This suggests that co-curricular activities can foster interpersonal skills, which can minimize non-conformity to school rules.

In conclusion, Weber (2008) established that students' involvement in co-curricular activities was linked with high academic performance, better school attendance and lower non-conformity levels to school rules. Sikkha and Agnihotri (2013) noted that co-curricular activities were the most neglected areas of formal education in most schools. The researchers opine that some principals are not giving students necessary support for them to participate in these important activities in the school programme. This research intended to establish the association between principals' leadership styles and students' conformity to rule relating to co-curricular activities.

2.6.4 Students' Conformity to Rules Related to their Welfare

This subsection deals with students conformity to rules related to provision of meals, safety and security, use of school facilities like the school bus. Educational institutions stipulate that all students must conform to safety measures, Republic of Kenya (2013). Mullarkey (2012) describes a safe school as a place where learners, teachers and staff feel physically, psychologically and emotionally free to exercise their skills. Mullarkey (2012) further states that safety entails, protection from accidents, risks, hazards, and injury.

Kupchick (2010) observes that in most schools across USA conformity to safety rules had been violated by students. This led to the formulation of zero tolerance policies, which require punishment for any violation of any rules, regardless of any severity of the violation. This means there is gross non-conformity to rules in high schools in the USA. The goal of this study was to determine if there was a correlation between principals' leadership styles and pupils' compliance with school policies regarding safety and security. Kemunto, Role and Yona (2015) state that it is the duty of administrators, teachers, and students to ensure that the school environment is safe by

establishing clear school rules and policies. This implies that when students conform to the rules the school will be safe and secure for teaching and learning to take place.

Kirui, Mbugua and Sang (2011) established that schools in Kisii County, Kenya reported students flouting safety and security rules. The authors noted cases of theft, students fighting in school, arson attacks, and vandalism among others. This implies that there is some form of non-conformity to school rules whose causes needs to be investigated. Nyakundi (2012) states that good compliance requires clear rules, policies, and processes that have been agreed on by the administration and key stakeholders.

Republic of Kenya (2008) provides safety guidelines for use in all schools; however, cases of students' non-conformity to school rules still continue to be reported. Cheloti, Obae and Kanori (2014) note that principals and deputy principals have been blamed on lack of adequate relational skills in dealing with students issues. Cheloti, Obae, and Kanari (2014) further established that arson attacks in Itierio, Endarasha and Kisii High school were due to lack of participation by students in decision-making process regarding rules made by the administration. The purpose of this research was to examine if there was a link between principals' leadership styles and students' compliance with safety and security requirements in public secondary schools.

Another area of non-conformity to school rules is in the provision of meals. The school rule stipulate that no other meal shall be provided other than the one provided in the school menu, Republic of Kenya (2013). Gallagher and Ritchie (2017) observe that countries all over the world have various kinds of school meal programmes. Dimpleby and Vincent (2013) observe that the Food, education, and health policies in the United Kingdom pose questions about how the individual, family, and state share responsibility for food availability, accessibility, and choice. This implies that school administration should work in consultation with key stakeholders for the programme to run smoothly.

Hart (2016) agrees with Dimpley and Vincent (2013) that when students have the autonomy to decide what they eat, then there would be fewer cases of non-conformity to school rules related to the provision of meals. Nassbaum (2010) corroborates these

studies by stating that individual students need to be allowed to make their own choices through a democratic process.

In terms of regulations and practices controlling the provision of meals in school, the principle plays an essential role. This implies that when there is a wider participation concerning rules related to lunch programme, then the level of conformity to such rules will be high. This research was conducted out to establish the association between principals' leadership styles and students conformity to rules related to the provision of the school meals in secondary schools.

In conclusion, students' conformity to rules relating to safety and security, provision of school meals and use of school facilities, have been violated. The causes of such violations are not clear hence need to establish the relationship between principals' leadership styles and students' conformity to rules related to their welfare.

2.7 Theoretical Framework

The current research is founded on the social control theory by Hirschi (1969). This theory suggests that people follow rules and regulations because of the social bond. Jenkins (1997) and Stewart (2003) observe that social bond is a sense of belonging or social ties that make one conform to rules and regulations in the organization. The authors further observe that if the bond is not strong enough it results to non-commitment to rules and regulations. The authors opine that some students may perceive rules and regulations as infringement on their freedom while others may see them as liberating.

Kwayu (2014) states that school rules represent important control mechanism to which the students conform. The author establishes that there are four social bonds in the convectional society; connection to others, commitment to conformity, involvement in conventional activities and belief in the value of legitimacy of convention. These four elements may determine how students behave in school Stewart (2003). In a school setting, the principal should seek to strengthen the social bond of students through involving them in the formulation of rules. Jenkins (1997) looks at a school as an important mechanism of social control. The school principal has the ability to control students' behaviour regardless of other significant background factors.

Chriss (2007) concurs with Stewart (2003) that students who have a strong abiding attachment to conventional society are less likely to deviate than students who have weak and shallow bonds. Notwithstanding research that support the principles of social control theory Some researchers, such as Gibbon (1994), have questioned whether Hirschi’s (1969) conceptions of self-control can explain more serious criminal behavior. Critics of the theory argue that while it may be better at explaining small offenses, it falls short of accounting for more major offenses. The theory was preferred for this study because the principal by virtue of being a leader in a secondary school is the foundation around which many aspects of the school revolve. It is the responsibility of the principal to create strong social bonds among students to ensure their conformity to school rules. Ford (2017) examined social control theory in the age of social media and substance abuse with the help of social control theory.

2.8 Conceptual Framework

Figure 1: Shows the relationship between principals’ use of leadership styles and students’ conformity to rules in public secondary schools in Nakuru County, Kenya.

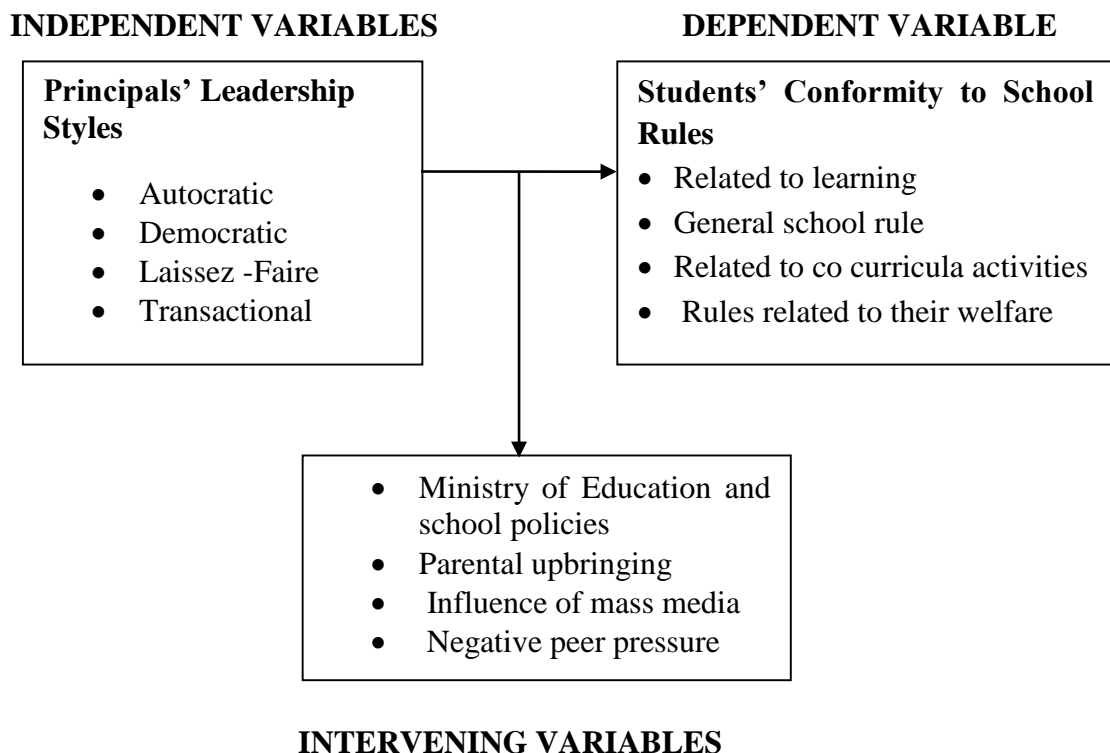


Figure 1: Conceptual Framework: Relationship Between Principals’ use of Selected Leadership Styles and Students’ Conformity to School Rules.

Source: Author (2021)

The conceptual framework for this study shows the relationship between principals' use of leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The independent variable is the leadership styles used by principals who are mandated by TSC and the Government of Kenya through the Ministry of Education, to ensure conformity to school rules. The dependent variable is students' conformity to school rules. The intervening variables are; The Ministry of Education and school policies, parental upbringing, influence of mass media and negative peer pressure that can also influence students' conformity to school rules were not included in this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the methodology for the study on the relationship between principals' use of leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya. It has the following subsections: research design, location of the study, population of the study, sampling procedures, sample size, research instruments, validity and reliability of the instruments, pilot study, data collection procedure and data analysis. Ethical considerations and data analysis methods are also presented.

3.2 Research Design

Creswell (2014) defines research design as a scheme, an outline, or a plan that is used to generate answers to research problems. Stangor (2011) further states that it is a blue print for the collection, measurement and analysis of data. This study adopted a correlational research design. This design enabled the researcher to assess the degree of relationship that exist between two or more variables. Correlational design is described as a systematic empirical investigation in which the researcher has no direct control on independent variables because they have already manifested or are naturally un manipulated (Kerlinger 2000). The researcher had no direct control over the independent variable (principals' leadership styles), which had already manifested itself. The independent variables were examined retrospectively to see if there was a correlation between them and pupils' adherence to school rules.

3.3 Study Location

The study was be conducted in public secondary schools in Nakuru County, Kenya. The county is located in the Great Rift Valley's southeast corner. It is bordered on the north by Baringo, the north east by Laikipia, the east by Nyandarua, the south by Kajiado, the south west by Narok, and the west by Bomet and Kericho. Nakuru County is located in (36.0690°E, 0.2964°S) with a population of 1.6 million people and approximate area of 7495 Km².The County is divided into eleven administrative Sub-Counties namely; Nakuru East, Nakuru West, Naivasha, Rongai, Subukia, Njoro, Molo,

Nakuru North, Kuresoi South, Kuresoi North and Gilgil (Appendix XIV and XV). Agriculture is the main economic activity contributing to 48% of the income. Other economic activities are mining at Kariandusi, fishing at Lake Naivasha, industries and tourism. The county was purposively chosen because of the high incidences of students' non-conformity to school rules compared some of the neighbouring counties like Baringo, Laikipia, Kajiado and Kericho as reported in the Education Task Force (2015).

3.4 Population of Study

The study was conducted in the 338 Public secondary schools in Nakuru County. The target populations was 338 principals, 393 deputy principals, 3426 teachers and 116,374 students (County Education office Ministry and TSC, 2018).

3.5 Sampling Procedures and Sample Size

This section covers the various sampling techniques and sample size for the study.

3.5.1 Sampling Procedures

The study adopted a stratified random sampling procedure. Creswell (2014) states that in stratified random sampling, the researcher attempts to stratify the population in such a way that the population within the stratum is homogeneous with respect to the characteristics on the basis of which it is being stratified. Mugenda and Mugenda (2013) state that the goal of stratified sampling is to achieve desired representation from various sub groups in the population.

In Nakuru County, there are Eleven (11) sub counties, which formed various strata of the study. The sample for schools was obtained through the formula given by Nassiuma (2000). This gave 100 schools, which were randomly selected. The 100 principals in the sampled schools were purposively selected. Simple random sampling involved giving a number to every subject of the accessible population. The researcher then placed the numbers in a container and picked any number at random. The subjects that corresponded to the number picked were included in the sample.

The researcher used 10% formula given by Mugenda and Mugenda (2013) was used to sample deputy principals. Thus, a sample of 40 deputy principals were randomly

selected. The Krejcie and Morgan (1970) formula was used to sample the students and teachers. Thus, 346 teachers and 383 students were sampled respectively. To obtain the sample for each school from each sub county, proportionate sampling was computed. The adoption of various sampling techniques was suitable since they catered for the collection of data from various segments of the target population (Kerlinger 2000).

3.5.2 Sample Size for Schools, Principals, Deputy Principals and Teachers

Table 2: Sample Frame for schools, Principals, Deputy Principals and Teachers in Nakuru County

Sub county	Number of schools	Sample size for schools	Number of Deputy Principals	Sampled Deputy Principals in each Sub-county	Number of teachers	Sample size for teachers	Number of teachers in each sampled school
Njoro	43	13	49	5	325	33	3
Nakuru East	18	6	24	2	480	48	8
Nakuru West	9	3	14	1	240	24	6
Naivasha	35	10	42	4	360	36	7
Rongai	43	13	49	5	375	38	3
Nakuru North	34	10	41	4	548	55	6
Subukia	22	7	25	3	180	18	3
Gilgil	35	10	41	4	302	31	3
Molo	33	9	36	4	310	32	4
Kuresoi North	32	9	35	4	150	15	2
Kuresoi South	34	10	37	4	156	16	2
TOTAL	338	100	393	40	3426	346	

Source: Nakuru County TSC Office 2018

At the beginning, the researcher used the formula given by Nassiuma (2000) to sample public secondary schools in the County:

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

Where n is the required sample size, N is the total population of schools, C is the coefficient of variation (0.2) and e is the error margin (0.02). This gave 100 schools which were randomly sampled. Simple random sampling involved giving a number to every subject of the accessible population. The researcher placed the number in a container and then picked any number at random. The subjects corresponding to the number picked were included in the sample. Krejcie and Morgan's (1970) formula was used to sample the teachers and students as shown below:-

$$S = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)}$$

Where S is the required sample size X² is the table value of Chi-square for 1 degree of freedom at desired confidence level (3.841), N is the population proportion assumed to be (0.50), d² is the degree of accuracy expressed as proportion (0.05). This gave a sample of 346 teachers and 383 students. Students were chosen through proportionate sampling from each sub County using the Krejcie and Morgan (1970) formula:-

$$S = \frac{p * S}{P}$$

Where p is the sub population of students in each sub county, P is the total population of students; S is the total sample size, in each sub county. The researcher purposively selected the class teachers and students' council from the sampled schools. This enabled the researcher gather information that was pertinent to the study.

3.5.3 Sample Size for Schools and Students

Table 3: Sample Frame for Public Schools and Students in Nakuru County, Kenya

Sub County	Number of Public Schools	Number of sampled schools	Number of students in Each sub County	Sample of students	Number of students sampled in each school
Njoro	43	13	8816	29	3
Nakuru East	18	6	11351	37	9
Nakuru West	9	3	5520	18	9
Naivasha	35	10	12876	42	5
Rongai	43	13	13,539	45	6
Nakuru North	34	10	15357	51	6
Subukia	22	7	7143	24	5
Gilgil	35	10	13016	43	5
Kuresoi South	34	9	7193	24	3
Kuresoi North	32	9	9446	31	4
Molo	33	9	12117	39	6
Totals	338	100	116374	383	

Source: Nakuru County Education Office 2018

The total number of public secondary schools in Nakuru County is 338. The sample size was computed using the formula given by Nassiuma (2000). This gave a total sample of 100 schools. The student population in Nakuru County is 116,374 to obtain the sample size for the students' council, Krejcie and Morgan (1970) formula was used. This gave a sample of 383 students. Proportionate sampling was calculated to obtain sample from each sub county and in each school as shown in Table 2.

3.6 Instrumentation

The study used interview schedule for deputy principals and three sets of Questionnaires to collect data from principals, teachers and students. The principals' and teachers' Questionnaires section (B) on Leadership styles were adopted from

standardized test from North house sageup.com and Multifactor leadership questionnaire. Section (C) in both the teachers' and principals' questionnaires were developed by the researcher from students' school rules. The students' questionnaire was developed by the researcher.

3.6.1 Interview Schedule for Deputy Principals

Interview schedule as shown in (Appendix II) sought information from the deputy principals of public secondary schools in Nakuru County, Kenya on students' conformity to school rules. The interview schedule had unstructured items on four areas of students conformity to school rules. These are; Students' conformity to rules related to learning, students' conformity to general school rules, conformity to rules related to co- curricular activities and students' conformity to rules related to their welfare. The use of interview schedule enabled the researcher get more information and greater depth of the variables under study.

3.6.2 Questionnaires for Principals

The principals' questionnaire (Appendix III) was divided into three parts A, B, and C. Section A had the Bio Data of principals seeking background information of the respondents. Section B had statements requiring information from the respondents on their assessment of their leadership style with a five degree Likert scale. The scale had Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). Section C deals with principals' assessment of students' level of conformity to school rules. The section had four parts with a five degree Likert scale. The scale had Very High Conformity (VHC), High Conformity (HC), Conformity (C), Low Conformity (LC), and Very Low Conformity (VLC).

3.6.3 Questionnaires for Teachers

The teachers' questionnaire (Appendix IV) was divided into three sections, A, B and C-section A sought information on the Bio data of the respondents. Section B sought information from the respondents on their own assessment of principals' leadership styles with a five-degree Likert scale. The scale has Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). Section C sought information on the respondents' assessment of students' level of conformity to school rules. It had four parts with five-degree Likert scale. The scale had Very High Conformity (VHC), High

Conformity (HC), Conformity (C), and Low Conformity (LC) and Very Low Conformity (VLC).

3.6.4 Questionnaires for Students

Questionnaires as shown in (Appendix V) was used to collect data from students regarding their own assessment on students' conformity to rules in public schools in Nakuru County, Kenya. Wheeldon (2010) states that questionnaires are very convenient tools when large number of subjects is to be handled.

The students' questionnaire was divided into two sections, A and B. Section A sought background information of the respondents. Section B sought information from the students on their own assessment of students' level of conformity to school rules. It had four parts with five-degree Likert scale. The scale had; Very High Conformity (VHC), High Conformity (HC), Conformity (C), Low conformity (LC) and Very Low conformity (VLC), respectively.

3.7 Validity of the Research Instruments

Peeters, Beltyukova, and Martin (2013) define validity of research instruments as the accuracy and meaningfulness of inferences, which are based on research results. In other words, it is how accurately the data obtained in the study represents the variables of the study. Mohajan (2017) on the other hand defines validity as the degree to which an instrument measures exactly what it purports to measure. The principals, teachers, students, and interview schedule for deputy principals' instruments were validated through the application of content validity procedures.

Tavakol and Dennick (2011) define content validity as the extent to which statements of items in the instrument represents the issues they are supposed to measure as judged by the researcher and the experts in that particular field. The researcher consulted the supervisors who are experts in the field of Education Management and Leadership. They looked at each item and considered their face and content validity. Factor analysis was computed to ensure construct validity. The researcher conducted a pilot study in one school in each of the eleven Sub counties in order to improve the face validity of the instruments. Factor Analysis was computed to ensure construct validity.

3.8 Pilot Study

The questionnaires were subjected to a pilot study in order to enable the researcher to measure their validity. The pilot study took 10% of the sampled schools as suggested by (Mugenda & Mugenda, 2013). Thus a representative sample (n=11 schools) were chosen. The researcher randomly select one school from each of the eleven Sub-Counties (11). Four (4) deputy principals were randomly selected from the eleven (11) schools to be interviewed. Three (3) class teachers in each school were purposively selected to participate in the study, thus total of thirty three (33) teachers. Four students' council were purposively selected from each school, thus total of forty four (44) students. Pilot study enabled the researcher correct items in the instruments. The schools that participated in the pilot study did not take part in the main study.

3.9 Reliability of the Research Instruments

The degree to which a research instrument produces consistent outcomes or data after repeated trials is known as reliability (Wong, Ong, & Kuek, 2012). This is in agreement with Bryman (2012) who states that reliability is concerned with issues of consistency and stability of measures. The researcher used test- retest reliability method to test the instruments. The research instruments were administered twice within an interval of a week. A correlation coefficient of the two sets was computed using the Pearson's correlation coefficient. The correlation of 0.70 was obtained and was acceptable as reliable (Stephanie, 2016).

Table 4: Test-re-test Reliability According to Students (n=44)

Variable	Pearson Correlation	n
Rules Related To Learning	0.779	44
General School Rules	0.704	44
Rules Related To Co-curricular Activities	0.816	44
Rules Related To Students' Welfare	0.706	44

According to Table 4, all the reliability indices were above the benchmark of 0.70 . This therefore indicated that the student instrument was reliable.

Table 5: Test-re-test Reliability According to Teachers (n=33)

Variable	Pearson Correlation	n
Autocratic Leadership Style	0.755	33
Democratic Leadership Style	0.715	33
Laissez-faire Leadership Style	0.865	33
Transactional Leadership Style	0.773	33

The correlation of above 0.70 was obtained and was acceptable as reliable (Stephanie, 2016).

3.10 Validity and Reliability in Qualitative Research

Validity and reliability of the research instrument took into consideration the credibility, transferability, dependability, and conformability, Lincoln & Guba (1985). Credibility was achieved through prolonged engagement and persistent observation to minimize distractions that have might crept into the interview process. Transferability was enhanced by using purposive sampling method, which sought information from deputy principals.

Dependability was confirmed by having specialists in the department of Education Management and leadership review the instrument to validate the themes. The researcher through maintaining a journal during the research process to keep notes ensured conformability. To ensure validity the researcher recorded the findings carefully and continuously to verify the data obtained from the interview schedule. Through the process of reflexivity, the researcher was self-aware of perception and opinions and attempted to control their biases.

3.11 Data Collection Procedure

The researcher from the Institute of Postgraduate studies of Kabarak University obtained a letter of introduction. Research permit was sought from the National Council of Science, Technology and Innovation. The researcher, after obtaining the research permit from NACOSTI then contacted the County Commissioner, County Director of Education and the principals who allowed the researcher to collect data from schools in Nakuru County. The researcher then administered questionnaires to the principals, teachers and the students. Interviews were scheduled with the Deputy Principals.

3.12 Data Analysis and Presentation

Quantitative data from questionnaires were coded whereby categories of responses were identified, classified and then recorded or tabulated on a prepared sheet with the aid of tools in SPSS version 25.0. The researcher computed the return rate of the questionnaires. Descriptive statistics such as means, frequencies, and percentages were computed from data collected. Inferential statistics of product moment correlation coefficient was computed to show the strength of relationship of variables under study. Pearson's correlation coefficient was computed to test hypotheses to establish significant relationship at alpha degree of 0.05. Qualitative data from interviews were organized into themes in order to answer given objectives (Best & Kahn, 2016). This procedure then utilized content analysis. This method examines the frequency with which certain words have been used and then organize them into themes.

3.13 Data Analysis

Table 6: Data Analysis

Objectives	Independent variable	Dependent variable	Statistics
Objective 1			
To establish principals' use of autocratic leadership style and students' conformity to school rules	Autocratic leadership style	Students' conformity to school rules	Frequencies Percentages Standard Deviations Correlation coefficients
Objective 2			
To determine principals' use of democratic leadership style and students' conformity to school rules	Democratic leadership style	Students' conformity to school rules	Frequencies Percentages Standard Deviations Correlation coefficients
Objective 3			
To examine principals' use of laissez-faire leadership style and students' conformity to school rules	Laissez-faire leadership style	Students' conformity to school rule	Frequencies Percentages Standard Deviations Correlation coefficients
Objective 4			
To assess principals' use of transactional leadership style and students' conformity to school rule	Transactional leadership style	Students' conformity to school rules	Frequencies Percentages Standard Deviations Correlation coefficients

3.14 Hypotheses Testing

Table 7: Hypotheses Testing

Hypothesis	Null Hypotheses	Test	Decision Rule
H₀₁:	There is no statistically significant relationship between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.	Pearson correlation coefficient	$\alpha=0.05$ Reject H ₀₁ if $p < 0.05$, otherwise fail to reject the H ₀
H₀₂	There is no statistically significant relationship between principals' use of democratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya.	Pearson correlation coefficient	$\alpha=0.05$ Reject H ₀₂ if $p < 0.05$, otherwise fail to reject the H ₀
H₀₃	There is no there is no statistically significant relationship between principals' use of laissez-faire leadership style and students' conformity to rules in public secondary schools in Nakuru County Kenya.	Pearson correlation coefficient	$\alpha=0.05$ Reject H ₀₃ if $p < 0.05$, otherwise fail to reject the H ₀
H₀₄	There is no statistically significant relationship between principals' use of transactional leadership style and students' conformity to rules in public secondary schools in Nakuru County Kenya.	Pearson correlation coefficient	$\alpha=0.05$ Reject H ₀₄ if $p < 0.05$, otherwise fail to reject the H ₀

3.15 Ethical Considerations

Educational researchers have a responsibility to ensure that their studies address the ethical requirements of research. To ensure this, the researcher sought permission from NACOSTI to conduct the study in public secondary schools in Nakuru County, Kenya. Before administering the research instruments, the researcher obtained informed consent from each respondent. The researcher ensured that the respondents were given the opportunity to seek any clarification from the researcher and then decided whether to participate in the study or not. The consent to participate in a study is important as it is voluntary based on full and open information and free from any coercion or promises of benefits resulting from participation (Ayiro, 2012). The respondents were assured of confidentiality as their identities were concealed. After collection of data from interview schedules from deputy principals, the respondents assured of confidentiality of the information given and the purpose for which the study was being carried out. The researcher has acknowledged the sources of information used in this study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1. Introduction

The results of data analysis on the relationship between principals' use of selected leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya is presented and discussed in this chapter. The chapter also gives a summary of the demographic characteristics of the respondents, response rate, and construct validation. Descriptive and inferential statistical analysis are also presented.

4.2. Response Rate

The initial sample for the study was 100 principals, 40 deputy principals, 346 teachers and 383 students. All the questionnaires were distributed to the respective respondents. The instruments were then collected and the following table shows the response rate.

Table 8: Response Rate

Respondents category	Initial sample size	Returned	Response Rate %
Teachers	346	282	81.5
Students	383	364	95
Principals	100	82	82

According to Table 8, the response rate for all the respondents was above 80% which is desirable in survey research (Fincham,2008).The return rate for principals and teachers was a bit lower than that of students because most of them reported that they were too be busy and some had misplaced the questionnaires.

4.3. Demographic Characteristics of the Respondents

Table 9: Respondent Category

Category	Number (n)	Percent %
Teachers	282	37.0
Students	364	47.3
Deputy Principals	40	5.2
Principals	82	10.6
Total	768	100.0

Table 9 shows the number of respondents who participated in the study. Principals were 82, teachers 282, deputy principals 40 and 364 students. The total number in this study were 768 respondents.

Table 10: Gender and Respondent Category Cross Tabulation

Gender			Respondent Category			Total
			Teachers	Students	Principals	
Gender	Male	Count	152	196	47	395
		% of Total	20.9	26.9	6.5	54.3
	Female	Count	130	168	35	333
		% of Total	17.9	23.1	4.8	45.7
Total	Count	282	364	82	728	
	% of Total	38.7	50.0	11.3	100.0	

The analyzed data in Table 10 shows that the male teachers were 20.9% while female were 17.9% of the total population. This shows that there were more male respondents compared to female. The male student respondents on one hand comprised 36.9% while the female student respondents on the other hand consisted 23.1% of the total population. The male principals were 6.5% of the total population while that of the female consisted of 4.8 %. The study findings show that the male respondents in all the three categories were more compared to the female respondents. This information was necessary to have a background knowledge of the respondents.

Data on the questionnaire of the principals posed to determine how much more effective male principals were in leadership style in relation to students' conformity to school rules. Female principal respondents showed that they were more inclined to democratic leadership style than male principal respondents were. This means that female teachers to be encouraged to take up leadership positions if students conformity to rules will be realized to a larger extent.

Table 11: Academic Qualification and Respondent Category Cross Tabulation

Academic Qualifications		Respondent Category		Total	
		Teachers	Principals		
Academic qualification	Doctorate	Count	2	3	5
		% of Total	0.5	0.8	1.4
	Masters	Count	43	25	68
		% of Total	11.8	6.9	18.7
	Bachelors	Count	218	54	272
		% of Total	59.9	14.8	74.7
	Diploma	Count	19	0	19
		% of Total	5.2	0.0	5.2
	Total	Count	282	82	364
		% of Total	77.5	22.5	100.0

Table 11 shows that the principals with a doctoral degree consisted 0.8%, master's degree were 6.9 % and with a bachelors' degree being the majority with 14.8%. There were no diploma holders in this category. This could be due to the entry qualification of being a principal requiring one to be a degree holder or its equivalent. Teachers with a doctoral degree consisted of 0.5%, while those with a master's degree were 11.8%, with a bachelor's were 59.9%. Teachers with a diploma certificate were 5.2%.

This shows that the majority 74.7% of the respondents among the teachers and principals were graduates with a bachelor's degree. Those with Master's degree comprised 18.7% and PhD holders consisted 1.4%. These categories of respondents have been trained in education management and leadership therefore have necessary skills required to enhance students' conformity to school rules.

Table 12: Duration of Service at the Current School and Respondent Category Cross Tabulation

Duration of service		Respondent Category		Total	
		Teachers	Principals		
How long have you served in this school	2-5 years	Count	147	40	187
		% of Total	40.4	11.0	51.4
	6-10 years	Count	69	22	91
		% of Total	19.0	6.0	25.0
	11-15 years	Count	36	11	47
		% of Total	9.9	3.0	12.9
	16-20 years	Count	17	4	21
		% of Total	4.7	1.1	5.8
	21 and above years	Count	13	5	18
		% of Total	3.6	1.4	4.9
	Total	Count	282	82	364
		% of Total	77.5	22.5	100.0

The findings in Table 12 indicate that 40.4% of the teachers had served in the current station for a duration of 2-5 years. The teachers who had served in the current station for 6 – 20 years comprised 23%. While those who had indicated that they had served in the current station for 21 years and above were only 3.6%. The principals who had worked in the current station between 2-5 years were 11.0%.

Those who served for 6-20 years were 7.1% while those who had worked in the current station for 21 years and above were 1.4%. This implies that the respondents had worked long enough in the current station to enable the researcher get pertinent information about students' conformity to school rules. This category of respondents were considered appropriate for the study because two years and above principals' leadership is well known and the students' behavior in their current station well known by the respondents. Data on principals' duration of service in the current station for over 6 years comprise 11.5%. The results of this study indicate that this category of respondents detested the use of autocratic leadership style. They instead preferred to involve students in decision-making process.

4.4 Students' Demographic Data

Table 13: Gender

Gender	Number (n)	Percent
Male	196	53.8
Female	168	46.2
Total	364	100.0

The analyzed data in table 13 show male students were 53.8% while female students were 46.2 % of the total population. This shows that the male respondents were more than the female respondents.

Table 14: Age Bracket

Age	Number (n)	Percent
13-15 years	43	11.8
16-20 years	309	84.9
21 and above years	12	3.3
Total	364	100.0

The analyzed data in table 14 show that students of ages 16-20 were the majority (84.9%) of respondents. The age bracket of 13-15 comprised 11.8% and the students who were 21 years and above consisted 3.3% of the total population.

Table 15: Class

Form	Number(n)	Percent
Form 2	87	23.9
Form 3	138	37.9
Form 4	139	38.2
Total	364	100.0

The data analyzed in Table 15 revealed that form four students were the majority with 38.2% while form three students comprised 37.9% and form two formed the least with 32.9 % of the total student population. This implies that the students who had stayed long in the institution could provide pertinent information concerning students' conformity to school rules. The researcher did not involve form one students because

they were relatively new in the school and their conformity not fully developed or known.

4.5. Construct Validation

Construct validity is a measure of the degree to which data obtained from the instrument meaningfully and accurately reflects or represents a theoretical concept. The theoretical concepts cannot be directly observed but their effects on the behaviour of the subjects can be observed, Mugenda and Mugenda (2013).

4.5.1 Factor Analysis of Independent Variables

The constructs in this study; Autocratic, Democratic, Laissez-faire and transactional leadership styles were subjected to factor analysis to measure their validity. Factor Analysis utilizes Kaiser- Meyer-Olkin (KMO) and Bartlett’s test of Sphericity. Kaiser-Meyer-Olkin (KMO) test is a measure of sampling adequacy for each variable and how suited the data is for factor analysis. KMO statistic varies between 0 and 1. A rule of thumb is that according to Hair, Black, Babin and Anderson (2013) KMO values of at least 0.50 are necessary to consider a factor analysis of the constructs. In this study, the Autocratic, Democratic, Laissez-faire and Transactional Leadership Styles had KMO values of 0.622, 0.855, 0.660 and 0.619 respectively indicating that these variables were best suited for Factor Analysis. The findings are presented in Table 16.

Table 16: Sampling Adequacy Test and Test of Sphericity

Variable	Kaiser-Meyer -Olkin Measure of Sampling Adequacy.	Bartlett’s Test of Sphericity		
		Approx. Chi-Square	Df	Sig.
Autocratic Leadership Style	0.622	108.616	15	.000
Democratic Leadership Style	0.855	1728.632	15	.000
Laissez-faire Leadership Style	0.660	347.584	15	.000
Transactional Leadership Style	0.619	84.397	3	.000

Bartlett’s Test of Sphericity specifies whether some relationship exist between variables, thus, a significant Bartlett’s test of Sphericity is required, $p < 0.05$ (Hair, Black, Babin, Anderson, & Tatham, 2006). Since all the variables had a significant

Bartlett’s test, Factor Analysis was considered as an appropriate technique for further analysis of the data.

4.5.2 Factor Loadings

Generally, an item factor loading is recommended higher than 0.30 or 0.33 cut value (Tabachnick & Fidell, 2007). It means that any item that loads below the cut off should be removed while retaining the factor loading above the threshold. The following represents factor loadings of various constructs:

4.5.3 Autocratic Leadership Style Construct

The construct Autocratic Leadership Style was analyzed through factor analysis. Table 17 shows the factor loading for autocratic leadership style construct;

Table 17: Autocratic Leadership Style Construct

Item	Factor Loading
Students need to be supervised closely to conform to school rules	0.733
Students are involved in decision-making process during formulation of school rules	0.951
Leadership requires staying out of the way of students affairs as they do their work	0.762
Most students feel insecure about their behaviour and need direction.	0.798
In most situations students prefer little input from the principal	0.738
Effective principals give orders and clarify procedures	0.547

The Autocratic Leadership Style Construct had factor loadings between 0.547 and 0.733. This shows that all the items in the construct “Autocratic Leadership Style” surpassed the threshold and were retained for further data analysis. In other words, the items in this construct were reliably measuring Autocratic Leadership Style.

4.5.4 Democratic Leadership Style Construct

The construct Democratic Leadership Style was analyzed through factor analysis. Table 18 shows factor loading for democratic leadership style constructs:

Table 18: Democratic Leadership Style Construct

Item	Factor Loading
It is fair to say that most students in the general population are lazy	0.919
Providing guidance without pressure is the key to being a good leader.	0.853
Most student want frequent and supportive communication from their principal.	0.910
Principals should help students accept responsibility for their behaviour in school.	0.761
It is the principals' job to help students' find their passion	0.913
In general, it is best to leave students alone to make their own decisions.	0.890

According to Table 18, democratic leadership style had factor loading between 0.761 and 0.919. This shows that all the items had a factor loading above 0.30, Tabachnick & Fidell (2007). This means that the construct validity of democratic Leadership Style variable was upheld as none of the items were eliminated.

4.5.5 Laissez-faire Leadership Style Construct

The construct Laissez-faire Leadership Style was analyzed through factor analysis. Table 19 shows the factor loading for laissez-faire leadership style construct:

Table 19: Laissez-faire Leadership Style Construct

Item	Factor Loading
The principal allows the students to work out problems on their own during complex situations	0.589
As a rule, students are given rewards or punishment in order to motivate them to conform to school rules.	0.480
As a rule the principal allows students to appraise their behaviour.	0.800
Principals give students complete freedom to solve problems on their own	0.620
The principal is the chief judge of the students' behaviour.	0.831
Students are basically competent if given a task will do a good job.	0.811

The findings in Table 19 shows that the factor loading ranged between 0.480 and 0.831. This means that all the items were retained for further data analysis as they were above the cut off. Consequently, these items showed construct validity.

4.5.6 Transactional Leadership Style Construct

The construct Transactional Leadership Style was analyzed through factor analysis. Table 20 shows the factor loading for transactional leadership style construct:

Table 20: Transactional Leadership Style Construct

Item	Factor Loading
The principal calls attention to what students can get for they have accomplished	0.695
The principal provides rewards or recognition when students reach their goals	0.759
The principal tells students what to do if they want to be rewarded	0.724

Table 20 shows that, the item “The principal provides rewards or recognition when students reach their goals” had the highest factor loading of 0.759, followed by item “The principal tells students what to do if they want to be rewarded” with a factor loading of 0.724. Finally, the item “The principal calls attention to what students can get for they have accomplished” had the least factor loading of 0.695. As a result, all the items for the construct “Transactional Leadership Styles” had a factor Loadings above the established threshold 0.30, leading to retention of all items to be used for further analysis.

4.6 Results of Data Analysis for Objective One

The first objective of the study was to establish the relationship between principals’ use of autocratic leadership style and students’ conformity to rules in public secondary schools in Nakuru County, Kenya. The objective was analyzed using percentages, t-tests, and correlation.

4.6.1. Principals use of Autocratic Leadership Style (According to Teachers)

Table 21 presents results for data analysis on autocratic leadership style used by principals in public secondary schools in Nakuru County, Kenya.

Table 21: Principals' use of Autocratic Leadership Style (According to Teachers)

Statement	n	SD %	D %	N %	A %	SA %
Students need to be supervised closely to conform to school rules	282	8.2	16.3	35.1	22.3	18.1
Students are involved in decision-making process during formulation of school rules	282	9.9	14.2	30.1	22.0	23.8
Leadership requires staying out of the way of students affairs as they do their work	282	19.9	25.5	19.9	23.4	11.3
Most students feel insecure about their behaviour and need direction.	282	5.7	11.7	16.7	43.6	22.3
In most situations students prefer little input from the principal	282	5.7	12.4	12.8	40.1	29.1
Effective principals give orders and clarify procedures	282	8.9	9.9	16.3	34.4	30.5

Key: SD - Strongly Disagree, D - Disagree, N - Neutral, A - Agree, SA - Strongly Disagree.

In autocratic leadership style, the leader does not allow subordinates to participate in the decision-making process. The style is grossly directive. According to the findings as shown in Table 21, it was observed that 40.4% of the respondents agreed that students need to be supervised closely in order to conform to school rules. This view was also affirmed by 64.9 % of the respondents who observed that effective principals give orders and clarify procedures in their institutions.

This therefore means that most principals have not adhered to the requirements of involving students in the decision-making process as stipulated in the Education Act Cap 2013, Republic of Kenya (2013). Rees (2017) posits that an appropriate leadership style allows greater organizational changes and provides a way to harness the efforts and synergy of diverse groups with the organization. These findings agree with Chowdhury (2014) and Cherry (2018) who found that autocratic leadership style was applied in the organizations. This study has therefore established the use of autocratic

leadership style by a significant number of principals in public secondary schools in Nakuru County Kenya.

The reason for the application of this style by the principals was that they believed that most students were insecure about their behavior as indicated by 65.9% of the respondents and therefore needed to be directed by the management. When principals ignore the protocols that have been put in place to manage students' affairs this is a recipe of the strikes that are evident in most public secondary schools. Kuria (2012), Mbogoria (2012) and Rianga (2013) concur that autocratic leadership style creates tension, stress and misunderstanding which in turn leads to frustration and violence as manifested in strikes.

4.6.2 Principals' use of Autocratic Leadership Style (According to Principals)

Table 22 shows the analyzed data of principals' use of autocratic leadership style according to principals.

Table 22: Principals' use of Autocratic Leadership Style (According to Principals)

Statement	n	SD %	D %	N %	A %	SA %
Students need to be supervised closely to conform to school rules	82	4.9	17.1	36.6	20.7	20.7
Students are involved in decision-making process during formulation of school rules	82	11.0	22.0	39.0	17.1	11.0
Leadership requires staying out of the way of students affairs as they do their work	82	25.6	22.0	19.5	20.7	12.2
Most students feel insecure about their behaviour and need direction.	82	4.9	11.0	14.6	45.1	24.4
In most situations students prefer little input from the principal	82	2.4	4.9	7.3	48.8	36.6
Effective principals give orders and clarify procedures	82	4.9	12.2	12.2	39.0	31.7

Table 22 shows that 41.4 % of the respondents agreed that students need to be supervised closely to conform to school rules. This is consisted with 60.7% of the respondents also stating that effective principals give orders and clarify procedures in

education institutions. The findings also indicate that 69.5% of the principals opine that most students feel insecure about their behaviour and therefore need direction from the school management. This implies that students will conform more to school rules under the direction of the principal as opposed to when given freedom to do as they choose.

This study seems to contradict studies that have been done for instance Cherry (2018) who states that decision-making is less creative under autocratic leadership style. The findings also indicate that 85.4% of principals observed that students preferred little input from them. This means that students' do not prefer principals' application of autocratic leadership style.

4.6.3. Mean Difference Between Principals' and Teachers' Responses on Principals use of Autocratic Leadership Style

An independent sample t-test was conducted to determine the mean difference between principals and teachers' responses concerning Autocratic Leadership Style was significant at 0.05 Alpha Level. The following are the findings of the analysis.

Table 23: T-Test on Autocratic Leadership Style by Respondent Category

Respondent Category	n	Mean	Std. Dev	Df	t-value	p-value
Teachers	282	3.4161	0.60531	362	-0.412	0.680
Principals	82	3.4472	0.58612			

The finding as shown in Table 23 reveals that the mean difference in autocratic leadership style between teachers and principals was not significantly different at 0.05, $t(362) = -0.412, p > 0.05$). This implies that Autocratic Leadership Style was perceived in a similar manner in the management of students' behavior by principals in public secondary schools in Nakuru County, Kenya.

4.7 Assessment of Levels of Students' Conformity to School Rules

The study sought to establish the levels of students' conformity to rules related to: learning rules, general school rules, rules related to co-curricular activities, and rules related to their welfare.

4.7.1 Students Conformity to Rules Related to Learning

Table 24 indicates the analyzed data on students' conformity to rules related to learning according to teachers' responses.

Table 24: Students' Conformity to Rules Related to Learning (According to Teachers)

Statement	n	VLC	LC	MC	HC	VHC
		%	%	%	%	%
Students are punctual in attending classes	282	4.3	12.1	18.4	37.6	27.7
Students do all assignments on time	282	8.5	16.0	20.9	22.3	32.3
Students do not make noise in class	282	20.9	28.4	19.5	20.2	11.0
Students do not steal school books	282	3.9	19.9	14.9	28.4	33.0
Students do not steal from others	282	6.0	14.5	15.6	36.2	27.7
Students respect teachers	282	7.4	20.9	28.4	27.7	15.6
Students use official language while communicating in class	282	9.9	22.0	27.7	25.9	14.5
Students do not cheat in examinations	282	5.7	20.9	31.9	25.9	15.6
No absenteeism of students shall be allowed unless with permission	282	8.5	13.8	22.7	25.9	29.1
In my school, Students do all examinations	282	7.4	14.5	30.5	23.8	23.8

Key: VLC - Very Low Conformity, LC - Low Conformity, MC - Moderate Conformity, HC - High Conformity, VHC - Very High Conformity

Table 24 shows the levels of students conformity to rules related to learning. The results indicated that 49.3% of the respondents observed that students were not concentrating in class because they were engaged in noise making. This indicates lack of class control, which can also affect academic performance. Lannie and Mccurdy (2007) found a correlation between classroom non-conformity to learning and low achievement. The results of the study indicates that students cheating in examinations was evident in both

internal and national examinations as observed by 26.6% of the respondents. Similarly, 22.3% of the respondents revealed that absenteeism was rife in public secondary schools. This concurs with Wanyonyi (2016) who stated that students were not conforming to rules related to school attendance in public schools in Nakuru Municipality. This shows that there is a problem of students not fully conforming to the rules of attending schools in public secondary schools in Nakuru County. This means that some principals have not used an appropriate style to curb this vice. The principal has the responsibility of creating school atmosphere that can ensure maximum conformity to school rules. Interview data from the deputy principals regarding conformity levels of students to rules related to learning affirmed that:

“Majority of learners do the assignments. However, some good number would miss to do their assignments. Furthermore, student absenteeism is the main reason that affect students’ conformity to rules related to learning. Many students are absent due to school fees, medical grounds, attending family functions and ceremonies such as funerals and weddings. Additionally, non-payment of levies such as school lunch program, indiscipline and lack of interest in school could be the main reason for absenteeism. However, the main causes of student absenteeism is mainly linked to truancy.”

This confirms that some students did not conform to rules related to learning.

4.7.2 Students' Conformity to General School Rules

Table 25 shows the teachers' responses on students' conformity to school rules in public schools in Nakuru County Kenya.

Table 25: Students' Conformity to General School Rules (According to Teachers)

Statement	n	VLC	LC	MC	HC	VHC
		%	%	%	%	%
Students always wear full school uniform	282	3.5	9.9	27.0	31.9	27.7
Students do not abuse drug and alcohol at school	282	5.0	13.1	14.9	37.2	29.8
Students do no bully other students	282	7.4	14.2	19.9	23.4	35.1
Students do not Sneak out of school	282	4.3	11.0	16.0	38.7	30.1
Students do not use mobile phones while in school	282	4.3	13.5	27.3	25.9	29.1
Students do not have illicit relationships	282	8.2	17.7	29.4	27.7	17.0
Students have not joined outlawed gangs	282	5.7	14.5	30.9	27.7	21.3
Students have not joined cults	282	7.1	9.2	29.8	32.6	21.3
student do not receive visitors during school hours	282	7.8	14.2	22.7	34.4	20.9
All students perform assigned duties at stipulated time	282	9.2	15.6	27.7	35.5	12.1
Student do not fight in school	282	6.4	13.8	28.7	40.1	11.0
Students do not go to restricted areas	282	7.8	14.5	28.7	34.4	14.5
Students respond to bells promptly	282	7.4	20.6	26.2	29.8	16.0

The study sought to establish the levels of students' conformity to general school rules such as; wearing of school uniforms, not bullying and fighting, drugs and substance abuse, sneaking out of school, doing assigned duties, illicit relationships, receiving visitors in school, use of mobile phones in schools. The study findings indicate that some students have joined outlawed gangs as observed by 20.2% of the respondents. This can greatly influence other students to join such groups. This means that if the principal does not use an appropriate leadership style, the problem can escalate to indiscipline. The study results also indicated that some students have joined cults as

revealed by 16.3% of the respondents. This problem of non-conformity if not addressed appropriately by the application of a suitable leadership style, it can pose a challenge to students' discipline.

The study results revealed that 24.8% of the respondents observed that some students have not conformed to the school regulation that requires them to do assigned duties at stipulated time. The students who adhere to school rules are deemed to be highly disciplined. The principal is in charge of ensuring that students follow the laid down rules. The study has shown that some students have flouted this rule. The results also indicated that students were engaged in fights and bullying as affirmed by 20.2% of the respondents who noted very low conformity level among the students.

This study agrees with Turkmen et al. (2013) that students bullied other students and were also engaged in physical fights in schools. This therefore is an indication of the existence of students' non-conformity to rules of not fighting and bullying other students in public secondary schools in Nakuru County, Kenya. The results indicated that 28.0% of the respondents revealed that some students flouted the rule of going to restricted areas. This shows the existence of non-adherence by students to rules related to restricted areas, in public secondary schools in Nakuru County Kenya. The study findings revealed that students were not responding to bells promptly as observed by 28.0% of the respondents. This problem if not addressed by the principals who are responsible for students discipline it can hinder the achievement of the goals of the institution.

The interviewed respondents reported that:

“Incidences of bullying in the school were rampant in some schools. This is compounded by cases of alcohol and drug abuse among students in the school. Infact, there have been cases of cases of alcohol and drug abuse among our students. This clearly reveals that some students did not conform to general school rules. Respondents affirm that sometimes cases of students engaging in illicit relationships were evident.”

This clearly reveals that some students did not conform to general school rules.

4.7.3 Students' Conformity to Rules Related to Co-curricular Activities

Table 26 indicates the analyzed data from teachers on students' conformity to rules related to co-curricular activities in public secondary schools in Nakuru County Kenya.

Table 26: Students' Conformity to Rules Related to Co-Curricular Activities (According to Teachers)

Statement	n	VLC	LC	MC	HC	VHC
		%	%	%	%	%
Students participate in at least one co-curricular activity	282	6.0	11.3	27.7	30.5	24.5
Students do not misbehave when on field trips	282	6.0	12.8	33.0	31.2	17.0
Students use School kits after being granted official permission	282	5.0	10.6	26.2	38.7	19.5
Students do not abuse drugs when on official events	282	3.2	12.4	27.3	37.6	19.5
Students do not abuse and alcohol when on official events	282	4.3	12.1	22.7	39.4	21.6
Students use official language while out on school functions	282	7.8	14.2	26.6	31.2	20.2
All students always report back to school after school functions on time	282	4.3	11.7	25.5	31.2	27.3
All students wear school uniform when out for official functions	282	1.8	11.3	23.0	32.6	31.2
All students obey rules for each game	282	3.9	12.1	31.2	26.2	26.6

The study sought to establish levels of students' conformity to rules related to co-curricular activities. According to Table 26 the findings indicate that 17.3% of the respondents observed that some students had not conformed to the requirement of participating in at least one co-curricular activities.

The results of the study revealed that 18.8% of the respondents stated that students misbehaved when out on field trips. This is an indication of the existence of students' non-conformity to rules related to co-curricular activities. Since principals are tasked

with the responsibility of ensuring that students conform to the school rules then he/she should use a suitable leadership style to ensure conformity to all school rules.

The study results revealed that some students also flouted rules when out on official trips by engaging in drug and substance abuse as indicated by 15.6% of the respondents. Similarly, there were reported cases of some students abusing alcohol when out on school events. This implies that students seize the opportunity to break school regulation on drug and substance abuse. Whipp et al. (2004) reported that substance use and abuse was rife among the youth and was a significant public health issue.

The principal is better placed to formulate guidelines that can curb non-conformity to rules related to drug abuse. The study results revealed that some students flouted rules related to language policy when out on school events as affirmed by 22.0% of the respondents. Students are required to use official language as a symbol of national unity. This shows the existence of non-conformity to rules among students related to co-curricular activities in public secondary schools in Nakuru County, Kenya.

The findings of the study also indicate that some students failed to report to school after school events were over as indicated by 16.0% of the respondents. Similarly, 13.1% of the respondents observed that students failed to wear school uniforms when they were out on school events. This means that the students are likely to misbehave because it is not easy to identify them. The principal through the games department should ensure that all students wear school uniforms when participating in school events. The interviewed respondents affirmed that:

“students’ participation in at least co-curricular activity. This was faced with cases where some do not return with the rest when they were taken out on trips.”

In conclusion, the results of the study have revealed that some students flout rules related to co-curricular activities in public secondary schools in Nakuru County, Kenya.

4.7.4 Conformity to Rules Related to Students’ Welfare

Table 27 indicates analyzed data on students conformity to rules related to their welfare according to teachers.

Table 27: Conformity to Rules Related to Students' Welfare (According to Teachers)

Statement	n	VLC	LC	MC	HC	VHC
		%	%	%	%	%
Students do not bring meals to school	282	3.5	13.5	18.1	34.8	30.1
Students conform to rules related to meals provided in the school menu	282	6.4	8.5	23.8	36.2	25.2
Gadgets of entertainment are not brought by students to school	282	8.5	9.9	21.3	30.5	29.8
Students view Television programmes during stipulated time	282	11.7	9.2	26.6	22.7	29.8
Students at all times carry their student's Identification cards	282	8.2	16.7	27.3	30.5	17.4
No student is allowed to have un authorized medicine in school	282	6.4	13.8	23.4	31.9	24.5
All students maintain personal cleanliness	282	7.1	11.3	31.6	27.7	22.3
Students do not deny others school meals	282	21.3	18.1	11.0	33.3	16.3

The study sought to establish the levels of students' conformity to rules related to their welfare. The findings in Table 27 reveal that students reject the meals provided by the school as observed by 14.9% of the respondents. This is affirmed by 27.0% of the respondents who indicated that some students brought their own meals to school. This therefore shows that the students have contravened the school regulation concerning the lunch policy. Studies that have been done have shown that food issues pose a great challenge in managing students behavior. Principals should therefore use a suitable leadership style that guarantees students' conformity to school rules.

The results revealed that 18.4% of the respondents reported very low students' conformity to the rules that required the students not to bring gadgets like mobile phones and weapons to school. The safety requirements and examination regulations through the Ministry of Science and Technology stipulates that students are not supposed to carry these gadgets to school because they pose safety issues and examination malpractices. The principal therefore is required to apply a suitable leadership style to

ensure all students adhere to this rule. The findings of this study indicate that some students did not perform assigned duties as noted by 24.9% of the respondents.

The interviewed respondents also noted that:

“students accepted the menu provided by the school. Though, at times they carried their food against the school policy. Furthermore, there are some cases reported where students brought gadgets such as flash discs while others mobile phones against school policy.”

This shows that some students in public secondary schools have not fully adhering to the school rules as required for the smooth running of the institution.

4.7.5 Students' Conformity to Rules According to Principals

Table 28 shows the analyzed data on students' conformity to rules related to learning according to principals.

Table 28: Students Conformity to Rules Related to Learning (According to principals)

Statement	n	VLC %	LC %	MC %	HC %	VHC %
Students are punctual in attending classes	82	4.9	4.9	14.6	37.8	37.8
Students do all assignments on time	82	4.9	13.4	15.9	22.0	43.9
Students do not make noise in class	82	25.6	22.0	19.5	20.7	12.2
Students do not steal school books	82	4.9	14.6	6.1	34.1	40.2
Students do not steal from others	82	4.9	4.9	14.6	37.8	37.8
Students respect teachers	82	3.7	19.5	25.6	32.9	18.3
Students use official language while communicating in class	82	7.3	18.3	23.2	32.9	18.3
Students do not cheat in examinations	82	4.9	26.8	24.4	28.0	15.9
No absenteeism of students shall be allowed unless with permission	82	4.9	15.9	15.9	29.3	34.1
In my school, Students do all examinations	82	6.1	8.5	35.4	18.3	31.7

The study sought to analyze levels of students' conformity to rules related to learning from the perspective of principals. The findings as shown in Table 28 reveal that 10.8% of the respondents established that some students were not punctual in attending classes. The report also indicate that 18.3% of the respondents observed that some students were not doing their class work as required. This implies that those students who were late in attending classes are also likely to miss doing class assignments due to lack enough time. This therefore show some laxity from the principal who is mandated to ensure all students conform to school rules is not applying an appropriate leadership style.

The results of this study also reveal that 47.6% of the respondents noted that students engaged in noise making. This shows that the vice has not been curbed by the principal' use of an appropriate leadership style. If this problem goes on abetted it can negatively affect students' academic performance. The study also revealed very low conformity

by students in the rule that required them not to steal schoolbooks as reported by 10.8% of the respondents. This means that the students in public secondary schools in Nakuru County have not fully complied to set rules and regulations, which can greatly affect the public school in achieving set goals.

The study established that some students did not respect their teachers as indicated by 23.3% of the respondents noting very low conformity levels among the students. This was affirmed by 25.6% of the respondents who indicated moderate conformity levels by students in respecting their teachers. This implies that students in public secondary schools in Nakuru County have not fully conformed to the school requirement of showing respect to their teachers.

This could be attributed to the principals' leadership style that have not been appropriately applied. The results also indicate that students were engaged in examination malpractices as observed by 31.7% of the respondents. Similarly, results show that students failed to do examinations as required as noted by 14.6% of the respondents. This means that the principals in public secondary schools in Nakuru County have not fully controlled students' behavior to enable them fully conform to school rules and regulations.

The report also indicate very low conformity levels by students to rules related to school attendance as noted by 20.8% of the respondents. This study is in agreement with Wanyonyi (2016) who found that some students were not conforming to rules relating to school attendance thereby contributing to poor academic performance. The principal has the responsibility of creating school atmosphere that can ensure maximum conformity by students to school rules. This therefore means that the some principals in public secondary schools in Nakuru County have not effectively used an appropriate leadership style to ensure that all students conform to school rules effectively.

4.7.6 Students' Conformity to General School Rules According to Principals

Table 29 shows the analyzed data on students' conformity to general school rules according to principals' responses.

Table 29: Students' Conformity to General School Rules (According to Principals)

Statement	n	VLC%	LC	MC	HC	VHC
		%	%	%	%	%
Students always wear full school uniform	82	2.4	6.1	23.2	29.3	39.0
Students do not abuse drug and alcohol at school	82	4.9	4.9	14.6	37.8	37.8
Students do no bully other students	82	4.9	13.4	15.9	22.0	43.9
Students do not Sneak out of school	82	4.9	4.9	14.6	37.8	37.8
Students do not use mobile phones while in school	82	1.2	14.6	22.0	26.8	35.4
Students do not have illicit relationships	82	3.7	12.2	34.1	29.3	20.7
Students have not joined outlawed gangs	82	4.9	11.0	29.3	29.3	25.6
Students have not joined cults	82	8.5	7.3	23.2	34.1	26.8
student do not receive visitors during school hours	82	6.1	11.0	23.2	36.6	23.2
All students perform assigned duties at stipulated time	82	6.1	15.9	29.3	36.6	12.2
Student do not fight in school	82	1.2	11.0	25.6	48.8	13.4
Students do not go to restricted areas	82	6.1	11.0	26.8	39.0	17.1
Students respond to bells promptly	82	6.1	22.0	20.7	40.2	11.0

The study sought to establish the level of students' conformity to general school rules like: wearing of school uniforms, drug abuse, bullying, sneaking out of school, use of mobile phones, illicit relationship, joining of outlawed gangs, receiving visitors during school hours, performing assigned duties, fighting in school, not going in restricted areas, and response to bells.

The findings indicate that 23.2% of the respondents noted moderate conformity levels among students in relation to wearing of school uniforms. This was affirmed by 8.5% of the respondents who noted very low conformity among students in wearing of school uniforms. Kokemuller (2017) observed that when students are forced to conform to school uniform standards, gang activities could be deterred. This study has therefore established that wearing of school uniforms by students has not been effectively enforced in public secondary schools in Nakuru County.

The results of the study reveal that 9.8% of the respondents established a very low conformity by students to the rule of drug abuse. This means that there is an indication

that some students have not fully adhered to the rule of not abusing drugs. This is in agreement with the study carried by Whipp et al. (2004) who established that substance abuse among the youth was a significant public health issue. The authors noted that school administrators are charged with formulating policies that influence the social environment that influence the students' behavior. The study therefore has established the existence of drugs and substance abuse among students in public secondary schools in Nakuru County Kenya.

The study findings indicate that 18.3% of the respondents opined that students had very low conformity levels to the rule of not bullying other students. This concurs with Egbochu (2007) who found that four out of five participants in his study reported being bullied and 85% of children reported bullying others. A study by Omoteso (2010) also found that 88.1% of the respondents reported to have bullied other students, 33.1% were bullies and 64.7% had relational bullying. In spite of the rules put in place to deter bullying in schools, this rule continue to be flouted by students in public secondary schools in Nakuru County, Kenya. This means that the principals have not applied suitable leadership style to ensure all students adhere to this rule.

The use of mobile phones by students has been outlawed in schools in Kenya. This rule is to ensure the curbing of examination malpractices, which are rampant in schools in Kenya. The findings revealed that 15.5% of the respondents flouted this rule, which therefore flouted the law of not bringing and using mobile phones in schools. The principals are required to ensure that all students adhere to this rule therefore seems not to have applied a suitable leadership style.

There has been a very high number of girls who get pregnant each year in schools in Kenya. This has been attributed to the existence of illicit relationships among students and other individuals. The study revealed 34.1% of the respondents reported moderate conformity to the rule of students not involving themselves in illicit relationships. This is affirmed by 15.8% of the respondents noting that there was very low students' conformity to rules not having illicit relationship. This means that students in public schools in Nakuru County have flouted this rule. The principal being tasked management of student discipline seems to have not effectively used a suitable leadership style to ensure all students conform to school rules.

The results of the study revealed that 14.6% of the respondents moderately conformed to the rule of not sneaking from school. This means that some students in public secondary schools in Nakuru County do not seek official permission to be out of school. This was affirmed by 9.8% of the respondents who stated that students sneaked out of school. This shows that the principals who are tasked with the duty of ensuring all students conform to school rules, have not effectively used an appropriate leadership style to ensure students conformity to rules. The results of the study reveals that 15.9% of the respondents observed that some students had joined outlawed gangs. This was affirmed by 29.3% of the respondents. The gangs have created a lot distraction from students and most of the time cause them to lose interest for studies.

The Republic Kenya (2010) spells out various fundamental rights and freedoms of citizens of Kenya, one of which is the right to freedom of worship. However cults have emerged which have lured students to join. The findings of this study reveal that 15.8% of the respondents noted that there was very low conformity by students to the rule of not joining cults. This shows that some students in public secondary schools in Nakuru County have joined these cults.

The principals therefore seem to have not effectively used a suitable leadership style to ensure students conform to school rules in line with the Ministry of Education guidelines. In conclusion, the findings of this study have indicated that some students have not fully conformed to school rules and regulations. The principals being tasked with maintaining students' discipline seems to have not effectively applied suitable leadership style/s to ensure students conform to school rules.

4.7.7 Students' Conformity to Rules related to Co-curricular Activities According to Principals

Table 30 indicated the analyzed data on students' conformity to rules related to co-curricular activities according to principals' responses.

Table 30: Students' Conformity Rules Related to Co-Curricular Activities (According to Principals)

Statement	n	VLC %	LC %	MC %	HC %	VHC %
Students participate in at least one co-curricular activity	82	6.1	11.0	24.4	30.5	28.0
Students do not misbehave when on field trips	82	4.9	9.8	30.5	32.9	22.0
Students use School kits after being granted official permission	82	3.7	6.1	19.5	47.6	23.2
Students do not abuse drugs when on official events	82	2.4	12.2	25.6	34.1	25.6
Students do not abuse and alcohol when on official events	82	4.9	12.2	20.7	35.4	26.8
Students use official language while out on school functions	82	6.1	11.0	29.3	31.7	22.0
All students always report back to school after school functions on time	82	3.7	13.4	19.5	31.7	31.7
All students wear school uniform when out for official functions	82	1.2	11.0	17.1	32.9	37.8
All students obey rules for each game	82	4.9	7.3	31.7	31.7	24.4

The study sought to establish the level of students conformity to rules related to co-curricular activities. The findings in Table 30 revealed that 17.7% of the respondents noted that there was very low students' conformity to rules requiring students joining at least one co-curricular activity. Sikkha and Agnihotri (2013) found that co-curricular activities were the most neglected areas of informal education. This could possibly explain an area where principals have not given much attention thus; students also avoided joining at least one co-curricular activity as required by the school rules and

regulations. The results of the study also established that some students demonstrated very low conformity to school rules when they were out on field trips as observed by 4.9% of the respondents.

The study revealed that some students do not seek official permission to use games kits as indicated by 9.8% of the respondents. This was affirmed by 19.5 % of the respondents who noted moderate conformity by the students to the rule requiring them to ask for official permission before using the games kits. This showed that some students lacked respect for authority in public secondary schools in Nakuru County. This implies that the principals have not effectively used a suitable leadership style to ensure all students conform to school rules.

This study corroborates Hoffman (2017) who noted that young people use tobacco, alcohol, and other drugs. Kreager, Rullioson & Moody (2011) opines that the school is the best place for drug abuse intervention and control since it is able to combine classroom teaching and informal peer group influence processes of socialization to control learners' behavior. This therefore means that some principals have not used effectively their leadership style/s to control drug and alcohol abuse among students in public secondary school in Nakuru County, Kenya.

The safety of students while out on school functions and reporting after such functions is important. However, some cases of students disappearing and not reporting to school has been noted. This study revealed that 17.1% of the respondents indicated that some students did not report to school after school functions. The report also indicated that 19.5% of the respondents noted moderate conformity among students. This implies that over 36.6% of the respondents indicating that some students did not strictly adhere to this rule. This means that an appropriate leadership style has not been applied to ensure all students adhere to school rules.

The wearing of school uniforms is paramount for identifying students. The study revealed that 17.1% of the respondents noted that some students flouted this rule. The principals have a role to play in ensuring that all students conform to all school rules as expected though the application of a suitable and relevant leadership style. In summary, the study has found that some students in public schools in Nakuru County have flouted

the rules related to co-curricular activities. This means that the leadership style/s applied by principals in not controlling fully the students' conformity to school rules.

The wearing of school uniforms is paramount in identifying students and a vehicle for achieving safety and academic achievement for students. Breintenbach (2010) established that wearing of school uniforms brings tangible benefits including lowers students victimization, increased learning, and positive attitude towards schooling. The findings of the study indicate that 9.6% of the respondents noted moderate conformity to the rule requiring students to wear school uniforms when they were out on school trips. The study also reported that 11.0% or the respondents observed that students had very low conformity to the policy of wearing school uniforms.

This therefore implies that some principals in public secondary schools in Nakuru County have not effectively controlled students' behavior through the application of an appropriate leadership style. In summary the study findings have indicated that students have not strictly conformed to all school rules related to curricular thus showing that principals in public secondary schools in Nakuru County have not effectively applied their leadership style/s to enhance students conformity to school rules and regulations.

4.7.8 Students' Conformity to Rules Related to Students' Welfare According to Principals

Table 31 shows students' conformity to rules according to principals' responses.

Table 31: Conformity to Rules Related to Students' Welfare (According to Principals)

Statement	n	VLC %	LC %	MC %	HC %	VHC %
Students do not bring meals to school	82	3.7	13.4	13.4	36.6	32.9
Students conform to rules related to meals provided in the school menu	82	6.1	7.3	22.0	34.1	30.5
Gadgets of entertainment are not brought by students to school	82	7.3	9.8	14.6	34.1	34.1
Students view Television programmes during stipulated time	82	11.0	8.5	23.2	22.0	35.4
Students at all times carry their student's ID cards	82	4.9	15.9	29.3	32.9	17.1
No student is allowed to have un authorized medicine in school	82	6.1	11.0	17.1	35.4	30.5
All students maintain personal cleanliness	82	7.3	8.5	28.0	29.3	26.8
Students do not deny others school meals	82	26.8	18.3	3.7	36.6	14.6

The study sought to establish the levels of students conformity to rules related to their welfare from principals' perspective. The findings of the study as shown in Table 31 reveals that 17.1% of the respondents noted that students brought meals to school which contravenes school rules and regulations. The results also indicate that 13.4% of the respondents noted very low conformity in terms of students accepting the meals provided in the school menu. The issue of school meals is one of the areas that has caused unrest in schools when not handled with care. The principals need to be proactive when drafting rules regarding the provision of meals to ensure participation by all stakeholders. This therefore will ensure that all students conform to the school rules and regulation in respect to provision of meals. The study findings therefore have established that some principals in public schools in Nakuru County have not used their

leadership styles effectively to enhance students conformity to rules related to students' welfare.

Gadgets of entertainment are not supposed to be brought to school by students as stipulated in the school rules and regulations. It was reported that 18.1% of the respondents noted very low students' conformity to this rule. Similarly, 14.6% of the respondents noted that students moderately conformed to this rule. The results of the study indicate that 20.8% of the respondents opined that students did not carry their identification cards as required at all times. The findings of the study also indicate that 17.1 % of the respondents noted that some students brought unauthorized medicine to school. This implies that some students in public secondary schools in Nakuru County have not conformed to all school rules as expected.

The findings of the study reveal that 15.8% of the respondents noted very low conformity levels among students in maintaining personal hygiene. This means that not all students adhered to school rules relating to personal hygiene. The principals are tasked with the responsibility of ensuring all students adhere to the school rules seems not to have been effective in controlling students' behavior.

4.8. Students' Conformity to Rules According to Students

Assessment of students' conformity to school rules has been presented in four areas. Students' conformity to rules related to learning; general school rules, co-curricular activities and students' welfare.

4.8.1 Students' Conformity to Rules Related to Learning

Table 32 shows the findings on students' conformity to rules related to learning according to students.

Table 32: Students' Conformity to Rules Related to Learning (According to Students)

Statement	n	VLC %	LC %	MC %	HC %	VHC %
Students are punctual in attending classes	364	2.5	5.2	24.7	34.6	33.0
Students do all assignments on time	364	6.9	12.9	38.5	24.5	17.3
Students do not make noise in class	364	12.9	17.0	31.3	22.8	15.9
Students do not steal school books	364	16.2	13.5	19.8	25.8	24.7
Students do not steal from others	364	17.3	19.0	25.8	15.7	22.3
Students respect teachers	364	4.9	4.1	20.1	29.9	40.9
Students use official language while communicating in class	364	13.5	10.2	25.3	26.9	24.2
Students do not cheat in examinations	364	8.2	5.5	15.7	24.2	46.4
No absenteeism of students shall be allowed unless with permission	364	6.3	4.7	17.0	18.4	53.6
In my school, Students do all examinations	364	4.9	3.8	15.4	28.0	47.8

The study sought to analyze the level of students' conformity to rules related to learning from the perspective of students. According to Table 32, 7.7% of the respondents observed that some students were not punctual in attending classes while 24.7% of the respondents indicated moderate conformity. This means that some students in public secondary schools in Nakuru County were not adhering to rules related to learning.

There is also an indication that some students were not doing class assignments as required as reported by 19.8% of the respondents. The principal is in charge of curriculum implementation in school. This means that if students were not conforming to learning rules the effectiveness of such curriculum will be negatively affected. The findings therefore show that the leadership style/s used by some principals has not effectively enhanced students' conformity to school rules in public secondary schools in Nakuru County.

The study findings indicate that 29.7% of the respondents noted that some students stole schoolbooks, while 36.3% of the respondents noted that students stole books and other materials from their fellow colleagues. This means that the some students lack integrity and respect to school authority and fellow students. The principal by virtue of being a leader in a secondary school is the foundation around which many aspects of the school revolve (Bierly, Doyle and Smith (2016). It is the responsibility of the principal to ensure that students conform to school rules at all times in order for the institution to attain its set goals. The findings therefore have revealed that some principals have not used their leadership style/s effectively to enhance students' conformity to rules in public secondary schools in Nakuru County.

The results of the study indicate that some students did not respect their teachers as observed by 9.0% of the respondents. This was affirmed by 20.1% of the respondents noting moderate conformity levels. This reveals that some students in public secondary schools in Nakuru County have not fully conformed to the rule that requires them to show respect to authority. This means that the leadership style/s used by principals has not been effective.

The findings also reveal that 23.7% of the respondents observed very low students' conformity to the use of official language to communicate while in class. Language policy in schools requires that students communicate at all times official language as a way of enhancing national unity. This seems to suggest that students in public secondary schools in Nakuru County have not fully conformed to this policy. This means that the leadership style/s used by some principals has not been effective in implementing such policy to enhance students' conformity to school rules.

The study found that some students were involved in examination malpractices as observed by 13.7% of the respondents not very low conformity levels. This study corroborates Koss (2011) who noted that cheating in examinations was worldwide phenomenon. Koss (2011) found that 80% of high school students in USA admitted having cheated in Examinations. In the same study, it was observed that nine out of ten teachers surveyed by the American School Board Journal (ASB) and the Education Writers association acknowledged that cheating was rife in their schools. Olabisi and Abiola (2014) found a higher rate of students' non-conformity to examination rules in public high schools in Ondo state Nigeria. This shows therefore that principals have not

used their leadership style/s to ensure that students conform to Examination rules in Public secondary schools in Nakuru County.

The study findings indicate that 8.7% of the respondents opined that some students did not attend school regularly as expected. Similarly, 17.0% of the respondents noted moderate conformity among students. Mwangi (2013) and Afandi (2014) found a negative correlation between autocratic leadership style and students' conformity to school attendance. This suggests that if the principal used an appropriate leadership style/s then there will be very few cases of students' absenteeism in schools.

4.8.2 Students' Conformity to General School Rules

Table 33 indicates the analyzed data on students' conformity to general school rules according to students' responses.

Table 33: Students' Conformity to General School Rules (According to Students)

Statement	n	VLC %	LC %	MC %	HC %	VHC %
Students always wear full school uniform	364	5.5	5.8	10.2	26.4	52.2
Students do not abuse drug and alcohol at school	364	5.2	6.3	10.4	23.6	54.4
Students do no bully other students	364	6.3	4.1	7.1	19.0	63.5
Students do not Sneak out of school	364	6.9	4.7	7.7	15.1	65.7
Students do not use mobile phones while in school	364	7.4	6.9	12.6	17.9	55.2
Students do not have illicit relationships	364	9.6	8.0	24.2	23.6	34.6
Students have not joined outlawed gangs	364	12.1	9.1	13.7	19.8	45.3
Students have not joined cults	364	9.9	7.1	15.1	22.3	45.6
student do not receive visitors during school hours	364	11.3	7.7	12.9	26.1	42.0
All students perform assigned duties at stipulated time	364	9.1	8.8	19.8	26.4	36.0
Student do not fight in school	364	7.1	9.3	19.5	25.5	38.5
Students do not go to restricted areas	364	7.2	6.1	17.6	25.1	44.1
Students respond to bells promptly	364	6.6	7.4	19.6	24.8	41.6

The study sought to establish the level of students' conformity to the general school rules like: wearing of wearing of school uniforms, drug abuse, bullying, sneaking out of school, use of mobile phones while in school, illicit relationships, joining outlawed gangs, receiving visitors during school hours, performing assigned duties, fighting in school, not going in restricted areas, and response to bells.

The results of the study indicate that 11.3% of the respondents observed that students had very low conformity to the policy of wearing of full school uniforms. The study also revealed that 10.2% of the respondents noted moderate conformity by students to

the policy of wearing of school uniforms. Gentile and Imberman (2011) established that wearing of school uniforms generated improvement in school attendance in the middle and high schools in USA.

A survey by the US department of Education on Long Beach CA, after two year of district wide K-8 mandatory uniform policy, reports of assault and battery in district schools decreased by 34%, assault with deadly weapons dropped by 50%, fighting incidences went down by 51%, sex offences were cut by 69% and vandalism was lowered by 18%. The principals therefore need to ensure students conform to the uniform policy by applying a suitable leadership style. In public secondary schools in Nakuru County it seems that the principals have not effectively controlled non-conformity by students to the policy of wearing school uniforms.

The issue of drugs and alcohol abuse is a worldwide phenomenon among young people is a significant public health issue as reported by (Whipp, Beyer, Lloyd, Lafazia, Toumbourou & Arthur 2004). Ekpenyong (2012) agrees with Whipp et al. (2004) that schools play a crucial role in setting behavioral norms and establishing guidelines for students' behavior. This means that principals have a responsibility of formulating guidelines that curb nonconformity to rules related to drug abuse. The findings of this study established that students abuse drugs and alcohol as observed by 11.5% of the respondents. The results also revealed that 10.4% of the respondents noted moderate conformity by students to drugs and alcohol abuse. This is in agreement with a survey that was done by NACADA (2012) which reported the existence of drugs and alcohol abuse among students.

Turmen et al. (2013) posits that bullying can threaten students' physical and emotional safety at school and can negatively influence their ability to learn. The results of this study indicate that 10.4% of the respondents noted very low conformity to the rule of not bullying other students in public secondary schools in Nakuru County. This study corroborates Ndeti (2007) who observed that violence among adolescents in Kenya was highly wide spread in schools. WHO ranked Kenya among Countries with the highest level of bullying in schools. This study has revealed the existence of bullying in public secondary schools in Nakuru County Kenya. In spite of the rules put in place to deter bullying in secondary schools, this rule continue to be flouted by students. The results of the study revealed that 11.6% of the respondents reported very low

conformity among students to the rule of seeking official permission to be out of school. According to the results 7.7 % of the respondents observed that students moderately conformed to this rule. This means that some students in public secondary schools in Nakuru County, Kenya did not seek official permission to be out of school.

This implies that principals who are tasked with the duty of ensuring all students conform to school rules have not effectively used their leadership style/s to enhance students' conformity to school rules. There has been a very high number of girls who get pregnant each year in Kenya. This has been attributed to the existence of illicit relationships among students and other individuals. The findings reveal that 17.6% of the respondents observed very low conformity levels among students to the rule, which requires them not to have illicit relationship. The findings indicate that 24.2% noted moderate conformity by students to this rule. This clearly show that not all students have conformed to school rules. This means that principals have not effectively applied their leadership style to enhance students' conformity to school rules in public secondary schools in Nakuru County Kenya.

The Republic of Kenya (2010) spells out various fundamental human rights and freedoms, one of which is the right to freedom of worship. This basic freedom has been abused whereby there has emerged cults in Kenya, which have lured students to join them. The results of this study revealed that 18.0% of the respondents observed very low conformity among students regarding the rule of not joining cults. The findings also revealed that 15.1% of the respondents noted moderate conformity by students. This therefore indicates that students in public secondary schools in Nakuru County have flouted the rule of not joining cults. The principals therefore seems to have not fully ensured students conform to all the school rules.

In conclusion, the findings of this study reveal that students have not fully conformed to school rules and regulations with regard to general school rules in public secondary schools in Nakuru County.

4.8.3 Students' Conformity to Rules Related To Co- curricular Activities

Table 34 shows the findings of the analyzed data on students' conformity to rules related to co-curricular activities according to students' responses.

**Table 34: Students' Conformity to Rules Related to Co-Curricular Activities
(According to Students)**

Statement	n	VLC	LC	MC	HC	VHC
		%	%	%	%	%
Students participate in at least one co-curricular activity	364	6.3	5.5	12.4	25.3	50.5
Students do not misbehave when on field trips	364	7.7	6.1	14.3	21.8	50.1
Students use School kits after being granted official permission	364	6.0	3.6	11.8	22.5	56.0
Students do not abuse drugs when on official events	364	7.4	3.3	9.9	22.0	57.4
Students do not abuse and alcohol when on official events	364	7.4	4.4	12.4	20.3	55.5
Students use official language while out on school functions	364	10.2	11.5	18.7	23.9	35.7
All students always report back to school after school functions on time	364	3.3	4.4	17.9	24.7	49.7
All students wear school uniform when out for official functions	364	5.5	5.5	9.6	20.9	58.5
All students obey rules for each game	364	4.9	3.8	15.9	25.3	50.0

The study sought to establish the students' level of conformity the level of conformity to rule related to co-curricular activities. According to Table 34, 11.8% of the respondents noted that students had very low conformity levels in participating in at least one co-curricular activity. The findings also revealed that 12.4% opined that students moderately conformed to the rule, which requires them to participate in at least one co-curricular activity. Weber (2008) found that students' involvement in co-curricular activities was linked with high academic performance, better school attendance, and high conformity levels to school rules. This means that co-curriculum activities can minimize non –conformity to school rules.

According to Table 34, 9.6% of the respondents observed that there was very low conformity among students when seeking official permission to use school games kits. The study also indicated that 11.8% of the respondents noted moderate conformity.

The study revealed that students abused drugs when they were out on school functions. This was observed by 10.7% of the respondents who stated that there was very low student' conformity to the issue of drug abuse. The results of the study also show that students abused alcohol when out on school trips as indicated by 11.8% of the respondents. Hoffman (2017) noted that young people abused tobacco, alcohol and other drugs. This is in agreement with a survey by NACADA (2012) who found that one out of three students abuse one or more drugs.

The report indicated that alcohol was the most commonly used substance where 36.3% of the students had been using it for quite some time. This study found that some students in public secondary schools in Nakuru County were involved in alcohol and drug abuse. Whipp, Beyers, Lloyd, Lafazia, Toumbourou & Arthur (2004) posits that the school is the best place for drug abuse intervention and control since it is able to combine classroom teaching and informal peer group influence processes of socialization to control learners' behavior. This therefore implies that the school is the best place for drug abuse intervention and control since it is able to combine teaching and informal peer group influence processes of socialization to control learners' behaviour.

It was reported by 18.7% of the respondents that there was moderate conformity by students to the rule that requires them to communicate in official language when out on school functions. The study findings also indicate that 21.7% of the respondents noted very low conformity to school rules related to the use of official language while on school trips. Communication in official language must be enhanced because it is a tool for national integration.

The principals therefore need to be proactive in enhancing students' conformity to school rules related on language policy. The safety and security of students while out on school functions and reporting after such functions is very important. However, some cases of students disappearing and not reporting to school has been noted. This study revealed that 17.9% of the respondents noted moderate conformity among

students. The study also revealed that 7.4% of the respondents reported very low students' conformity to school rule of using official language when out on field trips. Students' security and safety need to be guaranteed by the school authority through setting up accountability procedures when taking students out on field trips.

4.8.4 Students' Conformity to Rules Related to Students' Welfare

Table 35 shows the analyzed data on the students' conformity to rules related to students' welfare according to students' responses.

Table 35: Conformity to Rules Related to Students' Welfare (According to Students)

Statement	n	VLC %	LC %	MC %	HC %	VHC %
Students do not bring meals to school	364	8.5	6.9	15.7	20.9	48.1
Students conform to rules related to meals provided in the school menu	364	9.1	4.1	12.4	26.6	47.8
Gadgets of entertainment are not brought by students to school	364	18.7	4.9	14.6	18.1	43.7
Students view Television programmes during stipulated time	364	31.0	8.0	9.6	15.1	36.3
Students at all times carry their student's ID cards	364	20.1	10.4	19.2	17.3	33.0
No student is allowed to have un authorized medicine in school	364	9.6	8.0	16.8	22.8	42.9
All students maintain personal cleanliness	364	8.2	4.4	18.1	25.5	43.7
Students do not deny others school meals	364	14.0	9.6	15.7	40.1	20.6

The study sought to establish the level of students' conformity to rules related to their welfare. The rules consists of; provision of meals, safety and security, use of school facilities, and use of medicines from outside the institution. The findings of the study as shown in Table 35 reveal that 15.4% of the respondents noted that students brought meals to school, which was against school rules and regulations.

The results also indicate that 15.7 % of the respondents established that students moderately conformed to the rule of not bringing meals to school. Similarly, 13.2% of

the respondents observed that students had very low conformity to accepting meals that were provided in the school menu. This therefore explains that those students, who did not accept meals as provided in the school menu, could also flout the rule of bringing their own meals to school.

Gadgets of entertainment are not supposed to be brought to school by students as stipulated in the school rules and regulations. The findings of the study revealed that 23.6% of the respondents noted very low conformity by students to the rule that requires them not to bring and use gadgets and mobile phones to school. The study also established that 14.6% of the respondents noted moderate conformity by students to this rule. This implies that students in public secondary schools in Nakuru County flout the rules related to possessing gadgets or/ and mobile phones that are illegal to bring to school. This means that principals have not effectively controlled students' behavior by applying a suitable leadership style to ensure all students conform to school rules.

The results of the study indicate that 30.5% of the respondents observed that students did not carry their Identification cards all the time as required in the school rules and regulations. The study also revealed that 19.2% of the respondents noted moderate conformity to the rule of students being required to carry their Identification cards all the time. Similarly, the study results indicate 12.6% of the respondents noted that students brought unauthorized medicine to school. It was observed by 16.8% of the respondents that students had moderate conformity to the rule of not carrying unauthorized medicine to school. This shows that students in public secondary schools in Nakuru County flouted rules regarding bringing gadgets/ or phones and unauthorized medicine to school.

The study findings revealed that 12.6% of the respondents noted very low conformity levels among students in rule regarding the maintenance of personal hygiene. The study also revealed that 18.1% of the respondents noted moderate conformity among students. This means that principals in public secondary schools in Nakuru County have not effectively used their leadership style/s to enhance students' conformity to personal hygiene. In conclusion, the study findings have revealed that not all students have conformed to school rules regarding their welfare.

4.9 Correlation Analysis

In testing the nature of relationship between principals' use of autocratic leadership Style and students' conformity to rules, Pearson correlation test was computed. The following are the finding of the analysis:

4.9.1 Relationship Between Principals' use of Autocratic Leadership style and Students Conformity to Rules Related to Learning According to Teachers

Table 36 shows the relationship between principals' use of autocratic leadership style and students' conformity to rules related to learning according to teachers' responses.

Table 36: Relationship Between Autocratic Leadership Style used by principals and Students' Conformity to Rules Related to Learning (According to Teachers)

		Autocratic Leadership Style
Rules Related To Learning	Pearson Correlation	.402*
	Sig. (2-tailed)	.000
	n	282

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

The study found out that there was a statistically significant positive relationship between autocratic leadership style used by principals and students' conformity to rules related to learning ($r=0.402$; $p<0.05$). This implies that when autocratic leadership Style is used in public schools in Nakuru County, there was high incident of students' non-conformity to school rules. The principal is charged with the responsibility of curriculum implementation. This means that he or she is the most knowledgeable in learning policies from the MOEST. This does not require deliberations with students for effective implementation.

4.9.2 Relationship Between Principals' use of Autocratic Leadership Style and Students' Conformity to Rules According to Principals

Table 37 shows a correlation analysis between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County Kenya.

Table 37: Relationship between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Learning (According to Principals)

	Autocratic Leadership Style
Pearson Correlation	.486*
Rules Related To Learning Sig. (2-tailed)	.000
n	82

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

The findings in Table 37 shows that there is a statistically significant positive relationship between autocratic leadership style used by principals and students' conformity to rules related to learning ($r = 0.486$; $p < 0.05$). This implies that autocratic leadership style positively influences students conformity to rules related to learning.

4.9.3 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Learning as Rated by both Teachers and Principals

Table 38 shows a correlation analysis between principals' use of autocratic leadership style and students' conformity to learning rules overall rating between principals and teachers responses.

Table 38: Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Learning (Overall)

	Autocratic Leadership Style
Pearson Correlation	.419*
Rules Related To Learning Sig. (2-tailed)	.000
n	364

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

Table 38 gives the overall rating of both the principals and the teachers showing statistically significant positive relationship between principals use of autocratic leadership style and students' conformity to rules related to learning ($r=0.419$; $p<0.05$). This implies that the style can be used to enforce learning rules, as the principal is the most knowledgeable than the students to implement learning policies.

This is in agreement with Huka (2003) and Muli (2005) who state that is appropriate when the leader has all the data and the followers are well motivated. The authors further opine that there is timely completion of work tasks. In a school setting, there is always a formal structure that need to be followed without necessarily involving the learners in discussions on what need to be done.

4.9.4 Relationship Between Principals' use of Autocratic Leadership Style and Students' Conformity to General School Rules

Table 39 shows results of a correlational analysis between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County from teachers' perspective.

Table 39: Relationship between Principals' use of Autocratic Leadership Style and Students' Conformity to General School Rules

	Autocratic Leadership Style
Pearson Correlation	.275*
General School Rules Sig. (2-tailed)	.000
n	282

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

The results of the analyzed data in Table 39 shows there is a statistically significant relationship between principals' use of autocratic leadership style and students conformity to general school rules ($r=0.275$; $p<0.05$). This implies that when principals use autocratic leadership style students are likely to adhere to school rules.

4.9.5 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to General School Rules According to Principals

Table 40 shows a correlational analysis between principals' use of autocratic leadership style and students' conformity to general school rules according to principals' data.

Table 40: Relationship Between Principals' use of Autocratic Leadership Style and Students' Conformity to General School Rules

	General School Rules	Autocratic Leadership Style
	Pearson Correlation	.217
General School Rules	Sig. (2-tailed)	.050
	n	82

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

The study established that there was a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to general school rules where ($r=0.217$; $p<0.05$) as shown in Table 40. This means that the teachers opined that when principals use autocratic leadership style the students are likely to conform to general school rules.

These rules include no bullying other students, no fighting, wearing of school uniforms, and not carrying weapons and mobile phones to school, not having illicit relationships, truancy, doing assigned duties among others. Clarice (2017) for instance reported chilling revelation of bullying in Alliance high school. The findings of this study have established that if principals use autocratic leadership style to a certain extent students are likely to conform to school rule.

4.9.6 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to General School Rules Overall Rating

Table 41 show correlational analysis between principals' use of autocratic leadership style and students' conformity to general school rules as rated by both the principals and teachers.

Table 41: Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to General School Rules (Overall)

		Autocratic Leadership Style
	Pearson Correlation	.263*
General School Rules	Sig. (2-tailed)	.000
	n	364

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

The findings of the study as shown in Table 41 by both the principals and teachers, reveals a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to general school rules where ($r=0.263$; $p<0.05$). This study contradicts Kitavi (2014) who observed that autocratic leadership style creates fear, bullies and demeans followers. Kitavi (ibid) further notes that when a leader acts in such manner, he/she restricts the potential of students by not valuing their creativity or potential. This means that the style may be used in certain instances to reinforce students' conformity to school rules.

4.9.7 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Co-curricular Activities

Table 42 indicates the correlational analysis on the relationship between principals' use of autocratic leadership style and students' conformity to rules related to co-curricular activities according to teachers' perspective.

Table 42: Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Co-Curricular Activities

		Autocratic Leadership Style
	Pearson Correlation	.209*
Rules Related To Co -Curricular Activities	Sig. (2-tailed)	.000
	n	282

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

The study findings in Table 42 reveals a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to rules related to co-curricular from the teachers' perspective, where ($r=0.209$; $p<0.05$). This study shows that in most cases students are not involved in decision-making .

4.9.8 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules According to Principals

Table 43 indicates analyzed data on the relationship between principals' use of autocratic leadership style and students' conformity to rules related to co-curricular activities according to principals' responses.

Table 43: Relationship between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Co-Curricular Activities According to Principals:

		Autocratic Leadership Style
Rules Related To Co- Curricular Activities	Pearson Correlation	.173
	Sig. (2-tailed)	.120
	n	82

The findings in Table 43 reveals that there is a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to rules related to co-curricular activity and students' conformity to rules related to co-curricular activities from principals perspective where, $r=0.173; p<0.05$).

This study contradicts Weber (2008) who observe that students when involved in decision-making in the area of co-curricular activities, fosters inter personal skills which then minimizes non-conformity to school rules. Sikkha and Agnihotri (2013) posit that principals do not give students necessary support for them to participate in co-curricular activities. This means they are autocratic in managing students affairs does not necessarily lead to students' conformity to school rules.

4.9.9 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Co-curricular Activities Overall Rating by Principals and Teachers

Table 44 shows a correlation between principals' use of autocratic leadership style and students' conformity to rules overall rating by principals and teachers.

Table 44: Relationship between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Co-Curricular Activities, overall rating

		Autocratic Leadership Style
	Pearson	.201*
Rules Related To Co-Curricular	Correlation	
Activities	Sig. (2-tailed)	.000
	n	364

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

Table 44 shows a statistically significant positive relationship between principals' use of autocratic leadership style and students 'conformity to rules related to co-curricular activities as observed by both the principals and teachers, where ($r= 0.201$; $p<0.05$). This means that autocratic leadership style whenever used by principals may lead to low students' conformity to school rules.

4.9.10 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Students' Welfare According to Teachers

Table 45 shows results of a correlation analysis between principals' use of autocratic leadership style and students' conformity to rules related to students' welfare from teachers' responses.

Table 45: Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Students' Welfare

		Autocratic Leadership Style
	Pearson	
Rules Related To Students' Welfare	Correlation	.165*
	Sig. (2-tailed)	.005
	n	282

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

The analyzed data in Table 45 shows a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to rules related to students' welfare where, ($r = 0.165$; $p < 0.05$). This implies that autocratic leadership style whenever used by principals may lead to students' conformity to school rules. However when applied in certain situation autocratic leadership style could lead to students' conformity to school rules.

4.9.11 Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Students' Welfare According to Principals

Table 46 indicates a correlational analysis between principals' use of autocratic leadership style and students' conformity to rules related to students' welfare according to principals' perspective.

Table 46: Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Students' Welfare

		Autocratic Leadership Style
Rules Related To Students' Welfare	Pearson Correlation	.093
	Sig. (2-tailed)	.408
	n	82

Table 46 shows a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to rules related to students' welfare as perceived by principals where, $r=0.093$; $p<0.05$. This means that principals in public secondary schools in Nakuru County apply autocratic leadership to a limited extend to control students' behavior.

4.9.12 Relation Between Autocratic Leadership Style used by Principals and Students' Conformity to Rules Related to Students' Welfare

Table 47 shows a correlational analysis between autocratic leadership style used by principals and students conformity to rules related to students welfare overall rating of principals' and teachers' responses.

Table 47: Relationship Between Principals' use of Autocratic Leadership Style and Students' Conformity to Rules Related to Students' Welfare (Overall Rating)

		Autocratic Leadership Style
Rules Related To Students' Welfare	Pearson Correlation	.148*
	Sig. (2-tailed)	.005
	n	364

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

The results in Table 47 show a statistically significant positive relationship between autocratic leadership style used by principals and students' conformity to rules related to students' welfare ($r=0.148$; $p < 0.05$). This means that when principals use autocratic leadership style in the area of students' welfare students are likely to adhere to school rules.

4.9.13 Relationship Between Principals' use of Autocratic Leadership Style and Students' Conformity to Rules Overall Rating

Table 48 shows a correlational analysis of autocratic leadership style used by principals and students' conformity to school rules.

Table 48: Relationship Between Autocratic Leadership Style used by Principals and Students' Conformity to School Rules overall

		Autocratic Leadership Style
Conformity to school rules	Pearson Correlation	.300**
	Sig. (2-tailed)	.000
	n	364

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

The study revealed that there exists a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to school rules where, ($r=0.300$; $p < 0.05$). This implies that autocratic leadership style has a positive relationship with students' conformity to school rules. When it is used by principals in public schools in Nakuru County students are likely to conform to school rules.

The following hypothesis was tested:

H₀₁: There is no statistically significant relationship between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County Kenya. According to the findings in Table 48, the p value of autocratic leadership style and students' conformity to school rules is 0.000. This is less than alpha 0.05 level leading to the rejection of the null hypothesis. It was therefore concluded that there is a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County.

4.10 Results of Data Analysis for Objective Two

The second objective of the study was to determine the relationship between principals' use democratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The objective was analyzed using percentages, t-tests, and correlation analysis.

4.10.1 Democratic Leadership Style used by Principals' (According to Teachers)

Table 49 shows analysis on democratic leadership style used by principals from information obtained from teachers.

Table 49: Principals use of Democratic Leadership Style (According to Teachers)

Statement	n	SD	D	N	A	SA
		%	%	%	%	%
It is fair to say that most students in the general population are lazy	282	5.0	12.8	14.2	40.1	28.0
Providing guidance without pressure is the key to being a good leader.	282	7.4	13.8	19.1	23.0	36.5
Most student want frequent and supportive communication from their principal.	282	4.3	11.3	14.9	38.7	30.9
Principals help students accept responsibility for their behaviour in school.	282	4.6	9.9	11.0	32.3	42.2
It is the principals' job to help students' find their passion	282	4.6	13.5	14.9	39.0	28.0
In general, it is best to leave students alone to make their own decisions.	282	5.7	13.1	11.3	39.4	30.5

Democratic leadership style entails involving subordinates in the decision-making process. The Republic of Kenya (2013) the Education Act requires the principals to involve students in the formulation of school rules and regulations. According to Pareek (2010), democratic leadership is administration by consensus through consultation with parents and students. The study findings reveal that 68.1 % of the respondents observed that most students in the general population were lazy and therefore needed guidance from the principal. This implies that students in public secondary schools in Nakuru

County were not adequately involved in decision-making process because they were perceived to be lazy.

The study results also indicate that students want frequent and supportive communication from their principal as affirmed by 69.6% of the respondents. This implies that the students were not adequately consulted through communication in the decision-making process. Cole (2002) and Ratego (2013) affirms that schools whose leaders are democratic will produce high team spirit, togetherness, and high conformity to organizational ethos by team members.

The results of this study indicate that principals should help students accept responsibility for their behaviour as stated by 74.5% of the respondents. This is in line with Mac Gregory theory Y that assumes that human beings are self-directive and therefore should be less supervised because they take and accept responsibility. The study findings reveal revealed the students in public schools in Nakuru County have not been adequately involved in decision-making process. This therefore could explain the reasons why students flout rules that have been formulated by the management to manage students' behavior.

4.10.2 Principals' use of Democratic Leadership Style (According to Principals)

Table 50 indicates analysis on principals' use of democratic leadership style from data obtained from principals.

Table 50: Democratic Leadership Style According to Principals

Statement	n	SD	D	N	A	SA
		%	%	%	%	%
It is fair to say that most students in the general population are lazy	82	4.9	4.9	14.6	37.8	37.8
Providing guidance without pressure is the key to being a good leader.	82	4.9	13.4	15.9	22.0	43.9
Most student want frequent and supportive communication from their principal.	82	4.9	4.9	14.6	37.8	37.8
Principals should help students accept responsibility for their behaviour in school.	82	3.7	7.3	12.2	29.3	47.6
It is the principals' job to help students' find their passion	82	3.7	4.9	15.9	40.2	35.4
In general, it is best to leave students alone to make their own decisions.	82	4.9	4.9	12.2	39.0	39.0

Study findings in Table 50 indicate that 75.6% of the principals observed that most students in the general population were lazy. The study also revealed that 65.9% respondents further stated that the students needed guidance without pressure. This means that principals should provide direction to students in order for them to come up with code of conduct that is in line with legal provisions in education. Similarly, principals revealed that students should be guided on how to accept responsibility for their behaviour in school.

This view is affirmed by 78% of the respondents who state that should be left to make their own decisions. Karori (2013) and Cole (2002) established that leaders who use this style encourages creativity, cohesion and high conformity by students to school rules. Findings also reveal that 75.6% of the respondents stated that the principals' job was to help students find their passion through discovery. This means that if students

are given permission to explore in the art of decision-making, they will be creative and will adhere to school rules.

4.10.3 Difference in Democratic Leadership Style Between Teachers and Principals

An independent sample t-test was conducted to determine whether the difference between principals and teachers responses concerning democratic leadership style was significant at 0.05 Alpha Level. The following are the findings of the analysis:

Table 51: T-test on Democratic Leadership Style by Respondent Category

Respondent Category	n	Mean	Std. Dev	Df	t-value	ρ-value
Teachers	282	3.7784	0.90691	362	-1.890	0.060
Principals	P	3.9919	0.87681			

The finding in Table 51 shows that the mean difference in democratic leadership style between teachers and principals was not significantly different at 0.05, $t(362) = -1.890, p > 0.05$). This implies that democratic leadership style was perceived in a similar perspective between teachers and principals to be in existence in schools, which could affect students' conformity to rules.

4.11 Correlation Analyses

In testing the nature of relationship between principals' use of democratic leadership style and students' conformity to rules, Pearson correlation test was computed. The following are the finding of the analysis:

Table 52 indicates a correlational analysis between principals' use of democratic leadership style and students' conformity to rules related to learning as perceived by teachers.

Table 52: Relationship Between Democratic Leadership Style used by Principals and Students' Conformity to Rules Related to Learning (According to Teachers)

		Democratic Leadership Style
Rules Related To Learning	Pearson	.563*
	Correlation	
	Sig. (2-tailed)	.000
	n	282

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

The findings in Table 52 indicate that there is a statistically significant positive relationship between principals' use of democratic leadership and students' conformity to rules related to learning where , ($r=0.563;p<0.05$) This implies that when democratic leadership style is used in schools by principals, students are likely to conform to school rules This study concurs with (Cole 2002, Nagaka 2011, Mbogoria 2012, Muchiru 2013; Larfela 2010) who observe that democratic leadership style is significantly related to students' conformity to rules related to learning.

4.11.1 Relationship Between Democratic Leadership Style used by Principals and Students' Conformity to School rules

Table 53 show a correlational analysis of principals' use of democratic leadership style and students' conformity to rules related to learning.

Table 53: Relationship Between Democratic Leadership Style used by Principals and Students' Conformity to Rules Related to Learning (According to Principals)

		Democratic Leadership Style
Rules Related To Learning	Pearson Correlation	.678*
	Sig. (2-tailed)	.000
	n	82

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

Table 53 shows a statistically significant positive relationship between principals' use of democratic leadership style and students' conformity to rules related to learning ($r=0.678; p<0.05$). This means that when students feel valued in decision-making

regarding rules related to learning they exercise self-direction and will be motivated to achieve organizational goals.

Muhammad et al. (2015) and Dubrin (2016) opine that a principal who uses democratic leadership style invites contribution from stakeholders before making any decision. This therefore makes the students respond with cooperation, team spirit and high morale thus high conformity to school rules.

4.11.2 Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Learning Rules (According to Teachers)

Table 54 shows a correlational analysis between principals’ use of democratic leadership style and students’ conformity to rules related to learning.

Table 54: Relationship between Democratic Leadership Style used by Principals and Students’ Conformity to Rules Related to Learning Overall (Teachers and Principals)

		Democratic Leadership Style
	Pearson Correlation	.592*
Rules Related To Learning	Sig. (2-tailed)	.000
	n	364

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

The findings in Table 54 both teachers and principals responses indicate a statistically significant positive relationship between principals’ use of democratic leadership and students’ conformity to school rules related to learning where, ($r=0.592$; $p<0.592$). Similar studies have indicate a strong positive relationship between principals’ democratic leadership style and students’ academic performance (Nzubuga 2012, Nyagaka 2011, Afandi 2014). The current study has shown a significant positive relationship between principals’ use of democratic leadership style and students conformity to rules related to learning.

4.11.3 Students' Conformity to General School Rules

Table 55 shows correlational analysis between principals' use of democratic leadership style and students conformity to general school rules.

Table 55: Relationship Between Democratic Leadership Style used by Principals and Students' Conformity to General School Rules (According to Teachers)

		Democratic Leadership Style
General School Rules	Pearson Correlation	.376*
	Sig. (2-tailed)	.000
	n	282

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

The general school rules include bullying and fighting, drug and substance abuse, wearing of school uniforms, carrying of weapons and phone to schools, illicit relationships, sneaking out of the school compound, and doing assigned duties. The findings as indicated by teachers show a significant positive relationship between principal's use of democratic leadership style and students' conformity to general school rules ($r=0.376$; $p<0.05$). This means use of democratic style by principals could enhance student conformity to the general school rules.

Ndeto (2013) observes that school rules and regulation are important for order and discipline to be maintained. Ndeto (ibid) found out that parents and students stated that they were not consulted when the teachers and the principals were formulating rules. This according to his observation could cause resistance to some rules hence non-conformity. This study has established the importance of involving all the stakeholders in the decision-making process.

4.11.4 Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to General School rules (According to Principals)

Table 56 shows a correlational analysis between principals’ use of democratic leadership style and students conformity to general school rules.

Table 56: Relationship between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Related to General School Rules (According to Principals)

		Democratic Leadership Style
	Pearson Correlation	.358*
General School Rules	Sig. (2-tailed)	.001
	N	82

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

The analyzed results in Table 56 reveals a statistically significant positive relationship between principals’ use of democratic leadership style and students’ conformity to general school rules ($r=0.358$; $p<0.05$). This therefore means that principals should use democratic leadership style more to manage students’ behavior.

4.11.5 Relationship Between Principals’ use of Democratic leadership style and Students’ Conformity to General School Rules (According to Principals)

Table 57 shows a correlational analysis between principals’ use of democratic leadership style and students’ conformity to general school rules according to teachers and principals.

Table 57: Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to General School Rules (According to Teachers and Principals)

		Democratic Leadership Style
	Pearson Correlation	.379*
General School Rules	Sig. (2-tailed)	.000
	n	364

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

Table 57 indicates a statistically significant positive relationship between principals use of democratic leadership style and students’ conformity to general school rules where,

($r=0.379$; $p<0.05$). This style therefore should be used by principals to enhance students conformity to school rules.

4.11.6 Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Related to Co-curricular Activities According to Teachers

Table 58 shows a correlational analysis between principals’ use of democratic leadership style and students’ conformity to rules related to co-curricular activities according to teachers.

Table 58: Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Related to Co-Curricular Activities (According to Teachers)

	Democratic Leadership Style	
	Pearson Correlation	.103
Rules Related To Co-Curricular Activities	Sig. (2-tailed)	.083
	n	282

The findings in Table 58 shows that there is a statistically significant positive relationship between principals’ use of democratic leadership style and students’ conformity to rules related to co-curricular activities where, ($r=0.103$; $p>0.05$). This means that principals use of democratic leadership style is not related to the students level of conformity to rules related to their welfare. The extent of the relationship however is a bit lower compared to areas like learning rules, general school rules, and rules related to students’ welfare.

Sikkha and Agnihotri (2013) noted that co-curricular activities were the most neglected areas of formal education in most schools. The researchers observed that some principals were not giving students necessary support for them to participate in co - curricular activities. This study concurs with Sikkha and Agnihotri (2013) who support the view that principals’ participatory involvement with students does not relate conformity to rules related to co-curricular activities.

4.11.7 Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Related to Co-curricular Activities According to Principals

Table 59 shows a correlational analysis between principals’ use of democratic leadership style and students’ conformity to rules related to co-curricular activities according to principals.

Table 59: Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Related to Co-Curricular Activities (According to Principals)

		Democratic Leadership Style
Rules Related To Co-Curricular Activities	Pearson Correlation	.150
	Sig. (2-tailed)	.179
	n	82

The findings in Table 59 shows that there is a statistically significant positive relationship between principals’ use of democratic leadership style and students’ conformity to rules related co-curricular where, $r=0.150$; $p<0.05$. This means that the principals use of democratic leadership style is not related to students conformity. Thus, any relationship that exists is by chance.

4.11.8 Relationship Between Principals’ use of Democratic Leadership style and Students’ Conformity to Rules Related to Co-curricular Activities According to Teachers and Principals

Table 60 shows a correlational analysis between principals’ use of democratic leadership style and students’ conformity to rules related to co-curricular activities according to principals and teachers.

Table 60: Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Related to Co-Curricular Activities (According to Teachers and Principals)

		Democratic Leadership Style
Rules Related To Co-Curricular Activities	Pearson Correlation	.119*
	Sig. (2-tailed)	.023
	n	364

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

Analyzed results in Table 60 reveals a statistically significant positive relationship between principals’ use of democratic leadership style and students conformity to rules related to co-curricular activities where, $r=0.119$; $p<0.05$. However, the findings also reveal that the extent of principals involving learners in decision on co-curricular activities is lower compared to other areas of school rules like learning and general school.

4.12 Students’ Conformity to Rules Related To Students’ Welfare

Table 61 shows the results of a correlational analysis between principals’ use of democratic leadership style and students’ conformity to rules related to students’ welfare according to teachers.

Table 61: Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Students’ Welfare (According to Teachers)

		Democratic Leadership Style
Rules Related To Students’ Welfare	Pearson Correlation	.131*
	Sig. (2-tailed)	.027
	n	282

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

Students’ welfare covers students’ issues like provision of school meals, safety and security and use of school facilities like school buses. The results in Table 61 reveals a statistically significant positive relationship between principals’ use of democratic

leadership style and students' conformity to rules related to students' welfare where, ($r=0.131$; $p<0.05$). This implies that whenever principals use democratic leadership style students conform to rules related to their welfare.

Table 62: Relationship Between Principals' use of Democratic Leadership Style and Students' Conformity to Rules Related to Their Welfare (According to Principals)

		Democratic Leadership Style
Rules Related To Students' Welfare	Pearson Correlation	.073
	Sig. (2-tailed)	.514
	n	82

Findings in Table 62 reveals that there is a statistically significant positive relationship between principals' use of democratic leadership style and students' conformity to rules related to students' welfare where, ($r=0.073$); $p<0.05$). This indicates that principals' use of democratic leadership style is not related to students' conformity to rules related to their welfare. Studies that have been done show that when students are not adequately involved in decisions concerning their welfare they tend to rebel against the school authorities (Kirui, Mbugua, and Sang 2011). This means that participation of students in decision-making is important in enhancing their conformity to school rules. Nyakundi (2014) observes that good compliance requires clear rules, policies, and processes that have been agreed upon by the administration and key stakeholders.

4.12.1 Relationship Between Principals' use of Democratic Leadership style and students' conformity to Rules Related to Students' Welfare According to Teachers and Principals

Table 63 shows a correlational analysis between principals' use of democratic leadership style and students' conformity to rules relate to students' welfare according to teachers' and principals.

Table 63: Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare (According to Teachers & Principals)

		Democratic Leadership Style
Rules Related To Students’ Welfare	Pearson	
	Correlation	.122*
	Sig. (2-tailed)	.020
	n	364

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

Table 63 shows the analyzed data for principals and teachers’ responses on the relationship between principals’ use of democratic leadership style and students’ conformity to rules related to their welfare. The findings reveal a statistically significant positive relationship ($r=0.122$; $p<0.05$). This means that the use of democratic leadership style by principals is related to students’ conformity rules related to students’ welfare. This means that when principals use democratic leadership style students are likely to adhere to school rules.

4.12.2 Relationship Between Principals’ use of Democratic Leadership Style and Students’ Conformity to school Rules (Overall Rating)

Table 64 shows a correlational analysis between principals’ use of democratic leadership style and students’ conformity to schools overall rating.

Table 64: Relationship Between Principals’ use of Democratic Leadership style and Students’ Conformity to School Rules (Overall Rating).

		Democratic Leadership Style
Conformity to school rules	Pearson Correlation	.334*
	Sig. (2-tailed)	.000
	n	364

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

The study revealed that there exists a statistically significant relationship between principals’ use of democratic leadership style and students’ conformity to rules in public secondary schools in Nakuru County, ($r=0.334$; $p < 0.05$). This means that when principals use this style students are likely to conform to school rules.

Hypothesis was tested; **H₀₂**: There is no a statistically significant relationship between democratic leadership style used by principals and students' conformity to rules related to rules in public secondary schools in Nakuru County Kenya. According to the results in Table 64, the p value is less than Alpha 0.05 level leading to the rejection of the null hypothesis. It was therefore concluded that there is a statistically positive relationship between principals' democratic leadership style and students' conformity to rules in public secondary schools in Nakuru County Kenya.

4.13 Results of Data Analysis for Objective Three

The third objective of the study was to examine the relationship between principals' use of laissez-faire leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The objective was analyzed using percentages, t-tests and correlation analysis.

4.13.1 Principals' use of Laissez-Faire Leadership Style (According to Teachers)

The following analysis as shown in Table 65 was computed according to teachers regarding principals' use of laissez-fare leadership style.

Table 65: Principals' use of Laissez-Faire Leadership Style (According to Teachers)

Statement	n	SD %	D %	N %	A %	SA %
The principal allows the students to work out problems on their own during complex situations	282	27.3	27.3	19.1	17.7	8.5
As a rule, students must be given rewards or punishment in order to motivate them to conform to school rules.	282	2.8	14.9	14.5	30.5	37.2
As a rule the principal should allow students appraise their behaviour.	282	7.1	19.9	27.0	30.1	16.0
Principals should give students complete freedom to solve problems on their own	282	8.2	16.3	35.1	22.3	18.1
The principal is the chief judge of the students' behaviour.	282	7.8	13.5	13.1	30.5	35.1
Students are basically competent if given a task will do a good job.	282	9.2	24.5	23.4	27.7	15.2

A leader who uses laissez-faire leadership style makes decisions and allows their staff to choose appropriate work place solutions. Okumbe (2013) states that the style is also known as free-reign or hands off, where the manager gives little or no direction to the subordinates to direct their affairs. The findings of the study revealed 46.1% that principals allowed students to appraise their behavior and make necessary adjustments. This implies that students are to some extent allowed to make their own decision on how to behave. The results also revealed that students were viewed by principals as competent enough when given tasks they did a good job as indicated by 42.9% of the respondents.

Similarly, this study revealed that 40.4% of the respondents stated that the principal gave students complete freedom to solve problems on their own. This implies that principals at times applies laissez-faire leadership style which could negatively impact students 'conformity to school rules in Nakuru County. Boateng (2012) found that laissez-fair leadership style was associated with dissatisfaction, unproductivity, and ineffectiveness. This seems to imply when applied in public schools in Nakuru County may lead to chaos and conflict due to unguided freedom.

4.13.2 Principals' use of Laissez-faire Leadership Style (According to Principals)

Table 66 indicates the analyzed data of principals' use of laissez-faire leadership style according to principals.

Table 66: Principals' use of Laissez-faire Leadership Style

Statement	n	SD	D	N	A	SA
		%	%	%	%	%
The principal allows the students to work out problems on their own during complex situations	82	42.7	28.0	9.8	11.0	8.5
As a rule, students must be given rewards or punishment in order to motivate them to conform to school rules.	82	4.9	14.6	6.1	34.1	40.2
As a rule, the principal should allow students to appraise their behaviour.	82	3.7	19.5	25.6	32.9	18.3
Principals should give students complete freedom to solve problems on their own	82	4.9	17.1	36.6	20.7	20.7
The principal is the chief judge of the students' behaviour.	82	6.1	13.4	12.2	31.7	36.6
Students are basically competent if given a task will do a good job.	82	11.0	25.6	19.5	29.3	14.6

The findings in Table 66 reveal that 51.2% of the respondents indicated that principals allowed students to appraise their own behavior. This was affirmed by 41.4 % of the respondents revealing that principals gave students complete freedom to solve problems on their own. This implies that principals in public secondary schools to some extent applied laissez-faire leadership style to manage students' behavior. Kuria (2012) found a very strong negative correlation (-0.66) between laissez-faire leadership style and students discipline. Kuria (2012) therefore recommended that the style was not suitable to be used in secondary schools because complete delegation without follow up mechanism created students conformity problems.

4.13.3 Mean Difference in Laissez-faire Leadership Style Between Teachers and Principals

An independent sample t-test was conducted to determine the difference between teachers and principals' responses concerning Laissez-faire leadership style was significant at 0.05 Alpha level. The following are the findings of the analysis as shown in Table 67.

Table 67: T-test on Laissez-faire Leadership Style by Respondent Category

Respondent Category	n	Mean	Std. Dev	Df	T-value	P-value
Teachers	282	3.2967	0.71933	362	0.090	0.928
Principals	82	3.2886	0.69342			

The findings in Table 67 show that the mean difference in Laissez-faire leadership style according to information given by teachers and principals was not significantly different at 0.05, $t(362) = 0.090$, $p > 0.05$). This implies that laissez-faire leadership style was perceived in a similar manner between teachers and principals.

4.14 Correlation Analyses

In testing the nature of relationship between principals' use of Laissez-faire Leadership Style and students' conformity to rules, Pearson correlation test was computed. The following are the findings of the analyses.

4.14.1 Relationship Between Principals' use of Laissez-faire Leadership Style and Students' Conformity to Rules Related to Learning

Table 68 shows a correlational analysis between principals' use of laissez-faire leadership style and students' conformity to rules related to learning according to teachers.

Table 68: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to Rules Related to Learning (According to Teachers)

		Laissez-faire Leadership Style
Rules Related To Learning	Pearson Correlation	.494*
	Sig. (2-tailed)	.000
	n	282

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

Table 68 reveals that there is a statistically significant positive relationship principals’ use of laissez-faire leadership style and students’ conformity to rules related to learning where, $r=0.494$; $p<0.05$. Studies that have been done indicate that lassies- faire leadership style negatively influences work performance (Azar and Asiabar (2015). Mbiti (2009) also noted that laissez-fare leadership style is associated with the highest level of truancy.

Mbiti (2009) further noted that it is not good in a school setting where coordination, supervision and care of students is required. This study has found contrary results. This seems to suggest that principals’ can use laissez-faire leadership to some extent to control learners’ behavior who are self-motivated and self-driven. This is in agreement with Swayne (2011) who observes that it is only effective when leading a team of highly inspired and skilled people. This might explain why there are disparities in the findings.

4.14.2 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to Rules Related to Learning According to Principals

Table 69 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to rules related to learning according to principals.

Table 69: Relationship Between Principals' use of Laissez-Faire Leadership Style and Students' Conformity to Rules Related to Learning (According to Principals)

		Laissez-faire Leadership Style
	Pearson Correlation	.638*
Rules Related To Learning	Sig. (2-tailed)	.000
	n	82

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

The analyzed data in Table 69 reveals that there was statistically significant positive relationship between laissez-faire leadership style and students' conformity to rules related to learning ($r=0.638$; $p<0.05$). This agrees with the teachers responses on the use of laissez-faire leadership style to enhance learning outcomes. This means when learners are given freedom to learn on their own they are likely to conform to the laid down rules. However not all learners are self-driven, thus laissez-faire should be used by principals with a lot of discretion.

4.14.3 Relationship Between Principals' use of Laissez-faire Leadership Style and Students' Conformity to Rules Related to Learning According to Teachers and Principals

Table 70 shows the findings on correlation between principals' use of laissez-faire leadership style and students' conformity to school rules related to learning according to teachers and principals.

Table 70: Relationship between Principals' use of Laissez-Faire Leadership Style and Students' Conformity to Rules Related to Learning (According to Teachers and Principals)

		Laissez-faire Leadership Style
	Pearson Correlation	.520*
Rules Related To Learning	Sig. (2-tailed)	.000
	n	364

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

The findings in Table 70 shows that principals and teachers’ responses indicating a statistically significant relationship between principals’ use of laissez-faire leadership style and students’ conformity to rules related to learning ($r=0.520$; $p< 0.05$). The style though with positive relation needs to be used in cases where the students are knowledgeable on what needs to be done. Waiganjo (2015) notes that laissez-fair is relationship oriented where students when treated humanely can conform to school rules. This implies that principals at times should give students the freedom to choose their behavior patterns.

4.14.4 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to General school Rules

Table 71 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to general school rules according to teachers.

Table 71: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to General School Rules (According to Teachers)

		General School Rules
	Pearson Correlation	.216*
Laissez-faire Leadership Style	Sig. (2-tailed)	.000
	n	282

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

The general school rule includes bullying and fighting, drug and substance abuse, wearing of school uniforms, carrying of offensive weapons and mobile phones, illicit relationship, sneaking out of school and doing assigned duties. The results in table 71 indicate statistically significant positive relationship between principals’ use of Laissez-faire leadership style and students’ conformity to general school rules ($r=0.216$; $p< 0.05$). This means that to some extent when principals students are likely to conform to general school rules use laissez-faire leadership style.

4.14.5 Relationship Between Principals’ use of Laissez-faire Leadership style and Students’ Conformity to General School Rules According to Principals

Table 72 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to general school rules according to principals.

Table 72: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to General School Rules (According to Principals)

		General School Rules
	Pearson Correlation	.285*
Laissez-faire Leadership Style	Sig. (2-tailed)	.009
	n	82

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

Results in Table 72 show that there is a statistically significant positive relationship between principals’ use of laissez-faire leadership style and students’ conformity to the general school rules ($r= 0.285$; $p<0.05$). This therefore means from the principals responses that laissez-faire leadership style is used in public secondary schools in Nakuru County to a certain extent and is related to students’ conformity to general school rules.

4.14.6 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to General School Rules According to Principals and Teachers overall Rating

Table 73 indicates results of the analyzed data on the relationship between principals’ use of laissez-faire leadership style and students’ conformity to school rules according to Teachers and principals overall rating.

Table 73: Relationship between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to General School Rules (According to Teachers and Principals)

		General School Rules
	Pearson Correlation	.228*
Laissez-faire Leadership Style	Sig. (2-tailed)	.000
	n	364

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

Table 73 shows the overall rating by both the teachers and principals on the use of laissez-faire leadership style. The findings indicate that there is a statistically significant positive relationship between principals’ use of laissez-faire leadership style and students’ conformity to the general school rules where, $r = 0.228$; $p < 0.05$. This means that laissez-faire leadership style is in use by principals’ in public secondary schools.

4.14.7 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to Rules Related to Co-curricular Activities According to Teachers

Table 74 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity rules related to co-curricular activities according to teachers’ responses.

Table 74: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to Rules Related to Co-curricular Activities (According to Teachers)

To Co-Curricular Activities	Rules Related To Co-Curricular Activities
Laissez-faire Leadership Style	Pearson Correlation
	Sig. (2-tailed)
	n
	.180*
	.002
	282

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

The findings in Table 74 shows a statistically significant positive relationship between principals’ use of laissez-faire leadership style and students’ conformity to rules related to co-curricular activities where, ($r=0.180$; $p < 0.05$). This means that some principals are using laissez-faire leadership style to some extent which could affect students conformity to school rules. However, the relationship is not very strong. The principals therefore should use their discretion to apply it where students are highly motivated or are self-driven.

4.14.8 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to Rules Related to Co-curricular Activities According to Principals

Table 75 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to rules in public secondary schools according to principals.

Table 75: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to Rules Related to Co-Curricular Activities According to Principals

To Co-Curricular Activities	Rules Related To Co-Curricular Activities
Laissez-faire Leadership Style	Pearson Correlation
	Sig. (2-tailed)
	n
	.244*
	.027
	82

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

The findings in Table 75 reveal that there no statistically significant relationship between principals' use of laissez-faire leadership style and students' conformity to rules related to co-curricular activities ($r=0.244$; $p < 0.05$). This is in agreement with the teachers responses. This means that when principals use laissez-faire leadership style students are likely to conform to rules related to co-curricular activities.

4.14.9 Relationship Between Principals' use of Laissez-faire Leadership Style and Students' Conformity to Rules Related to Co-curricular Activities According to Teachers and Principals

Table 76 shows a correlational analysis between principals' use of laissez- faire leadership style and students' conformity to rules related to co-curricular activities according to principals and teachers.

Table 76: Relationship Between Principals' use of Laissez-Faire Leadership Style and Students' Conformity to Rules Related to Co-Curricular Activities (According to Teachers and Principals)

		Rules Related To Co-Curricular Activities
Laissez-faire Leadership Style	Pearson Correlation	.194*
	Sig. (2-tailed)	.000
	n	364

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

Table 76 shows the relationship between principals' use of laissez-faire leadership style and students' conformity to rules related to co-curricular activities from information of both the teachers and principals ($r=0.194$; $p < 0.05$). This means that laissez-faire leadership style is statistically related to students' conformity to rules in the area of co-curricular activities.

4.14.10 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare According to Teachers

Table 77 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to rules related to students’ welfare according to teachers.

Table 77: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare (According to Teachers)

		Rules Related to Students’ Welfare
	Pearson Correlation	.094
Laissez-faire Leadership Style	Sig. (2-tailed)	.114
	n	282

The findings in Table 77 reveal that there is no statistically significant relationship between principals’ use of laissez-faire leadership style and students conformity to school rules related to students’ welfare ($r=0.094$; $p<0.05$). This implies that the use of laissez-faire leadership by principals is not related to students’ conformity to rules related to their welfare.

4.14.11 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare According to Principals

Table 78 shows a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to rules related to students’ welfare according to principals.

Table 78: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare (According to Principals)

		Rules Related To Students’ Welfare
Laissez-faire Leadership Style	Pearson Correlation	.112
	Sig. (2-tailed)	.317
	n	82

Table 78 indicates that there is statistically significant positive relationship between principals’ use of laissez-faire leadership style and students conformity to rules related to students’ welfare, ($r=0.112$ $p<0.05$).The respondents noted principals used laissez-faire leadership style was applied in public secondary schools to control and manage students behavior to a limited extent. This implies that principals’ use of lassies-faire leadership style is related to students’ conformity to rules related to students’ welfare.

4.14.12 Relationship Between Principals’ use of Laissez-faire Leadership Style and Students’ Conformity to Rules Related to Students’ welfare According to Principals and Teachers

Table 79 indicates a correlational analysis between principals’ use of laissez-faire leadership style and students’ conformity to rules related to students’ welfare according to principals and teachers overall rating.

Table 79: Relationship Between Principals’ use of Laissez-Faire Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare (According to Teachers and Principals)

		Rules Related To Students’ Welfare
Laissez-faire Leadership Style	Pearson Correlation	.098
	Sig. (2-tailed)	.062
	n	364

Students’ welfare issues include provision of school meals, safety and security and use of school facilities like the school bus. According to the findings in Table 78 there is statistically significant relationship between principals’ use of laissez-faire leadership

style and students' conformity to rules related to their welfare ($r=0.098$; $p<0.05$). The relationship however indicates that principals use this style at times and it could impact students' conformity to school rules. Cheloti, Obae and Kanori (2014) found that the blame was laid on principals and deputy principals on lack of adequate relational skills in dealing with students. This study has shown that laissez-faire leadership style is not related to students' conformity to rule in public secondary schools in Nakuru County.

4.14.13 Relationship Between Principals' use of Laissez-faire Leadership Style and Students' Conformity to School Rules Overall rating

Table 80 shows a correlational analysis between principals' Laissez-faire Leadership style and students' conformity to school rules.

Table 80: Relationship Between Principals' Use of Laissez-faire Leadership Style and Students' Conformity to School Rules

		Laissez-Faire Leadership Style
Conformity to school rules	Pearson Correlation	.310*
	Sig. (2-tailed)	.000
	n	364

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

The findings of the study as shown in Table 80, revealed a statistically significant positive relationship between principals' laissez-faire leadership style and students' Conformity to school rules, ($r=0.310$; $p<0.05$). This means that when principals apply laissez-fair leadership style in certain instances students are likely to conform to school rules. This study therefore establishes that laissez-faire leadership style positively related to students' conformity to school rules.

Hypothesis was tested to establish the degree and strength of relationship between laissez-faire leadership style and students conformity to school rules; H_0 : There is no statistically significant relationship between principals' use of laissez-faire leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The findings in Table 80 reveal that the p value is 0.000, which is less than the Alpha value of 0.05. The null hypothesis was rejected and conclusions made that there is a statistically significant relationship between principals leadership styles and students' conformity to school rules.

4.15 Results of Data Analysis for Objective Four

The fourth objective of the study was to assess the relationship between principals' application of transactional leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. The objective was analyzed using percentages, t-tests, and correlation.

4.15.1 Principals' use of Transactional Leadership Style (According to Teachers)

The following analysis was computed according to teachers' responses regarding principals' application of transactional leadership style:

Table 81: Principals' use of Transactional Leadership Style

Statement	n	SD	D	N	A	SA
		%	%	%	%	%
The principal calls attention to what students can get for they have accomplished	282	8.2	16.3	35.1	22.3	18.1
The principal provides rewards or recognition when students reach their goals	282	7.8	13.5	13.1	30.5	35.1
The principal tells students what to do if they want to be rewarded	282	11.0	14.2	16.3	32.6	25.9

The findings in Table 81 indicate that 40.4% of the respondents revealed that principals bring to attention what students can get for tasks they have accomplished. This means that students' behavior is motivated by rewards for good behaviour and punishment for noncompliance to expected set standards. This view was affirmed by 65.6% of the respondents who stated that principals provided rewards or recognition when students reached their goals.

The study indicates that principals are using this style to manage students' behaviour. Gill (2016) that the leaders who used this style strictly controlled workers through the application of rules and regulations. This study therefore has shown that principals in public secondary schools in Nakuru County use transactional leadership style to control students' conformity to school rules.

4.15.2 Principals' use of Transactional Leadership style According to Principals:

Table 82 shows the results of the analysis on principals' use of transactional leadership style according to principals.

Table 82: Principals' use of Transactional Leadership Style (According to Principals)

Statement	n	SD	D	N	A	SA
		%	%	%	%	%
The principal calls attention to what students can get for they have accomplished	82	4.9	17.1	36.6	20.7	20.7
The principal provides rewards or recognition when students reach their goals	82	6.1	13.4	12.2	31.7	36.6
The principal tells students what to do if they want to be rewarded	82	7.3	15.9	11.0	36.6	29.3

The findings in Table 82 shows that 68.3% of the respondents stated that principals provides rewards or recognition when students reach their goals. This implies that more than half the respondents indicated that principals used transactional leadership style to control students' behavior. The results also showed that 65.9% of the respondents stated that principals tell students what to do if they wanted to be rewarded.

This means that the principals came up with set standards and expected behavior, which is a principal of transactional leadership style. The teachers and principals therefore have agreed that most principals use transactional leadership style to control students' behaviour. In conclusion, this study established that principals used transactional leadership style to ensure students conform to the school rules in public secondary schools in Nakuru County.

4.15.3 Difference in Perceptions of Principals use of Transactional Leadership Style Between Teachers and Principals

An independent sample t-test was conducted to determine whether the difference between teachers and principal concerning transactional leadership style was significant at 0.05 Alpha Level. The following are the findings of the analysis.

Table 83: T-test on Transactional Leadership Style by Respondent Category

Respondent Category	n	Mean	Std. Dev	Df	t-value	p-value
Teachers	282	3.4858	0.90733	362	-0.984	0.326
Principals	82	3.5976	0.89923			

The findings in Table 83 shows that the mean difference in principals' use of transactional leadership style between teachers and principals was not significantly different at 0.05, $t(362) = -0.984, p > 0.05$). This implies that transactional leadership style was perceived in a similar manner between teachers and principals.

4.15.4 Correlation Analyses

In testing the nature of relationship between transactional leadership style and students' conformity to rules, Pearson correlation test was computed. The following are the finding of the analysis. Table 84 shows a correlational analysis between principals' application of transactional leadership style and students' conformity to rules related to learning.

Table 84: Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Learning (According to Teachers)

	Transactional Leadership Style	
	Pearson Correlation	.379*
Rules Related To Learning	Sig. (2-tailed)	.000
	n	282

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

The findings in Table 84 show that there is a significant positive relationship between transactional leadership used by principals and students conformity to rules related to learning ($r=0.379; p<0.05$). This means that transactional leadership style positively influences students' conformity to rules relate to learning.

4.15.5 Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Learning

Table 85 shows a correlational analysis between principals' use of transactional leadership style and students' conformity to rules related to learning.

Table 85: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Learning (According to Principals)

		Transactional Leadership Style
	Pearson Correlation	.431*
Rules Related To Learning	Sig. (2-tailed)	.000
	n	82

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

The findings in Table 85 reveals a statistically significant positive relationship between principals’ use of transactional leadership style and students’ conformity to rules related to learning ($r=0.431$; $p<0.05$). This means that when principals use transactional leadership style students conform to school rules related to learning.

4.14.6 Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Learning According to Teachers and Principals Overall Rating

Table 86 indicates a correlational analysis between principals’ use of transactional leadership style and students’ conformity to rules related to learning overall rating.

Table 86: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Learning (Overall)

		Transactional Leadership Style
	Pearson Correlation	.393*
Rules Related To Learning	Sig. (2-tailed)	.000
	n	364

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

Table 86 gives the overall rating of both the principals and the teachers showing a statistically significant relationship between principals’ use of transactional leadership style and students conformity to rules related to learning ($r=0.393$; $p<0.05$). This means that principal use both rewards and punishment to enforce students’ conformity to rules related to learning. However, principals need to know the forms of punishment like withdraw of privileges, which do not interfere with the rights of children.

4.15.7 Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to General School Rules

Table 87 shows a correlational analysis between principals' use of transactional leadership style and students' conformity to general school rules.

Table 87: Principals' use of Transactional Leadership Style and Students' Conformity to General School Rules (According to Teachers)

		General School Rules
	Pearson Correlation	.315*
Transactional Leadership Style	Sig. (2-tailed)	.000
	n	282

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

The results of the analyzed data in table 86 shows a significant positive relationship between principals' use transactional leadership style and students conformity to school rules ($r= 0.315$; $p<0.05$). This means that principals' use transactional leadership style to control the students' behavior in public secondary schools.

4.15.8 Relationship Between Principals' use of Transactional leadership style and Students' Conformity to General School Rules According to Principals

Table 88 shows a correlational analysis between principals' use of transactional leadership style and students' conformity to general school rules according to principals.

Table 88: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to General School Rules (According to Principals)

		General School Rules
	Pearson Correlation	.412**
Transactional Leadership Style	Sig. (2-tailed)	.000
	n	82

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

The analyzed results in Table 88 show statistically significant positive relationship between principals’ use of transactional leadership style and students’ conformity to general school rules ($r=0.412$; $p < 0.05$). This means that principals use rewards or punishment to control students behavior in public secondary schools in Nakuru County Kenya. Casimir, Waldmine, Bartman and Yang (2006) found that transactional leadership style did not predict performance. However, the findings of this study reveal that transactional leadership style predicts students’ behavior.

4.15.9 Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to General School Rules by Principals and Teachers Overall Rating

Table 89 shows a correlational analysis between principals’ application of transactional leadership style and students’ conformity to general school rules overall rating.

Table 89: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to General School Rules (overall)

		General School Rules
	Pearson Correlation	.339*
Transactional Leadership Style	Sig. (2-tailed)	.000
	n	364

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

The findings in Table 89 indicate a statistically significant positive relationship between principals’ use of transactional leadership style and students’ conformity to

general school rules($r=0.339$; $p<0.05$).This means that transactional leadership style when used by principals promotes students' conformity to general school rules.

4.15.10 Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Co-curricular Activities

Table 90 shows a correlational analysis between principals' use of transactional leadership style and students' conformity to rules related to co-curricular activities according to teachers.

Table 90: Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Co-Curricular Activities (According to Teachers)

		Rules Related To Co-Curricular Activities
Transactional Leadership Style	Pearson	
	Correlation	.302*
	Sig. (2-tailed)	.000
	n	282

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

The findings in Table 90 reveal a positive significant relationship between principals' use of transactional leadership style and students conformity to rules related to co-curricular activities($r=0.302$; $p<0.05$). This implies that principals use rewards or punishment to control students' behavior.

4.15.11 Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Co-curricular Activities According to Principals

Table 91 show a correlational analysis between principals' use of leadership styles and students' conformity to co-curricular activities according to principals.

Table 91: Relationship Between Principals' use of Transactional Leadership Style and Students' C onformity to Rules Related to Co- Curricular Activities (According to Principals)

		Rules Related To Co- Curricular Activities
Transactional Leadership Style	Pearson Correlation	.394*
	Sig. (2-tailed)	.000
	n	82

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

The findings in Table 91 show that there is a statistically significant positive relationship between principals' use of transactional leadership style and students conformity to rules related to co-curricular activities ($r=0.394$; $p< 0.05$). This indicates that when principals use transactional leadership style students conform to school rules related to co-curricular activities.

4.15.12 Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Co-curricular Activities According to Principals and Teachers' Overall Rating

Table 92 shows a correlational analysis between principals' use of transactional leadership and students conformity to rules related to co-curricular activities overall rating of principals and teachers.

Table 92: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Co- Curricular Activities (Overall rating)

		Rules Related To Co-Curricular Activities
Transactional Leadership Style	Pearson	
	Correlation	.326*
	Sig. (2-tailed)	.000
	n	364

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

The findings in table 92 shows a statistically significant positive relationship between principals’ use of transactional leadership style and students conformity to rules related to co-curricular activities. This means that both the principals and the teachers indicated that principals used rewards or punishment to motivate students’ behavior.

4.15.13 Relationship Between Principals’ use of Transactional leadership style and Students’ Conformity to Rules Related to Students Welfare According to Teachers

Table 92 shows a correlational analysis between principals’ use of transactional leadership style and student’ conformity to issues related to students welfare.

Table 93: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Their Welfare (According to Teachers)

		Rules Related To Students’ Welfare
Transactional Leadership Style	Pearson	
	Correlation	.291*
	Sig. (2-tailed)	.000
	n	282

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

Rules related to students' welfare include provision of meals, safety and security, use of school facilities like the school bus. Table 93 shows a statistically significant positive relationship between principals' use of transactional leadership style and students conformity to rules related to their welfare ($r=0.291$; $p<0.05$). This implies that principals use rewards and punishment to deal with student welfare issues to ensure conformity to school rules.

Kupchick (2010) observes that in most schools across USA conformity to safety rules had been violated by students. The authorities therefore established zero tolerance policies, which required punishment for any violation of any rules regardless of any severity of the violations. This suggests that transactional leadership style used by principals enhances students' conformity to school rule.

4.15.14 Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Students' Welfare

Table 94 shows a correlational analysis between principals' use of transactional leadership style and students conformity to rules related to students' welfare according to principals.

Table 94: Relationship Between Principals' use of Transactional Leadership Style and Students' Conformity to Rules Related to Students' Welfare According to Principals

		Rules Related To Students' Welfare
Transactional Leadership Style	Pearson Correlation	.339*
	Sig. (2-tailed)	.002
	n	82

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

The analyzed results in Table 94 revealed a statistically significant positive relationship between principals' use of transactional leadership style and students' conformity to rules related to students' welfare ($r=0.339$; $p<0.05$). This shows that the principals indicated that they used rewards and punishment to control students' behavior. Nassbaum (2010) observes that students need to be allowed to make their own choices through a democratic process. This implies that situations where principals use this style

especially use of punishment, students may not conform to school rules. However, students are more likely to conform to school rules when principals use rewards.

4.15.15 Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare Overall Rating by Principals and Teachers

Table 95 shows a correlational analysis between the principals’ use of transactional leadership style and students’ conformity to rules related to students’ welfare according to teachers and principals.

Table 95: Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to Rules Related to Students’ Welfare

		Rules Related To Students’ Welfare
	Pearson Correlation	.304*
Transactional Leadership Style	Sig. (2-tailed)	.000
	n	364

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

The analyzed data in Table 95 revealed a statistically significant positive relationship between principals’ use of transactional leadership style and students’ conformity to rules related to students’ welfare $r=0.304$; $p<0.05$). This means that transactional leadership style promotes students conformity to rules related to their welfare. This study has therefore indicated that principals in Nakuru County use transactional leadership style to enhance students’ conformity to school rules.

4.15.16 Relationship Between Principals’ use of Transactional Leadership Style and Students’ Conformity to School Rules Overall Rating by Principals and Teachers

Table 96 shows a correlational analysis between principals’ use of transactional leadership style and students’ conformity to school rules.

Table 96: Relationship between Principals’ use of Transactional Leadership Style and Students’ Conformity to School Rules

		Transactional Leadership Style
Conformity to school rules	Pearson Correlation	.410*
	Sig. (2-tailed)	.000
	n	364

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

The analyzed data as shown in Table 96 revealed a statistically significant relationship between principals’ use of transactional leadership style and students conformity to rules in public secondary schools in Nakuru County ($r=0.410$; $P<0.05$). This implies that when principals use transactional leadership students highly conform to school rules. In conclusion, the study has found that when principals use transactional leadership style students’ conformity to school rules is enhanced.

Hypothesis was tested to establish the strength of the relationship between principals’ use of transactional leadership style and students’ conformity to school rules; **H₀₄**: There is no statistically significant relationship between principals’ use of transactional leadership style and students’ conformity to rules in public secondary schools in Nakuru County Kenya. Since the p value in Table 96 is less than 0.05 the null hypothesis was rejected and conclusion made that there is a statistically significant positive relationship between principals’ transactional leadership style and students’ conformity to rules in public secondary schools in Nakuru County Kenya.

4.16 Mean Difference in Students’ Conformity to Rules Amongst Teachers, Principals and Students

Table 97 shows a regression analysis to establish the difference in means between principals’ responses and teachers’ responses:

Table 97: ANOVA on Students’ Conformity to Rules

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17.573	2	8.787	24.228	.000
Within Groups	262.926	725	.363		
Total	280.499	727			

The findings in Table 97 shows that the mean difference in students' conformity to school rules among the students, teachers and principals was significant at 0.05 alpha level, $F(2.725) = 24.228$; $p < 0.05$. This difference necessitated post hoc test in order to determine the groups that were significant.

4.16.1 Post Hoc Test

Table 98 shows the categories of groups that were significantly different on the depended variable:

Table 98: Multiple Comparisons

(I) Respondent Category	(J) Respondent Category	Mean Difference (I-J)	Std. Error	Sig.
Teachers	Students	-.33169*	.04777	.000
	Principals	-.15147	.07556	.112
Students	Teachers	.33169*	.04777	.000
	Principals	.18022*	.07361	.039
Principals	Teachers	.15147	.07556	.112
	Students	-.18022*	.07361	.039

*. The mean difference is significant at the 0.05 level.

The study findings as shown in Table 98 indicated that teachers and students category had a significant mean difference regarding students' conformity to school rules ($p < 0.05$; $t = -0.33169$). Similarly that was difference in the mean between principals and students ($p < 0.05$; $t = 0.18022$). There was no difference in views of principals and teachers concerning students' conformity to school rules.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

This chapter describes summary of key findings, conclusions, and recommendations of the study for research and policy in line with the objectives of the study.

5.1 Summary of the Key Findings

The study was guided by four main objectives: To establish the relationship between principals' use of autocratic leadership style and students' conformity to rules in public secondary schools in Nakuru County Kenya. To establish the relationship between principals' use of laissez –faire leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. To establish the relationship between principals' use of democratic leadership style and students' conformity to rules in public secondary schools in Nakuru County, Kenya. To establish the relationship between principals' use of transactional leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

5.2 Summary of the Major Findings of the Study

This section gives summary of the major findings of the study in four main objectives: To establish the relationship between principals' use of autocratic, democratic, laissez-faire, and transactional leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

5.2.1 Principals' use of Autocratic leadership Style and Students' Conformity to School Rules

The first objective was to the relationship between Principals' use autocratic leadership style and students' conformity to school rules in public secondary schools in Nakuru County, Kenya. The findings revealed that 40.4% of the teacher respondents observed that students need to be closely supervised in order to conform to the school rules. This view was affirmed by 64.9% of the respondents who observed that effective principals give orders and clarify procedures in their institutions. The principals who participated in this study corroborates this view where 41.4% observed that students need to be closely supervised in order to conform to the school rules. This is consistent with 60.74% of the principal respondents who stated that effective principals give orders and

clarify procedures in their institutions. This therefore implies that principals in Public secondary schools in Nakuru County to manage students' behavior applied autocratic leadership style.

The study findings revealed that principals should not stay out of the way from students' affairs, as students did their work as stated by 34.7% of the teacher respondents and 32.9% of the principal respondents. The study results also established that students on their part needed little input from principals as indicated by 69.2% of the teacher respondents and 75.4% of principal respondents. This means that principals preferred to use autocratic leadership style on one hand and students wanted less guidance. This can be a cause for conflict between principals management style and students behavior.

The outcome of the study showed a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to rules related to learning as indicated by the results of the Pearson test ($r=0.402;p<0.05$). This implies that when principals used autocratic leadership style in public secondary schools in Nakuru County, students are more likely to conform to the school rules related to learning. This means that the style can be used to enforce learning rules, as the principal is the most knowledgeable in the institution than the students in matters related to learning policies.

This study corroborate Huka (2003) and Muli (2005) who state that autocratic leadership style is appropriate when the leader has all the data and the followers are well motivated. This style can save on time to complete tasks. In a school setting, always a formal structure needs to be followed without necessarily involving the learners in discussions on what needs to be done.

The study findings revealed a statistically significant positive relationship between principals' use of autocratic leadership style and students' conformity to general school rules as indicated by the Pearson's test results ($r=0.263;p< 0.05$). The general school rules include; not bullying other students, not having illicit relationships, truancy, not carrying offensive weapons and mobile phones to school, doing assigned duties among others. This study contradicts Kitavi (2014) who observed that autocratic leadership creates fear, bullies and demeans followers. This therefore implies that autocratic

leadership style cannot be applied in all areas of student management as it can trigger students' non-conformity to school rules.

The results of this study show that students are not adequately involved in decision-making processes related to co-curricular activities. This was affirmed by the Pearson's test ($r=0.173$): $p < 0.05$). This means that principals in public secondary schools in Nakuru County in most cases used to control students' affairs in co-curricular activities. The study contradicts Weber (2008) who observes that involving students in decision-making in co-curricular activities fosters interpersonal skills which then minimizes students' non-conformity to school rules.

This study therefore agrees with the findings of Sikkla and Agnihotri (2013) who established that most principals did not students necessary support to participate in co-curricular activities. This means that this could be a likely area of students' non-conformity to school rules if not involved adequately to participate in co-curricular activities. The study, however, revealed that principals in public secondary schools in Nakuru County used autocratic leadership style rarely to control students welfare matters, This is affirmed by the results of the Pearson test showing a significant positive relationship ($r=0.148$ P: <0.05) which implies that principals in public secondary schools used autocratic leadership style to enhance students conformity to rules related to their welfare.

5.3 Principals' use of Democratic Leadership Style and Students' Conformity to School Rules

The results of the study indicate that 68.1% of the teacher respondents agreed that most students were generally lazy and therefore needed guidance without pressure from the principals. This view was affirmed by 69.6% of the teacher respondents who reported that students want frequent and supportive communication from their principals. This means that when students are involved in decision-making with guidance from the management could lead to students' conformity to school rules. The study findings agree with Ratego (2015) who established that schools whose principals were democratic would produce high team spirit fosters togetherness and enhance conformity to organizational ethos by team members.

The results of this study indicate that principals should help students accept responsibility for their behavior as observed by 74.5% of the respondents. This means that students should be permitted to make a great contribution to decision-making to ensure they are accountable for their actions. This is in line with Mac Gregory theory Y that assumes that human beings are self-directed and therefore should be less directed. This concurs with Karori (2013) who also observes that democratic leadership style encourages creativity, high job satisfaction and high productivity. The results revealed that democratic leadership style when used by principals in schools has a significant influence on students conformity to rules related to learning as indicated by the Pearson test result where ($r=0.563;p<0.05$). This suggests that when a principal uses democratic leadership style students are likely to conform to school rules.

This study concurs with Cole (2002), Nyagaka (2011), Mbogoria (2012) and Larfala (2010) who found that democratic leadership style significantly influences students conformity to rules related to learning. When students feel valued regarding rules to learning, they will exercise self-direction and will be motivated to achieve school goals. Muhammad et al. (2015) and Dubrin (2016) opine that a principal who uses democratic leadership style invites contribution from all the stakeholders before making any major decisions. This means therefore that followers will respond with cooperation, display team spirit, and thus high conformity to school rule.

The analyzed data show a significant positive relationship between principals' use of democratic leadership style and students' conformity to general school rules, ($r= 0.358$: $p<0.05$). This study has established that most principals have complied with the requirement of the Republic of Kenya (2013) which empowers principals to make school rules in consultation with all stakeholders for the management of students' behavior. The result also indicate a significant positive relationship between democratic leadership style used by principals and students conformity to rules related to co-curricular activities($r=0.103$: $p<0.05$).

This study therefore found that most principals involved students in decision-making process in the area of co-curricular activities. The study findings however indicated that the extent of involvement is lower compared to areas like learning rules, general school rules and rules related to the students' welfare. Sikkah and Agnihotri (2013) affirm this

to support the view that principals' participatory involvement of learners could influence students conformity to rules related to co-curricular activities.

The study established statistically positive relationship between principals' use of democratic leadership style and students conformity to rules related to their welfare ($r=0.131$; $p < 0.05$). The study revealed that principals used democratic leadership style to influence students conformity to issues related to their welfare. Studies that have been done show that where students were not adequately involved in decision-making concerning their welfare, they tend to rebel against the school authorities. Kuria, Mbugua, and Sang (2011). This implies that students' participation in matters related to their welfare is paramount in ensuring high conformity by students to the school rules. This is in agreement with Nyakundi (2014) who observes that good students' compliance requires clear rules, policies, and processes that have been agreed upon by the administration and key stakeholders. This implies therefore that when principals use democratic leadership style, students are likely to conform to the school rules. In conclusion, the study established a statistically significant positive relationship between principals' democratic leadership style and students' conformity to school rules.

5.4 Principals' use of Laissez-faire Leadership Style and Students' Conformity to School Rules

The study revealed that 54.6% of the teacher respondents observed that the majority of the principals do not use laissez-faire leadership style. This study is in agreement with Mbiti (2009) who found that laissez-faire style is not appropriate in a school setting where a lot of coordination, supervision, and care of students is required. However, 40.4% of the respondents revealed that at times principals give students complete freedom to solve problems on their own. This study therefore does not support laissez-faire leadership style largely. The study also found that 51.4% of the principal respondents opined that students should be given complete freedom to solve problems on their own. This implies that students may be permitted to solve problems that are not complex in nature.

This study indicated that there is a statistically significant positive relationship between principals' use of Laissez-faire leadership style and students conformity to rules related to learning, ($r=0.494$; $p < 0.05$). The studies that have been done indicated that laissez-

laissez-faire leadership style negatively influenced students' academic performance (Azar & Asiabar 2015). Mbiti (2009) also noted that laissez-faire leadership was associated with the highest level of truancy.

Mbiti (Ibid) further noted that it is not appropriate to be used in a school setting where coordination, supervision, and care of students is required. This means that the style cannot be used in all instances. Swayyne (2011) observes that the style is only effective when leading a team of highly inspired and skilled people. This indicates that students are not highly inspired nor skilled people in matters of school policy thus, they require guidance.

The outcomes of the principals and teachers responses indicate that principals use of laissez-faire positively relates to students' conformity to rules related to learning, $r = 0.520$; $p < 0.05$. The style though has a positive influence on students' conformity to learning; caution must be given where students are not knowledgeable on matters policy. Waiganjo (2015) notes that laissez-faire leadership style is relationship oriented; if students are treated humanely, they are likely to conform to school rules.

This means that principals at times should give students the freedom to choose their behavior patterns. The results indicate that there is a significant positive correlation between principals' laissez-faire leadership style and students' conformity to general school rules. ($r=0.216$; $p < 0.05$). This means that laissez-faire leadership style is used by principals in secondary schools to influence learners' behavior to a limited extent.

The general school rules include bullying and fighting, drug and substance abuse, wearing of school uniforms, carrying of offensive weapons and mobile phones to school, illicit relationships, sneaking out of school, doing assigned duties, among others. Similarly there results of the study revealed a statistically significant positive relationship between principals' use of laissez-faire leadership style and students' conformity to rules related the co-curricular activities. ($r=0.180$; <0.05) This means that some principals at times applied laissez-faire leadership style to a limited extent to influence students behaviours in co-curricular activities.

The findings also revealed statistically positive relationship between principals' use of laissez-faire leadership style and students' conformity to rules related to their welfare. ($r=0.112$; $p > 0.05$). The respondents stated that laissez-faire leadership style was used

in public secondary schools in Kenya. The study revealed that when students were given the freedom to make certain decisions regarding their welfare there is high students' conformity to school rules.

The study by Kanori (2014) established relational issues between students and the principals where students were not given freedom to make choices on the use of school welfare facilities in Endarasha, Itierio and Kisii high school in 2017. This caused school unrest in the schools. This means that at times the principals need to give students the freedom to decide on the use of school welfare facilities to avoid students' non-conformity to school rules. In conclusion, the outcome of this study indicate that principals' Laissez –faire leadership style has a significant positive relationship with students' conformity with school rules.

5.5 Principals' use of Transactional Leadership Style and Students' Conformity to School Rules

The study revealed that 40.4% of the teacher respondents observed that principals brought into attention to what students can get for tasks they had accomplished. This implies that students' behavior is motivated by rewards or punishment for conformity or non-conformity to the expected standards. This view was affirmed by 65.6% of the respondents who stated that principals provided rewards or recognition when students reached their goals. This study has therefore established that transactional leadership style is applied by principals in public secondary schools in Kenya to enhance students' conformity to rules.

The findings also revealed a statistically significant positive relationship between principals' use of transactional leadership style and students conformity to rules related to learning ($r=0.379$: $p<0.05$). This means that when principals used rewards to reinforce good behavior and punishment for non-compliance then students conform highly to school rules. Similarly, the study established a statistically significant positive relationship between principals' transactional leadership style and students' conformity to general school rules ($r=0.412$: $p< 0.05$).

The general school rules include bullying and fighting, carrying of weapons and phones to school, illicit relationships, sneaking out of the school compound, drug and substance abuse, doing assigned duties among others. When principals use rewards to reinforce

good behavior and punishment to deter bad behavior then results indicate high conformity level by students to school rules. However this study contradicts Bartman & Yang (2006) who found that transactional leadership style did not predict performance. This study found that transactional leadership style predicts students' behavior.

The outcome of the study revealed a positive relationship between principals transactional leadership style and students conformity to rules related to learning, as shown by the Pearson test ($r=0.393$; $p < 0.05$) overall rating of both principals and teachers respondents. This suggests that principals use both rewards and punishment to enforce students conformity to rules related to learning. Similarly the study established a positive relationship between principals' transactional leadership style and students conformity to rules related to co-curricular activities ($r=0.302$; $p < 0.05$). This therefore means that principals use rewards or punishment to ensure students conform to rules related to co-curricular activities.

The analyzed data revealed a positive relationship between principals' use of transactional leadership style and students conformity to rules related to their welfare ($r=0.291$; $p < 0.05$). This means that principals use rewards or punishment to deal with students' welfare issues to ensure students conform to school rules. This is in agreement with Kupchick (2010) who observes that in most schools across USA there was violation of safety rules by students.

The authorities therefore established zero tolerance policies, which required punishment for any violation of any rules. This implies that possible causes of non-conformity may result in the course of meting out punishment for violation of welfare rules. In conclusion, the findings of the study revealed that there is a statistically significant positive relationship between principals' transactional leadership style and students' conformity to school rules.

5.6 Conclusions of the Study

The findings of the analyzed data have indicated that there exists a statistically significant positive relationship between principals' use of leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya.

The study revealed that Autocratic leadership style can be used to enhance rules related to learning, $r=0.419$; $p<0.05$ as the principal is more knowledgeable than the students to enforce learning policies in line with the legal provisions in education.

The study established that democratic leadership style also enhances students' conformity to rules related to learning where $r=0.678$; $p<0.05$. This implies that when students feel valued in decision-making, they will respond with cooperation, team spirit and high morale. Thus leading to high conformity by students to rules related to learning. The findings of the study also revealed that principals' use of laissez-faire leadership style enhances students' conformity to school rules related to their welfare. This means that at times students want complete freedom to solve issues on their own.

The study also established principals' use of transactional leadership style was paramount in motivating students' behavior through incentives for conformity and punishment for non-conformity to school rules $r=0.410$; $p<0.05$. This implies that transactional leadership style greatly enhances students' conformity to school rules. The principal therefore needs to come up with clear structures, use various leadership styles depending on the level of learners' understanding, and consult team members, give learners freedom to make their choices in matters related to their welfare, among other strategies to enhance students' conformity to school rules.

Finally, there is no one leadership style that can be used exclusively to enhance students' conformity to rules. These leadership styles can be blended in daily management activities in school to enhance students' conformity to school rules related to learning, co-curricular activities, general school rules and rules related to students' welfare.

5.7 Recommendation for Policy

Based on the results of the study the researcher recommends the following to the MOEST:-

- i. A policy on retraining or in servicing of principals and deputy principals in the current leadership styles to handle the ever changing trends in the managements of students' behaviour.
- ii. The present policy to be enhanced on the strengthening of guidance and counselling department in schools to deal with some of the underlying issues that may lead to students' non-conformity to school rules like drug and substance abuse, illicit relationships, absenteeism, psychological problems of students among others to enhance students' conformity to school rules. The school for that matter should employ a trained counsellor.
- iii. The study also recommends a policy on students' sconformity to rules in public secondary schools in Kenya.

5.8 Recommendations of the study

Based on the findings and conclusions made about the study, the following are some of the recommendations:

- i. The study recommends that principals should adopt transactional leadership style in managing students by providing rewards and recognition to those students who conform to school rules. The principals should be willing to use suspension and even repeated suspension where necessary as a tool for dealing with students demonstrating chronic behavior problems that disrupt the school climate.
- ii. The study also recommends that principals adopt democratic leadership style to enhance students' conformity to school rules. The principals should develop a process of handling students' non-conformity issues in calm, consistent and supportive manner in accordance with the Ministry of Education Science and Technology guidelines and school policy.
- iii. The study recommends that the principals need to enhance communication with students through dialogue or suggestion box to enable the administration deal better with students' issues before they can escalate to students non-conformity to school rule.

- iv. The principals should involve all the stakeholders for instance the teachers and students in developing the rules and policies that affect them. This is part of the proactive measures that can be undertaken to minimize the number of problems and outbursts. Proactive strategies are more valuable than reactive strategies to create a climate that is more conducive to learning.

5.8 Recommendation for Further Research

The researcher recommends further research in the following areas:

- i. A replica of the study to be carried in other counties in Kenya to compare the findings.
- ii. An assessment of the other factors that may lead students' non- conformity to school rules in public secondary in Nakuru County, Kenya.
- iii. A similar study to be done to establish the relationship between principals' use of transformational leadership style and students' conformity to rules in public secondary schools in Nakuru, County.

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APPENDICES

APPENDIX 1: Letter of Introduction

DORCAS K. OKINDO
P.O BOX 15539-20100,
NAKURU, KENYA.

THE PRINCIPAL,
..... HIGH SCHOOL,
P.O BOX, _____,
NAKURU, KENYA.

Dear Sir / Madam

RE: LETTER OF INTRODUCTION

My name is Dorcas Kenya Okindo, a PhD student at Kabarak University. I am currently undertaking a study on the “*Relationship between Principals’ use of selected leadership styles and students’ conformity to rules in public secondary schools in Nakuru County, Kenya*”. I kindly request you to allow me collect information from you, deputy principal, teachers and the students in your school to enable me to complete the study. I assure you that the information collected will be treated with utmost privacy and confidentiality and will be used for academic purpose only.

Thank you for your cooperation

Yours faithfully

Okindo Dorcas Kenya.

APPENDIX II: Interview Schedule for Deputy Principals

The following questions guided the interviewer in getting information from Deputy Principals on the conformity levels of students to school rules.

1.0 PRELIMINARIES

1.1 Introduction

Name of the interviewer

Purpose of the visit

Assuring the interviewee of confidentiality of the information to be given.

1.2 Details of the interviewee

Details of the interviewee:

Name of the interviewee

Experience as (a) Teacher (b) Deputy Principal

2.0 Information on conformity levels of students to rules related to learning

1 How can you rate students' punctuality to classes?

2 Do you students do all class assignments?

3 Are there cases of students' absenteeism and what are the main reasons for students not attending school?

4 Are there cases of students cheating in examination (internal and external exams)?

3.0 Information on conformity levels of students to general school rules.

1. Are there incidences of bullying in this school?

2. Do you have cases of alcohol and drug abuse among students in this school?

3. Are there cases of students carrying offensive weapons to school?

4. Are there cases of students engaging in illicit relationships?

3.0 Information on students' conformity levels to rules related to co-curricular

1 Do students participate in at least co curricula activity?

2 When students are taken out on trips have you received cases where some do not return with the rest?

4.0 Information on students' conformity level to rules related to their welfare

1. Do students accept the menu provided by the school?

2. Do students conform to school policy of not bring meals from outside?

3. Do students bring gadgets of entertainment to school against school policy?

4. Do students scramble for food and in the process others miss?

APPENDIX III: Principals' Questionnaire

INTRODUCTION

This questionnaire is designed to collect data from teachers that will help in a research project titled "Relationship between principals' use of selected leadership styles on students' conformity to rules in public secondary schools in Nakuru County, Kenya. You have been selected to take part in this study. **Please** be honest in giving your responses. The information you give will be treated with utmost confidentiality. So do not write your name or the name of your school anywhere in this Questionnaire.

SECTION A: BIO DATA

1. What is your gender? Male Female
2. Please indicate your highest academic qualification
Doctorate Masters Bachelors Diploma
3. How many years have you been a principal in this school (years)?
0-5 6-10 11-15 16-20 21 and above
4. How long have you been in the teaching profession? Years

SECTION B: PRINCIPALS' ASSESSMENT OF THEIR LEADERSHIP STYLE.

This section contains statements about principal's leadership style beliefs. Next to each statement circle the number that represents how strongly you feel about the statement by using the following scoring system

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

ASSESSMENT OF PRINCIPALS' LEADERSHIP STYLE

	Leadership style statement	5	4	3	2	1
1	Students need to be supervised closely to conform to school rules					
2	Students are involved in decision-making process during formulation of school rules					
3	The principal allows the students to work out problems on their own during complex situations					
4	It is fair to say that most students in the general population are lazy					
5	Providing guidance without pressure is the key to being a good leader.					
6	Leadership requires staying out of the way of students affairs as they do their work					
7	As a rule, students must be given rewards or punishment in order to motivate them to conform to school rules.					
8	Most student want frequent and supportive communication from their principal.					
9	As a rule the principal should allow students to appraise their behaviour.					
10	Most students feel insecure about their behaviour and need direction.					
11	Principals should help students accept responsibility for their behaviour in school.					
12	Principals should give students complete freedom to solve problems on their own					
13	The principal is the chief judge of the students' behaviour.					
14	It is the principals' job to help students' find their passion					
15	In most situations students prefer little input from the principal					

16	Effective principals give orders and clarify procedures					
17	Students are basically competent if given a task will do a good job.					
18	In general it is best to leave students alone to make their own decisions.					
19	The principal calls attention to what students can get for they have accomplished					
20	The principal provides rewards or recognition when students reach their goals					
21	The principal tells students what to do if they want to be rewarded					

SECTION C: PRINCIPALS' ASSESSMENT OF THE LEVELS OF STUDENTS' CONFORMITY TO SCHOOL RULES.

This section contains statements about conformity levels of students to school rules. Next to each statement please tick the number that represents how strongly you feel about the statement by using the following scoring system.

KEY

- | | |
|----------------------|---------|
| Very High Conformity | VHC (5) |
| High Conformity | HC (4) |
| Moderate Conformity | MC (3) |
| Low Conformity | LC (2) |
| Very Low Conformity | VLC (1) |

	RULES RELATED TO LEARNING	5	4	3	2	1
1	Students are punctual in attending classes					
2	Students do all assignments on time					
3	Students do not make noise in class					
4	Students do not steal school books					
5	Students do not steal from others					
6	Students respect teachers					
7	Students use official language while communicating in class					

8	Students do not cheat in examinations					
9	No absenteeism of students shall be allowed unless with permission					
10	In my school, Students do all examinations					
	GENERAL SCHOOL RULES					
11	Students always wear full school uniform					
12	Students do not abuse drug and alcohol at school					
13	Students do no bully other students					
14	Students do not Sneak out of school					
15	Students do not use mobile phones while in school					
16	Students do not have illicit relationships					
17	Students have not joined outlawed gangs					
18	Students have not joined cults					
19	student do not receive visitors during school hours					
20	All students perform assigned duties at stipulated time					
21	Student do not fight in school					
22	Students do not go to restricted areas					
23	Students respond to bells promptly					

	RULES RELATED TO CO CURRICULAR ACTIVITIES					
24	Students participate in at least one co-curricular activity.					
25	Students do not misbehave when on field trips					
26	Students use School kits after being granted official permission					
27	Students do not abuse drugs when on official events					
28	Students do not abuse and alcohol when on official events					
29	Students use official language while out on school functions					
30	All students always report back to school after school functions on time.					
31	All students wear school uniform when out for official functions					
32	All students obey rules for each game					
	RULES RELATED TO STUDENTS' WELFARE					
32	Students do not bring meals to school					
33	Students conform to rules related to meals provided in the school menu					
34	Gadgets of entertainment are not brought by students to school					
35	Students view Television programmes during stipulated time					
36	Students at all times carry their student's ID cards					
37	No student is allowed to have un authorized medicine in school					
38	All students maintain personal cleanliness.					
39	Students do not deny others school meals.					

Thank You

God bless you

END!

APPENDIX IV: Teachers' Questionnaire

INTRODUCTION

This questionnaire is designed to collect data from teachers that will help in a research project titled "Relationship between principals' use of selected leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya. You have been selected to take part in this study. **Please** be honest in giving your responses. The information you give will be treated with utmost confidentiality. So do not write your name or the name of your school anywhere in this Questionnaire.

SECTION A: BIO DATA

5. What is your gender? Male Female
6. Please indicate your highest academic qualification
Doctorate Masters Bachelors Diploma
7. How long have you been in this school (years)?
0-5 6-10 11-15 16-20 21 and above
8. How long have you been in the teaching profession? Years

SECTION B: TEACHERS' ASSESSMENT OF THE LEADERSHIP STYLE USED BY THE PRINCIPAL.

This section contains statements about principal's leadership style beliefs. Next to each statement tick the number that represents how strongly you feel about the statement by using the following scoring system

Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

TEACHERS' ASSESSMENT OF PRINCIPALS' LEADERSHIP STYLE

	Leadership style statement	5	4	3	2	1
1	Students need to be supervised closely to conform to school rules					
2	Students are involved in decision-making process during formulation of school rules					
3	The principal allows the students to work out problems on their own during complex situations					
4	It is fair to say that most students in the general population are lazy					
5	Providing guidance without pressure is the key to being a good leader.					
6	Leadership requires staying out of the way of students affairs as they do their work					
7	As a rule, students must be given rewards or punishment in order to motivate them to conform to school rules.					
8	Most student want frequent and supportive communication from their principal.					
9	As a rule the principal should allow students to appraise their behaviour.					
10	Most students feel insecure about their behaviour and need direction.					
11	Principals should help students accept responsibility for their behaviour in school.					
12	Principals should give students complete freedom to solve problems on their own					
13	The principal is the chief judge of the students' behaviour.					
14	It is the principals' job to help students' find their passion					
15	In most situations students prefer little input from the principal					

16	Effective principals give orders and clarify procedures					
17	Students are basically competent if given a task will do a good job.					
18	In general it is best to leave students alone to make their own decisions.					
19	The principal calls attention to what students can get for they have accomplished					
20	The principal provides rewards or recognition when students reach their goals					
21	The principal tells students what to do if they want to be rewarded					

SECTION C: TEACHERS' ASSESSMENT OF THE LEVELS OF STUDENTS' CONFORMITY TO SCHOOL RULES.

This section contains statements about conformity levels of students to school rules. Next to each statement please tick the number that represents how strongly you feel about the statement by using the following scoring system.

KEY

Very High Conformity	VHC (5)
High Conformity	HC (4)
Moderate Conformity	MC (3)
Low Conformity	LC (2)
Very Low Conformity	VLC (1)

	RULES RELATED TO LEARNING	5	4	3	2	1
1	Students are punctual in attending classes					
2	Students do all assignments on time					
3	Students do not make noise in class					
4	Students do not steal school books					
5	Students do not steal from others					
6	Students respect teachers					
7	Students use official language while communicating in class					

8	Students do not cheat in examinations					
9	No absenteeism of students shall be allowed unless with permission					
10	In my school, Students do all examinations					
	GENERAL SCHOOL RULES					
11	Students always wear full school uniform					
12	Students do not abuse drug and alcohol at school					
13	Students do no bully other students					
14	Students do not Sneak out of school					
15	Students do not use mobile phones while in school					
16	Students do not have illicit relationships					
17	Students have not joined outlawed gangs					
18	Students have not joined cults					
19	student do not receive visitors during school hours					
20	All students perform assigned duties at stipulated time					
21	Student do not fight in school					
22	Students do not go to restricted areas					
23	Students respond to bells promptly					

	RULES RELATED TO CO CURRICULAR ACTIVITIES					
24	Students participate in at least one co-curricular activity.					
25	Students do not misbehave when on field trips					
26	Students use School kits after being granted official permission					
27	Students do not abuse drugs when on official events					
28	Students do not abuse and alcohol when on official events					
29	Students use official language while out on school functions					
30	All students always report back to school after school functions on time.					
31	All students wear school uniform when out for official functions					
32	All students obey rules for each game					
	RULES RELATED TO STUDENTS' WELFARE					
32	Students do not bring meals to school					
33	Students conform to rules related to meals provided in the school menu					
34	Gadgets of entertainment are not brought by students to school					
35	Students view Television programmes during stipulated time					
36	Students at all times carry their student's ID cards					
37	No student is allowed to have un authorized medicine in school					
38	All students maintain personal cleanliness.					
39	Students do not deny others school meals.					

Thank You

God bless you

END!

APPENDIX V: Students' Questionnaire

INTRODUCTION

This questionnaire is designed to collect data from students' council that will help in research project titled "*Relationship between principals' Use of selected leadership styles and students' conformity to rules in public secondary schools in Nakuru County, Kenya*". You have been selected to take part in this study. Please be honest in giving your responses. The information you will give will be treated with utmost confidentiality. So do not write your name or the name of your school anywhere in this questionnaire.

SECTION A: BIO DATA

Please tick () the correct response

1 What is your gender

Male Female

2 Kindly indicate your age bracket

13-15 16-20 21 and above

3 Please indicate your class

F2 F3 F4

SECTION B: STUDENTS ASSESSMENT OF THEIR CONFORMITY LEVELS TO SCHOOL RULES.

This section contains statements about conformity levels of students to school rules. Next to each statement please tick the number that represents how strongly you feel about the statement by using the following scoring system.

KEY

Very High Conformity - VHC (5)

High Conformity - HC (4)

Moderate Conformity - MC (3)

Low Conformity - LC (2)

Very Low Conformity - VLC (1)

	RULES RELATED TO LEARNING	5	4	3	2	1
1	Students are punctual in attending classes					
2	Students do all assignments on time					
3	Students do not make noise in class					
4	Students do not steal school books					

5	Students do not steal from others					
6	Students respect teachers					
7	Students use official language while communicating in class					
8	Students do not cheat in examinations					
9	No absenteeism of students shall be allowed unless with permission					
10	In my school, Students do all examinations					
	GENERAL SCHOOL RULES					
11	Students always wear full school uniform					
12	Students do not abuse drug and alcohol at school					
13	Students do no bully other students					
14	Students do not Sneak out of school					
15	Students do not use mobile phones while in school					
16	Students do not have illicit relationships					
17	Students have not joined outlawed gangs					
18	Students have not joined cults					
19	student do not receive visitors during school hours					
20	All students perform assigned duties at stipulated time					
21	Student do not fight in school					
22	Students do not go to restricted areas					
23	Students respond to bells promptly					
	RULES RELATED TO CO CURRICULAR ACTIVITIES					
24	Students participate in at least one co-curricular activity.					
25	Students do not misbehave when on field trips					
26	Students use School kits after being granted official permission					
27	Students do not abuse drugs when on official events					
28	Students do not abuse and alcohol when on official events					

29	Students use official language while out on school functions					
30	All students always report back to school after school functions on time.					
31	All students wear school uniform when out for official functions					
32	All students obey rules for each game					
	RULES RELATED TO STUDENTS' WELFARE					
32	Students do not bring meals to school					
33	Students conform to rules related to meals provided in the school menu					
34	Gadgets of entertainment are not brought by students to school					
35	Students view Television programmes during stipulated time					
36	Students at all times carry their student's ID cards					
37	No student does not allowed to have un authorized medicine in school					
38	All students maintain personal cleanliness.					
39	Students do not deny others school meals.					

Thank You

God bless you

END!

**APPENDIX VI: Number of Schools, Teachers and Students in Public Secondary
Schools in Nakuru County as at November 2018.**

S/No	Sub-County	Schools	No of Teachers	No of Students	No of Deputy Principals
1	Njoro	43	325	8816	49
2	Nakuru East	18	480	11351	24
3	Nakuru West	9	240	5520	14
4	Naivasha	35	360	12876	42
5	Rongai	43	375	13539	49
6	Nakuru North	34	548	15357	41
7	Subukia	22	180	7143	25
8	Gilgil	35	302	13016	41
9	Kuresoi South	34	156	7193	35
10	Kuresoi North	32	150	9446	35
11	Molo	33	310	12117	36
TOTAL		338	3426	116374	393

Source: Nakuru County Education Office Ministry 2018.

APPENDIX VII: Assessing Principals' Leadership Style.

Statement	Score	Statement	Score	Statement	Score	Statement	Score
1		4		3		19	
2		5		7		20	
6		8		9		21	
10		11		12			
15		14		13			
16		18		17			
Total							
Autocratic		Democratic		Laissez-faire		Transactional	

Source: North house sagepup.com and Multifactor leadership questionnaire

APPENDIX VIII: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note-*N* is population size

S is sample size

Source: Krejcie and Morgan 1970.

APPENDIX IX: University Transmittal Letter

KABARAK



UNIVERSITY

Private Bag - 20157
KABARAK, KENYA
<http://kabarak.ac.ke/institute-postgraduate-studies/>

Tel: 0773 265 999
E-mail: directorpostgraduate@kabarak.ac.ke

BOARD OF POSTGRADUATE STUDIES

10th May, 2019

The Director General
National Commission for Science, Technology & Innovation (NACOSTI)
P.O. Box 30623 – 00100
NAIROBI

Dear Sir/Madam,

RE: OKINDO DORCAS KENYANYA- REG. NO. GDE/M/1093/09/11

The above named is a Doctor of Philosophy student at Kabarak University in the School of Education. She is carrying out research entitled "*Principals' Leadership Styles Influence on Students' Conformity to Rules: The Case of Public Secondary Schools in Nakuru County, Kenya*". She has defended her proposal and has been authorized to proceed with field research.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide her with a research permit to enable her to undertake her research.

Thank you.

Yours faithfully,

Dr. Betty Jeruto Tikoko
DIRECTOR, POSTGRADUATE STUDIES



Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)



APPENDIX X: Nacosti Research Permit

**THIS IS TO CERTIFY THAT:
MS. DORCAS KENYANYA OKINDO
of KABARAK UNIVERSITY, 15539-20100
Nakuru, has been permitted to conduct
research in Nakuru County**

**on the topic: *PRINCIPALS' LEADERSHIP
STYLES INFLUENCE ON STUDENTS
CONFORMITY TO RULES: THE CASE OF
PUBLIC SECONDARY SCHOOLS IN
NAKURU COUNTY, KENYA***

**for the period ending:
16th May,2020**


.....
**Applicant's
Signature**

**Permit No : NACOSTI/P/19/50894/30464
Date Of Issue : 16th May,2019
Fee Received :Ksh 2000**




.....
**Director General
National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

- License is valid for the proposed research, location and specified period.
- License and any rights thereunder are non-transferable.
- Licensee shall inform the County Governor before commencement of the research.
- Photography, filming and collection of specimens are subject to their necessary clearance from relevant Government Agencies.
- License does not give authority to transfer research materials.
- COSTI may monitor and evaluate the licensed research project.
- Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
- COSTI reserves the right to modify the conditions of the license including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH LICENSE

Serial No.A 24644

CONDITIONS: see back page

APPENDIX XI: Nacosti Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Tel/Airfax: +254-20-2213471,
2241349,3310571,2219420
Fnc: +254-20-318745,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI Upper Kabete
Off Wangari Way
P.O. Box 00673-00100
NAIROBI-KENYA

Ref No: **NACOSTUP/19/50894/30464**

Date: **16th May, 2019**

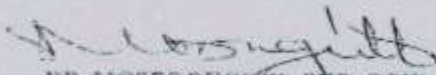
Dorens Kenyanya Okindo
Kabarak University
Private Bag - 20157
KADAPAL

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Principals' leadership styles influence on students conformity to rules: The case of Public Secondary Schools in Nakuru County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **16th May, 2020**.

You are advised to report to the **County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. MOSES RUGHTI, PHD, OGW
DIRECTOR GENERAL/CFO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

APPENDIX XII: County Commissioner Nakuru Research Authorization



**THE PRESIDENCY
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegram: "DISTRICTER" Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU.

Ref No. CC. SR . EDU/12/1/2 VOL.IV/99

23rd May, 2019

Deputy County Commissioners
NAKURU COUNTY

RE:- RESEARCH AUTHORIZATION – DORCAS KENYANVA OKINDO

The above named from Kabarak University has been authorized to carry out research on "**Principals' leadership styles influence on students conformity to rules: The case of Public Secondary Schools**" in Nakuru County for a period ending 16th May 2020

Please accord her all the necessary support to facilitate the success of her research.

A handwritten signature in blue ink, appearing to read 'Mary W. Mwangi'.

**MARY W. MWANGI
FOR: COUNTY COMMISSIONER
NAKURU COUNTY**

APPENDIX XIII: Research Authorization Ministry of Education

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND
BASIC EDUCATION**

Telegrams: "EDUCATION",
Telephone: 051-2216917
When replying please quote



COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

Ref.CDE/NKU/GEN/4/21/VOL.VIX/83

23rd May, 2019

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION –DORCAS KENYANYA OKINDO
PERMIT NO. NACOSTI/P/19/50894/30464**

Reference is made to letter NACOSTI/ P/19/50894/30464 dated
16TH May, 2019.

Authority is hereby granted to the above named to carry out research on
*"Principals' leadership styles influence on students' conformity to rules:
The case of Public Secondary Schools in Nakuru County,"* for a period
ending 16th May, 2020..

Kindly accord her the necessary assistance.

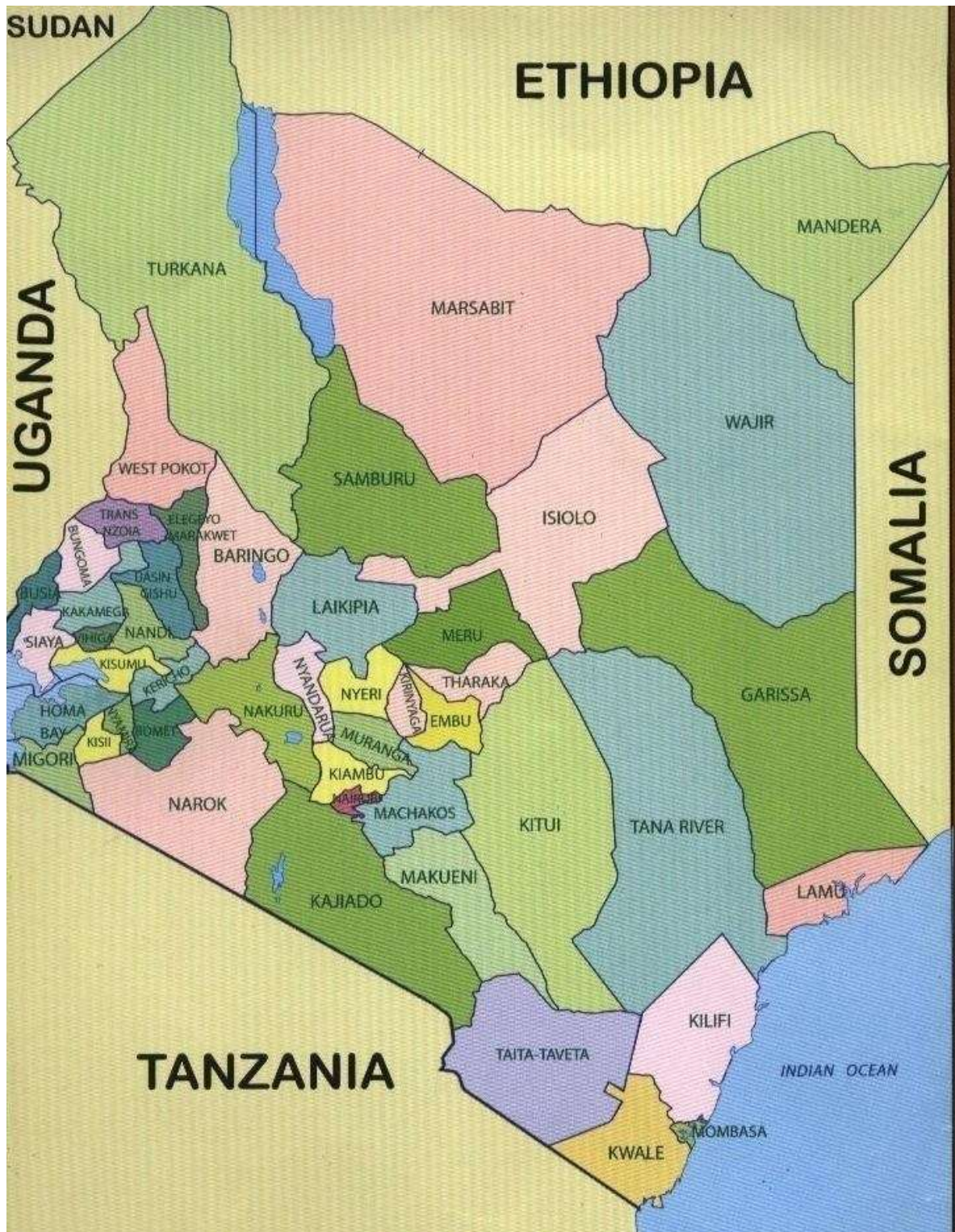
A handwritten signature in blue ink, appearing to read 'George Ontiri', with the initials 'PP' to the left.

GEORGE ONTIRI
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU



Copy to:
Kabarak University
Private Bag - 20157
KABARAK

APPENDIX XIV: The 47 Counties of Kenya



Source: Tourist Maps Limited Kenya

APPENDIX XV: Nakuru County Map



Source: Tourist Maps Limited Kenya

APPENDIX XVI: Publications



Editon Consortium Journal of Curriculum
and Educational Studies (ECJCES)

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Okindo, D. K., *Editon Cons. J. Curr. Educ. Stud.*, *Double-Blind Peer Reviewed Journal*

Relationship between Principals' Democratic Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya.

Dorcas K. Okindo¹; Prof. Frederick B. J. A Ngala²; Prof. John, N. Ochola³
^{1,2,3} Kabarak University, Department of Education, School of Education
Main author email: dorcasokindo@gmail.com

ABSTRACT:

This study sought to examine the relationship between principals' democratic leadership style and students' conformity to regulations in public secondary schools in Nakuru County, Kenya. The study was anchored on the Social Control theory by Hirschi (1969). The study adopted a correlational research design. The target population was 338 principals, 338 deputy principals, 3426 teachers and 116,374 students in 338 public secondary schools in Nakuru County, Kenya. 100 schools were selected using stratified random sampling. Purposive sampling was used to select 100 Principals, while proportionate and simple random sampling was used to select 346 teachers and 383 students. Ten per cent of the Deputy Principals were selected. Questionnaires were used to collect data from Principals, teachers, and students, while interviews were used to collect data from Deputy Principals. Test-retest reliability revealed a coefficient of 0.70, indicating that the instruments were reliable. The findings revealed a statistically significant between principals use of democratic leadership style and students' conformity to school rules ($r=0.334$; $p < 0.05$). It was concluded that the democratic leadership style, when used by principals in public secondary schools in Nakuru County, Kenya, enhances students' conformity to school rules. The findings will help school principals to fully embrace democratic leadership style to enhance students' conformity to school rules. The study also recommends that the administration develops a process for handling students' non-conformity issues in a calm, consistent and supportive manner. The study also recommends, principals should involve all stakeholders, for instance, teachers, students and parents in developing school rules and policies that affect students.

Key Terms: Democratic, Leadership, Style, Conformity, Rules

How to cite this article in APA (6th Edition)

Okindo, D. K., Ngala, F. B. J. A, & Ochola, J. N. (2020). Relationship between Principals' Democratic Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya. *Editon Cons. J. Curr. Educ. Stud.*, 2(1), 203-212.

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Relationship between Principals' Transactional Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya.

Authors:

Dorcas K. Okindo¹; Prof. John, N. Ochola²; Prof. Frederick B. J. A Ngala³

^{1,2,3} Kabarak University, Department of Education, School of Education

Main author email: dorcasokindo@g.mail

Abstract

This study sought to determine the relationship between principals' transactional leadership style and students' conformity to rules in Public Secondary Schools in Nakuru County, Kenya. The study was underpinned on the Social Control Theory by Hirschi (1969). The study adopted a correlational research design. The target population of this study was 338 principals, 338 deputy principals, 3426 teachers and 116,374 students in 338 public secondary schools in Nakuru County. Stratified random sampling was used to select 100 schools. Purposive sampling was used to select 100 principals while Proportionate, and simple random sampling was used to select 346 teachers and 383 students. Ten per cent of the deputy principals were selected. Questionnaires were used to collect data from principals, teachers and students, while interviews were used to collect data from Deputy Principals. Test-retest reliability had a coefficient of 0.70, indicating that the instruments were reliable. The finding revealed a statistically significant positive relationship between transactional leadership style and students' conformity to school rules $r(=0.410; p=0.000)$. It was concluded that principals' transactional leadership style significantly relates to students' conformity to school rules. Provision of rewards and recognition constantly to students who conform to school rules and reprimand to those students who do not conform to school rules by the principal is necessary. The study recommends that the principal should be willing to use suspension and even repeated suspension where necessary as a tool for dealing with students demonstrating chronic behaviour problems that disrupt the school climate.

Key Terms: Transactional, leadership, style, conformity, rules

Article Citation (APA)

Okindo, D. K., Ochola, J. N., & Ngala, F. B. J. A (2020). Relationship between Principals' Transactional Leadership Style and Students' Conformity to Rules in Public Secondary Schools in Nakuru County, Kenya. *Editon Cons. J. Educ. Manag. Leadership*, 1(1), 29-36.