# STUDENTS' RESPONSES TO SCHOOL MANAGEMENT STYLES AT SECONDARY SCHOOLS IN KERICHO DISTRICT, KENYA

BY

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# DECLARATION

**Declaration by the candidate**

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be reproduced without the prior written permission of the author and Moi University.

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## DEDICATION

This thesis is dedicated to my beloved wife Nelly Mutai and four children Beryl, Gordon, George and Gideon for their invaluable support.

# ABSTRACT

Kenya witnessed an unprecedented wave of student unrest through secondary schools during the second term of 2008. The situation raised a lot of concern among policy makers, scholars, parents, leaders and education fraternity. Several schools were closed down after untold property was destroyed, students charged with arson, some expelled from schools and one died. Existing literature does not provide conclusive reasons as to why some schools experienced strikes and others do not. The study was conducted to examine the students' responses to school management styles at secondary schools in Kericho District in Kenya. The study was guided by the McGregor´s Theory X as advanced in 1960 and coined in 1999 by Truss. The study also encompasses Attribution Theory. The study was conducted through survey research in Kericho District, Rift Valley Province. Simple random sampling was used to select a total of 15 schools sampled. Respondents were drawn from form 3 and 4 students whose response was considered representative. Systematic sampling was used to select 10 students from each class. The data was collected by use of questionnaire and analyzed by coding and tabulation with the help of SPSS computer package. The major findings revealed that head teachers talk to students, no feedback from the students, head teachers rarely involve students in decisions affecting them and students have no room to appeal in disciplinary cases. This shows poor management of secondary schools characterized by frequent unrest. The study recommends that the head teachers use democratic style of management. They should enhance collaboration between management and the students, involve them in decisions and give them room to appeal.

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## LIST ABBREVIATIONS

| | | |
|---|---|---|
| B.O.G | - | Board of Governors |
| C.E.O | - | Chief Executive Officer |
| D.E.O | - | District Education Officer |
| HR | - | Human Resource |
| HRD | - | Human Resource Development |
| HRM | - | Human Resource Management |
| HT | - | Head Teacher |
| KESI | - | Kenya Educational Staff Institute |
| KNUT | - | Kenya National Union Of Teachers |
| TSC | - | Teachers Service Commission |

## ACKNOWLEDGEMENT

# CHAPTER ONE

## 1.0. INTRODUCTION

### 1.1. Overview

This chapter analyses the study in these divisions; background to the study, statement of the problem, objectives of the study, research questions, purpose of the study significance of the study, limitations of the study, scope of the study and the conceptual and theoretical frameworks.

### 1.2. Background to the Study

In Kenya, secondary school education is vital to society. The government and parents are concerned about head teachers' efficiency and effectiveness in management of schools which is the component of human resource and is important to any institution. Secondary school education prepares the youth for adulthood; hence the need for effective management to ensure that schools produce well adjusted citizens in accordance to the set objectives (Kamunge, 1988; World Bank, 2001). Effective head teachers (HT) contribute to the establishment and sustenance of positive work relationship which is an indication of head teachers knowledge of and degree of effectiveness. Such head teachers execute the process of decision making, discipline through effective communication which is vital to human resource management.

In many Kenyan secondary schools, the quality of school management is inadequate since it is marked by recurring student unrests (Table 2.7). The quality of school management in many cases is, therefore, not satisfactory. An effective school management enhances management practices which facilitates an open school climate that is conducive to efficient learning

(Sisungo, 2002). Frequent unrests is an indication of some degree of inefficiency in management. Many secondary schools in Kenya face challenges, and if they are not met, they often result in the frustrations of students. Wekesa argues that such challenges include: frustrations, bulling, and unrests (Daily Nation January, 23, 2001). Consequently, such frustrations lead to having an unsuitable environment for effective teaching and learning and it impacts negatively on the quality of education (McLov, 2001). Students are not motivated to learn. Most problems inherent in a number of educational institutions today do not require as many financial solutions as prudent managerial solutions.

A wave of student unrests was witnessed in our secondary schools during the second term 2008. In fact, several schools were closed down, untold property destroyed, students charged with arson, some expelled from school and one died. In June, 2008, 300 strikes were reported. In Kericho District, for example, 5 schools were affected. People respond to the manner in which they are treated according to attribution theory. Gori (2008) blamed management in his article on riots "bad management to blame" (Daily Nation, 25th July, 2008). The situation of unrests in secondary schools in 2008 raised a lot of concern among policy makers, scholars, parents, leaders and education fraternity.

At one of the schools, the students complained that management does not heed their complaints. Hence students protested against high – handedness by teachers and badly cooked and little food (Daily Nation, July 25, 2008). Some students blamed the administration failure to address their grievances and the deputy Principals high-handedness as reason for unrest (Daily Nation July 23, 2008).

Whereas other students complained of high-handedness by the administration and said the dormitories were congested. They also complained about the quality of food. Some students

protested over poor diet, suspension of their colleague and the failure of administration to address issues affecting them (Daily Nation, July 25, 2008).

At some point, parents blamed some principals for the unrest saying they were mating out severe punishment for mistakes committed by students. Such kind of punishment is what builds the spirit of resistance and revenge among students (Daily Nation, August 15, 2008). This is an indication that HR is wanting in secondary schools in Kenya. School managers coordinate educational activities for all students by using well defined goals, ensuring personal as well as group motivation in the school, and having educational structures that promote formal as well as informal organization. They should use all channels of communication and apply democratic leadership approaches to facilitate coordination.

This is therefore an HRD research. Human resource development in educational management is the process by which educational managers identify, develop and effectively release the maximum potential of students. Human resources in an educational organizational include the students and workers. A consciously design human resource development effort is necessary in schools. A well designed procedure for effective and efficient integration of all stakeholders within the teaching environment is imperative if the objective for which educational organizations were established are to be achieved (Okumbe, 1998).

The students in educational organizations are the raw materials in the industry. Students form a very significant part of the resource. They are the ones who learn; in addition, the students are the ones through whom the educational objectives are achieved.

The students thus form an integral part of human resource development programme. The society measures the productivity of educational organization in terms of success in examinations and societal adaptability. Thus frequent students' unrest in secondary schools is a sign of a failed

management. It was the aim of this research to examine whether school management contributes to such responses.

The Chambers School Dictionary (1976) defines management as those in charge of business; the art of managing a business; whereas manager as someone in charge of a business. According to this study management refers to school HT, HODS and BOG'S. A manager on the other hand refers to the HT and a business as the school.

Okumbe (1998) concurs that the classic definition of management is that of Henri Fayol who defined management thus "to manage is to forecast and plan, to organize, to command, to coordinate and to control." Brech defined management as a social process which constitutes planning, controlling, coordinating and motivating. Koontz and O'Donnell defined management as an operational process initially best dissected by analyzing the management functions. The managerial functions identified by Koontz and O'Donnell are planning, organizing, staffing, directing and leading and controlling. Dublin (2006) defines management as the process of using organizational resources through the function of planning, organization and staffing leading and controlling. He defines a manager as a person responsible for the work performance of group members.

A manager holds the formal authority to commit organizations resources. The school head teacher has the responsibility to commit school resources i.e. financial, human, material etc for the realization of school goals.

Management style represents a consistent combination of philosophy, skills, traits and attitudes that are exhibited in a person's behaviour. Each style also reflects implicitly or explicitly, manager's beliefs about subordinates (students) capabilities (Newstrom, 2002). Management style refers to how managers treat the members of their teams (Armstrong, 2001). In this study,

the operating definition of management style is that it is a specific discipline HT/ HOD adopts in managing the school at large; the way in which they use power. Such a discipline could be autocratic, democratic or laissez Faire depending on their personality and training.

In actual circumstances, the management style of the head teacher dictates the entire school set up since he/she is the school CEO.

Response is to do things in a particular way (Macmillan English Dictionary) Response is the way someone behaves. It is the feedback from the students. Operationally response refers to the violent, aggressive and disruptive behaviours of students; strikes/ unrests. The major concern of this study, therefore, was to find out if the management in schools is responsible for students' strikes.

## 1.3 Statement of the Problem

The overall research problem addressed in this study was that despite elaborate HR policies in institutions in Kenya, little had been done to analyze student responses to school management styles at secondary. School management styles is an independent variable and students' responses is a dependent variable. Students respond according to how they are treated.

Kenya witnessed the highest number of unrests during the second term in the year 2008 (Daily Nation, July 22, 2008).  Several schools were closed down after untold property was destroyed, students charged with arson, and others expelled from school.

The newspaper further reported that in June 2008 there was an average of 10 strikes per day in that month. A total of 300 strikes were therefore reported in that month. The situation raised a lot of concern among parents, leaders, policy makers, scholars and education fraternity. Prof. Saitoti, then minister for Education, warned against looking at the situation at face value.

The situation even forced the House Speaker to order the Parliamentary Committee on Education

to carry out investigation into causes of such unrests and report to the House in 3 months (Daily Nation, August 17, 2008). This showed gravity of the situation that year.

The study was carried out in Kericho District, Rift valley. A total of 300 students from 15 schools out of 53 schools responded to the questionnaires. Existing literature does not provide conclusive reasons as to why some schools strike while others do not. Earlier researchers, for example, Gerston (2004) stressed on the drug and substance abuse. He further stressed that smoking of bhang, drinking illicit brews had become part of the school experience in Kenya. The researcher did not go further to explain why drug and substance abuse, smoking and drinking illicit brews at schools was rampant.

There is no research carried out to examine the impact of school management styles on students' responses. The management style is part of the HR. The school managers are responsible for the development of the HR policies in school. HR policies serve as reference points when decisions are being made of all students. Such policies include discipline, communication and decision making under this study.

The research examined how school managers communicate with the students, how they make decisions affecting students and how they carry out discipline on students. The way managers communicate, make decisions and discipline determines their management styles. It is them who are responsible for making HR policies as regards to communication, decision making and disciplinary procedures in conjunction with the students.

The McGregor's theory X looked at the students as passive, and that they should be controlled like machines. The theory is linked to the classical view of the HR development. The research examined whether there are managers with such school of thought and tried to find out why unrests were still rampant in Kenya despite a lot of training in HR. There was, therefore, need to

establish the kind of relationship that exists between school managers and students' responses. If the issue of strikes among students is not treated with seriousness it deserves and its increase curbed, the quality of secondary education might perish. This in the long run might make it difficult for Kenya to achieve vision 2030.

## 1.4 Purpose of the Study

The purpose of this study was to explore the students' responses to school management styles at secondary schools in Kericho District, Kenya using descriptive research design with a view to improving the efficiency and effectiveness of management in secondary schools to help reduce or stop students' unrests. Management styles were characterized by the autocratic, democratic and laissez-faire and students' responses by the unrests in schools.

The main instruments of the data collection were questionnaires and it was analyzed through coding and tabulation and presented by graphs and percentages. A total of 300 students were sampled from 21,576 at 15 schools out of 53 schools during the second term 2008.

## 1.5 Specific Objectives

The objectives of this study were;

* To find out how school management channel and receive communication from the students.
* To examine whether school management involves students in decision making.
* To establish the kind of disciplinary procedures management take on students.
* To establish the causes and provide possible solutions to students' unrests in secondary schools.


## 1.6 Research Questions

* How do communication channels affect students' response in secondary schools in Kericho District?

* What is the relationship between decision-making practices and students' response in secondary schools in Kericho District?

* How do methods of disciplinary procedures affect students' response in secondary schools in Kericho District?

* What is the impact of the relationship between management and students' responses in secondary schools

## 1.7. Significance of the Study.

It was hoped that the findings and the recommendations of the study was useful to educational planners and other stakeholders in the district and the country at large. For example, the TSC officials should use the findings as a guide when it comes to promotion of teachers to headships.TSC officials are the HR officers responsible for drawing up HR policies to be followed.

Head Teachers should be able to use findings to adjust their management styles contingently for better realization of educational goals in their schools for efficiency and effectiveness.

The findings should be used by the educational consultants and educational institutions, for example, KESI in drawing up programmes for training of the HTs for better performance in schools. Better performance can be realized in a peaceful environment.

It is also a reference material to heads of departments and other teachers. Politician on the other hand would find the material relevant when addressing educational matters in their areas of jurisdiction. Other researchers who might want to research in-depth would find the findings

invaluable.

## 1.8. Limitations of the Study

The extent of generalization of the findings may be limited since the study was confined to one district in Kenya out of over seventy districts. However, the methodology used makes the generalization effective.

Given the sensitivity of the topic as was seen by some administrators, they were hesitant to allow students to respond to questionnaires. The researcher established good rapport before the beginning of research in all the schools.

## 1.9. The Scope of the Study.

The research was conducted in Kericho District in the Rift Valley Province during the third term 2008. The study was basically concerned with the assessment of the role of management styles on the students' behaviour in secondary schools in Kericho District. A sample of fifteen secondary schools was randomly selected from fifty three secondary schools in the district. Questionnaires remained the main tools for data collection during the study. A total of 300 respondents were issued with the questionnaire during the exercise.

## 1.10. Conceptual  Framework

The relationship between school management styles and the student response may be conceptualized as shown in the diagram below. The three dominant management styles are: autocratic, democratic and laissez-fair. The students respond to each style differently.


**FIG: 1.10:**

MANAGEMENT STYLE                                    STUDENTS' RESPONSE

Source: Owiro, 2002.

According to this conceptual framework, autocratic management style; characterized with head teachers' high concern for results and efficiency but low concern for students impacts negatively on the students. For example, the managements have no feedback from the students, are not involved in decision making, follow rules due to punishment and have no appeal. Such situations are prone to unrests.

On the other hand, democratic management styles is characterized with management getting feedback from the management, students are involved in decision making affecting them, willingly follow school rules and regulations and have got opportunities to appeal on disciplinary matters. Such situations are free from strikes as once argued by Griffin, (Director, Starehe)

Laissez-faire management styles allow students to work well on their own. Such head teachers allow students freedom to do as they think and only intervene when needed. Such kind of management impact either negatively or positively on the students depending on the situation on

the ground.

Extraneous variables may, however, determine students' response. The impact of extraneous variables was beyond of the scope of this study. The researcher explained the purpose of the research at all the schools before the students could respond to the questionnaire.

## 1.11 Theoretical Framework

This study was guided by theory X as postulated by Douglas McGregor in 1960. Theory X is a set of traditional assumptions about people. Managers who hold these assumptions are pessimistic about worker's capabilities. They believe that workers dislike work, seek to avoid responsibility, are not ambitious and must be supervised closely and made to work by a mixture of close control and threats (Graham and Bennet, 1989). Kamoche (2004) points that colonial organizations were characterized by Douglas McGregor conceptualization theory X decision making orientation. In his 'post colonial' typology of organizational management systems in Africa, Jackson (2002; 102) typifies a colonial heritage where managers, mistrust of employees manifested itself in autocratic, authoritarian and rule bound control of workers. The theory has been coined by Truss (1999), by using the terminology 'hard' and 'soft' to characterized forms of management control. In fact, McGregor's theory X essentially describes the 'control' model of management referred to by Walton (1985).

The theory was adapted to this study because there were allegations of high handedness from some head teachers. The taskforce (2001) blamed poor school management among others as course of unrest. The study was to find out whether there were some correlations between the management style and the students response. In fact, in the wake of reports on students' unrest,

teachers called for a return of corporal punishment to check the wave of strikes and destruction in schools (Daily Nation, Tuesday, and July 2008). This actually portrayed what teachers believed of their students in tandem with McGregor's theory X. On one hand the KNUT chairman George Wesonga argues that the lack of clear guideline on the punishment of students after the ban of caning had complicated matters for teachers. It appears Wesonga advocates for the return of the cane which is a form of threat. It appears that Wesonga believes in theory X which is enshrined in the classical management thought.

On the other hand McGregor's theory Y assumes that work is natural and welcome activities which need not to be externally controlled if the student is adequately motivated. This theory encompasses humanistic school of management thought. Attention is paid to social factors at school such as formal and informal groups and individual. Managers using this theory critically observe students and recognize the individual differences and make sure their needs and that of the school are met to avoid conflict.

The study was also guided by Attribution theory which stems from the work of Fritz Heider and has been expanded and refined by Harold Kelly and others (Newstrom and Davis, 1993). The theory is concerned with the assessment of causes to events and that we make attribution when we perceive and describe other people's action and try to discover why they behaved in the way they do. Attribution, therefore, is the process by which people interpret and assign causes for theirs and others' behaviour. We make an attribution when we perceive and describe other people's actions and try to discover why they behaved in the way they did. Heider points that in everyday life we form ideas about other people and about social situations. We interpret other people's action we predict what they will do under certain conditions (Armstrong, 2004). There must be a reason as to why students strike.

The theory was adopted because the society believed there were causes for such uncalled for response amongst students. No one could, however, pinpoint single cause for such unruly response. Among the issues highlighted as causes of unrest in 2008 were mock examinations, compulsory subjects, school management, sexual harassment, and corporal punishment, misuse of school funds, badly cooked and little food, and poor parenting among others. A closer and critical scrutiny of these possible causes of students unrest makes a serious scholar zero in to management either within or without as the main possible cause. This study was, therefore, confined to school management styles, an area which had not been researched.

# CHAPTER TWO

## 2.0. LITERATURE REVIEW

### 2.1. Introduction

This Chapter discusses the literature related to the management concept, management styles and students' responses at secondary schools in Kericho District, Kenya.

There is a discussion on evolution of management concept and different management styles namely autocratic, democratic and laissez-faire, students' responses, HR policies and highlights on communication, decision- making and discipline as the specific areas of HR policies under this study. Student response is the next item on the discussion. There is summary and conclusion of the chapter.

### 2.2. Management Concept

Secondary school education prepares the youth for adulthood; hence the need for planning and management in order to ensure that schools produce well adjusted citizens in accordance to the set objectives (Kamunge, 1998; World Bank, 2001). Government and parents are concerned about head teachers' efficiency and effectiveness because secondary school education is vital to any society. The quality of school management in many Kenyan secondary schools is, however, inadequate since it is marked by recurring students' unrest. The actual quality of school management in many cases was not satisfactory (Egerton University, Journal, 2007). The problem seriously needed to be addressed because no one had in fact carried out a research in this area.

Unrests in schools could be a manifestation of inefficiency and ineffectiveness of the management. Unrests results when students' demands and that of the school are incompatible.

Effective school manager enhances management practice which facilitates an open school climate that is conducive to efficient teaching and learning (Susingo, 2002). Many secondary schools in Kenya face challenges, and if they are not met, they often result in frustration of students. Consequently, such frustrations lead to having unsuitable environment for effective teaching and learning and it impacts negatively on the quality of education.

Thus, in a school set up, the principal/head teacher and HOD's are charged with the responsibility of managing the school on daily basis for the achievement of school goals. In fact, Mullins (2004) concurs that "Management is part of an active, not theoretical. It is about **changing behaviour** and making things happen. It is about developing people (students), working with them, reaching objectives and achieving results. Indeed all the research into how managers spend their time reveals that they are creatures of the moment, perpetually immersed in the nitty-gritty of making things happen". It is evident, therefore, that an essential ingredient of any successful manager is the ability to **handle people effectively**. People respond to the manner in which they are treated. Gori (2008) blamed management in his article on riots entitled "Bad management to blame" in which he pointed that bad management happens to be the norm, rather than the exception in Kenya's school system. Gori did not actually elaborate how management has become the norm.

The report of the Task Force on Student Discipline and Unrest in Secondary Schools (2001) was informed that some head teachers are not appointed on merit but as a result of other considerations. Among these were political patronage, religious influence, tribalism, clannism, bribery etc. These considerations are sometimes not compatible with the qualities of a good teacher. This allegation did not clarify in detail whether there is relationship between head teachers appointed on merit or other considerations and the student unrest.

Management as a discipline has **evolved** over a period of time i.e. from the industrial revolution. Peter Drucker, who is widely regarded as the guru of management gurus, has written, about the significance in social history of the emergence of management. "The emergence of management as an essential, a distinct and a leading institution is a pivotal event in the social history. Rarely if ever, a new basic institution ………" (Mullins 2001)

On the other hand Miner makes the point that the more that is known about the organization and their methods of operation, the better the chances of dealing effectively with them. Management is a function as well as people who discharge it, a social and authority and also a discipline and a field of study. Every **achievement** of management is the achievement of a manager. Every **failure** is a failure of manager (Dessler, 2005). The need to research on the topic was catalyzed by this statement.

Management as a discipline has evolved over the following stages/approaches chronologically:

### 2.2.1. The Classical Approach

The proponents of the classical approach to management include: Taylor Frederick in his book Principles of Scientific Management, Fayol Henry in his book General and Industrial Management, Max Weber; in the Theory of Social and Economic Organization, among others. Max Weber in his point of view gave the term bureaucracy as a form of organization which exists in nearly every business and public enterprise. A bureaucratic organization refers to red-tape and rigid application of policies which give guidance to all the organization activities, while almost totally ignoring the workers (students) needs. Bureaucracy is an organizational form with dominant characteristics such as hierarchy of authority and a system of strict adherence to rules

(Okumbe, 1989). The research was to find out if there was bureaucracy in secondary schools.

According to classical point of view, the definition of rules of behaviour and establishment of discipline among the students are imperative. School rules are well stipulated and defiant behaviour is dealt with in accordance with the laid down disciplinary procedures. The glaring short coming of this view is that head teachers seriously neglect ideas of students to be incorporated in school running. The classical view does not recognize the individual, group or school set up. Students are expected to obey everything from the management.

## 2.2.2. The Human Relations Approach

This approach pays attention to social factors at school, formal groups, leadership, informal groups and the behaviour of students. Its proponents are people like; Parker, Mayo among others who emphasized the importance of the wider social needs of individuals and gave recognition of school; importance of formal and informal groups and the group values and norms in influencing the behaviour at school. It is upon the school managers to critically observe all the students and recognize their individual differences and deal with them accordingly. Students have a number of personal needs and varied talents which must be recognized and incorporated in the school structure. Such recognition not only motivates them but also sensitizes them to use the available resources to upgrade their potentials. Educational managers must be able to detect and exploit individual talents for the betterment of their schools, failure to which may result in unrest.

The situation demands that a manager should be an all round person to be able to meet demands of the individuals, group and the school at large to avoid conflict

**2.2.3. The Systems Approach**

This approach attempts to reconcile other approaches i.e. a way of viewing the problem more than it is a specific approach to management. Mullins points that attention is focused on the total school and the interrelationship of the structure and response, and the range of variables within the school. It is based on the concept that a school is a system, or an entity of interrelated party. If you adjust one part of the system other parts will be affected automatically. It also regards the school as an open system, one that interacts, with the environment.

Currently the society is changing faster due to technological advancement and population explosion to an extent that what is happening locally, nationally or internationally affects schools.

**2.2.4. The Contingency Approach**

The contingency approach to management emphasizes that no single best way to manage people or work in every situation. A method that leads to high productivity or morale under one set of circumstances may not achieve the same results in another. It encourages managers to examine individual and situational differences before deciding on a course of action.

**2.3 School Management Styles**

Okumbe (1998) concurs that the classic definition of management is that of Henri Fayol who defined management thus "to manage is to forecast and plan, to organize, to command, to coordinate and to control." Brech defined management as a social process which constitutes planning, controlling, coordinating and motivating. Koontz and O'Donnell defined management as an operational process initially best dissected by analyzing the management functions. The managerial functions identified by Koontz and O'Donnell are planning, organizing, staffing, directing and leading and controlling. Dublin (2006) defines management as the process of using organizational resources through the function of planning, organization and staffing leading and

controlling. He defines a manager as a person responsible for the work performance of group members.

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Management style represents a consistent combination of philosophy, skills, traits and attitudes that are exhibited in a person's behaviour. Each style also reflects implicitly or explicitly, manager's beliefs about subordinates (students) capabilities (Newstrom, 2002). Management style refers to how managers treat the members of their teams (Armstrong, 2001). In this study, the operating definition of management style is that it is a specific discipline HT/ HOD adopts in managing the school at large; the way in which they use power. Such a discipline could be autocratic, democratic or laissez Faire depending on their personality and training.

In actual circumstances, the management style of the head teacher dictates the entire school set up since he/she is the school CEO.

The behaviour of head teachers and their style of management will influence the effort expended and the level of performance achieved by the students. Management style can be as important as management competence. According to Armstrong (2001), management style is how managers treat members of their team and how the later relate to their managers. Blake and Mouton emphasize that managers may switch from one style to another or combines elements of different styles. However, they also found that managers tend to have one dominant style of management which they use more often than any other. The dominant style of management is influenced in any particular situation by any four conditions:

* The organization (school) the nature of school in which the head teacher is employed

* Values: Personal values, beliefs, ideas which head teacher holds concerning how to treat people

* Personal history; deep rooted personal history of the manager

* Chances: situation at a particular time

For example, the leadership style of Steve Jobs, a founder of Apple computer was described as follows:

"Sometimes it is hard to tell whether Steve Jobs is a snake-oil salesman or a bona fide visionary, a promoter who got lucky or the epitome of intrepid entrenuer." (Luthans, 2003)

From the foregoing, McGregor theory x focuses more on the values of the manager. The manager's belief is that students should be coerced, and that they are passive.

McGregor might also have been influenced by the personal history of the manager. If the manager looks at the students negatively, he can apply theory X[autocratic] and if positive view of the students has he can apply theory Y (democratic). However, McGregor theory X theory could apply to all the four situations when perceived negatively.

### 2.3.1 Autocratic Management Style

The managerial grid developed by Robert Blake and Jane Mouton (Mullins, 2004) rated autocratic manager at (9, 1), such managers have high concern for results and efficiency but low concern for student and even teachers. They pay emphasize on getting task accomplished. It indicates that such managers take full authority and assume full responsibilities and are said to apply theory X. It is based on threats and punishments. It is, however, satisfying to the manager as its permits quick decisions allow the use of less competent subordinates and provide security. Newstrom and Davis (2002) point of view is that the main disadvantages of autocratic leadership is that most students dislike it especially if it is extreme enough to create fear and frustration.

This style only allows communication to flow from top to bottom and not bottom-top or crosswords. These were the issues of this research in relation to the argument of McGregor theory X.

It's argued further that the style seldom generates the strong organization commitment between students that leads to high turnover and absenteeism. This study sleeked to establish the allegations labeled above and try to find out how communication is channeled in schools and how decisions are made and how disciplinary procedures are applied.

**2.3.2 Democratic Management Style**

Democratic management style is rated (9, 9) by Blake and Mouton (2003). Graham and Benett, (1998) went on to point that there's balance of task performance with human relations considerations. The works of Okumbe (1998) points that democratic manager involves students in decision making process. The style entails consulting students and the evaluation of their opinions and suggestions before the manager make decision. There was a claim that individuals who participate in decision making are satisfied with decisions made collectively they enthusiastically support as further postulated by Okumbe.

This style ensures a two – way communication i.e. top-bottom and bottom-top approach. In this connection Owiro (2002) says with such communication, clarification can be sought from the management on the assignment which are not clear hence good results will be expected and the students should motivated as they will feel part of the school system. A two-way communication system allows the passing of positive and negative impact for the necessary actions to be taken in time. Democratic managers are applying humanistic approach in their management. Such managers are in agreement with McGregor's theory Y. They involve students in decision making and follow disciplinary procedures to the latter.

### 2.3.3 Laissez-Faire Management Style

Laissez- Faire is a situation where the manager observes that the people of the group (students) are working well on their own (Mullins, 2002). It is a situation whereby the manager consciously makes a decision to pass the focus of power to members, to allow them freedom of actions to do as they think best and not interferes; but is readily available if help is needed. The Laissez- Faire is raided (1, 1) according to Blake and Mouton managerial grid. Such managers make little effort to get work done or developed close personal relationships.

These managers give students a lot of room to decide their fate. The success or failures of such manager depend on the nature of the school.

### 2.4 HR Policies

In a school set up HRM could be regarded as a philosophy governing how students should be treated in the interests of the school. Storey (1989) distinguished the hard and soft versions of the HRM. Some basic philosophy of hard HRM can be traced to the writings at Douglas McGregor (1960) theory X which describes the 'control' model of management.

The model is a way of expressing how organizations function as machines and therefore is associated with ideas generated by the classical school of thought.

On the other hand McGregor theory Y emphasizes the importance of recognizing the needs of both the organization (school) and the individuals (students) and creating conditions that will reconcile these needs so that members of the organizations can work together for its success and share in its rewards. Miller and Rice (1967) stated that organizations should be treated as open systems which are continually dependent upon and influenced by their environments. The basic characteristic of an open system is that it transforms inputs into outputs within its environment. This open and dynamic approach avoided the error of the classical bureaucratic and human

relations theorists, who thought of organizations as closed systems. The emphasis on open system is on interrelationship between the students and the management style. This approach avoided the classical approach of treating students as machine.

Kotter (1995) developed some overall framework for examining organizations such as:

(i) Key organizational processes – the major information gathering, communication, decision – making

(ii) Formal organizational requirement – system designed to regulate the actions of employees (students) i.e. rules and regulations.

There exist relationships between thee management and the students. The relationship may be formal or informal. The formal dimensions include rules and procedures, and the informal aspect covers understanding, expectations and assumptions. The operations of the relationship will also be affected by processes such as communications and consultation, and by the management styles prevailing throughout the organization or adopted by individuals (Armstrong, 2008).

The management obligations include the duty to provide a safe school environment, to act in good faith towards students and not to act in such away as to undermine the trust and confidence of the relationship. The student corresponding obligations include obedience, competence, honesty and loyalty.

The concept of the relationship in school set up between management and students is significant to HR specialist because it governs much of what the school needs to be aware of in developing and applying HR processes, policies and procedures.

The HR specialists can contribute to development of positive relationship in school in the following ways:

        *       Communicating to new starters the school regulations/rules.

* By using training/talks to underpin core values.

* By encouraging the minimum amount of contact between managers and students to achieve mutual understanding of expectations and to provide a means of two – way community.

* By adopting general policy of transparency – ensuring that in all matters that affect them, students know what is happening, why it is happening and the impact it will make on them.

* By developing personnel procedures covering grievance handing, discipline, equal opportunities and ensuring that they're implemented fairly and consistently.

The effective management of the relationship means ensuring that values are upheld and that a transparent, consistent and fair approach is adopted in dealing with all aspects of studentship.

HR policies are continuing guidelines on the approach the organizations intends to adopt in managing its people (Armstrong 2008). HR policies help to ensure that when dealing with matters concerning people an approach in line with school values is adopted throughout the school. They provide frameworks within which consistent decisions are made and promote equity in the way in which people are treated because they provide guidance on what managers should do in particular circumstances.

The overall statement of HR policies may explicitly and implicitly refer to the following Concepts

* Equity – trustily students fairly and justly by adopting an even handed approach. This includes protecting individuals from any unfair decisions made by their managers.

* Consideration – taking account of individual circumstances when making decisions

affecting them.

**2.4.1 Communication**

Communication is the process of exchanging information by use of words, letters, symbols or non-verbal behaviours (Luthans 2002). It is an integral part of all managerial functions. Unless managers communicate with others they cannot plan, organize, control or lead. Newstrom (2002) defines communication as the transfer of information and understanding from one person to another person. Manager tends to think that when their messages are sent, they have communicated, but transmission of message is only a beginning. This is because sending messages to other people and having interpreted as intended generally proves to be complex and difficult. The difficulty arises because communication depends on perception. It has been argued that people perceive words, symbols, actions and even colours differently, depending on their backgrounds and interests.

Communications worth its salt involves; encoding, transmission, decoding and feedback as illustrated in the table below:

**Table 2.4.1 Communication Steps**

| Encoding | Transmission | Decoding |

Feedback

* Manager's dislike on themes on classification in areas, which would be of help to the subordinates to perform well.

* Manager's insistence of formal communication, which inhibit upward transmission.

* Students' view that managers do not support upward communication.

Horizontal upward communication in these study students to give effect to the management department store shared among students or between prefects and the rest of the students. It also entails sharing information between departments. According to Luthans (1992), this interactive communication is suitable. The underlying factors, resulting from horizontal communication contribute to morale and effectiveness of conflict resolution; work performance etc. by allowing interaction among peers, social and emotional support to students is achieved. Such interactive explain more about the likelihood of interests.

## 2.4.1.1. Communication Channels/Paths

Communication channels/paths/direction can be categorized as: downward, upward, horizontal or diagonal. Communication that flows from one level of a group or organization to a lower level

is a **downward communication** pattern, thus the flow of information from the management to the students under this study. According to Robbins (2003), downwards communication is used by managers and group leaders to assign goals, provide instructions, provide guidelines and procedures, point out problems that need attention etc. it is used to direct and control behaviours of the students in the school. It has got the role of cascading managerial messages in the organization (Hannagan, 2002). However, Drucker (1982) postulates that downward communication does not work in modern times as it focuses on commands without giving room subordinates (students) to express their views. This contradicts the views of Payne (2001) who pointed that superior-subordinate communication is not necessarily one way: "Though the subordinate is expected to respect the superior, listen to him, refer to his judgment, and trust his decision… but good leaders, the superior in the hierarchy, should be just as respectful, considerate, and trusting of subordinates"

Such communication is a characteristic of autocratic management which is prone to unrests/strikes. It appears Robbins concurs with McGregor's theory X. Absence of feedback from the student may give room for the emergence of grapevine. Aswathapa pointed out that people rely on grapevine when faced with insecurity or threatened.

Upward communication flows to a higher level in a group or organization. It is used to provide feedback to higher levels, inform of progress towards goals, and relay current problems. Upward communication keeps management aware of how students feel about their work. They also rely on upward communication for ideas on how things can be improved (Robbins 2003). On the other hand Buchannan (2001) has asserted that upward communication has always been stifled, badly misused and conveniently ignored by the managers. In fact Prasad (1975) did research and identified three reasons that adversely affect upward communication as follows:-

* Manager's dislike on themes on classification in areas, which would be of help to the students to perform well.

* Manager's insistence of formal communication, which inhibit upward transmission.

* Students' view that managers do not support upward communication.

Upward communication in this study allows students to give feedback to the management. It is a characteristic of democratic management style. Managers who allow upward communications may know the response of students in advance for immediate intervention.

Horizontal communication in a school set up is where information is shared among students or between prefects and the rest of the students. It also entails sharing information between departments. According to Luthans (1992) this interactive communication is suitable. The underlying factors, resulting from horizontal communication contribute to morale and effectiveness of conflict resolution; work performance etc. by allowing interaction among peers, social and emotional support to students is achieved. Such an interactive communication may avoid the likelihood of unrests because individual needs are likely to be met.

The **grapevine** is an informal pattern of communication that comes in to fill the gap created by classical structures in meeting the needs of interactive communication. In most cases this form of communication effectively supplements the formal channel as it quickly disseminates silent information that assists the formal systems in achieving the goals. Koontz and Weihrich (2001), asserts that grapevine has really gained mileage in today's technological era where informal communication is easily passed on through telephone, e-mail or computer networks in the electronic grapevine.

Grapevine can work negatively for the organization/school especially when the information passed is irrelevant in relation to the organization/ school. Aswathapa (2002) points that

research; in fact, reveals that grapevine is faster than formal channel and that people rely on it when faced with insecurity, threatened or faced with organizational changes. And employees (students) use it to acquire information about their studies. (Kreitner and Knicki (1998, 447) say: 'No administrator in his mind would try to abolish the management grapevine. It is as permanent as humanity is. Nevertheless; many administrators have abolished the grapevine from their own minds'. But the reality is that grapevine is common in institutions.

They think and act without giving adequate weight to it. It is faster to reckon within the affairs of management. The administrator should analyze it and consciously influence it. Grapevine if not managed may bring destruction to the institution in form of strikes.

Informal communication exist where there is any form of grouping, thus the larger the organization the more grouping and consequently higher rates of grapevine. It is understood that unplanned grapevine as an informal system of communication cannot be relied upon to provide adequate information as it distorts and embellishes news.

### 2.4.1.2. Media of Communication

According to Davito (1988); messages sent and received in communication may take any form i.e. written, oral, non-verbal or electronic. Written communication ranges from memos, letter, notices, advertisements, newsletters, reports, bulletins, magazines and posters. Written communication is used to enhance internal communication systems. Nevertheless, these forms of communication are always slow due to information delays in the channels and are characterized by 'red tape'; too procedural and thus sometimes lacks feedback; an important component for complete communication.

Oral communication is the most commonly used means of communication and it contains clarity. It enhances reception of messages by non-verbal cues, as there is an opportunity for face-to-face

interaction, which creates channel for an effective internal communication. In fact, Bauma (1969), states that to understand and use oral communication in a modern organization, one must map form and informal channels and make careful decision about using either or both for a given communication purpose.

Non-verbal communication indicators within an organization may include the way we act, walk, eat, and dress, location of offices, number of secretaries, eye contact and posture. These paint a positive image of the organization and communicate a lot about the organization to the insider even though they may mean little to the outsider. Non-verbal communication too elucidates feedback.

Audio-visual media is the most recent form of communication due to the current trends of technology. The recent developments have fostered a faster transmission of messages to their destinations with electronic communications such as e-mail.

**2.4.1.3. Barriers to Communication - Noise**

Noise is any factor that disturbs, confuses, or otherwise interferes with communication. Noise can arise along the communication channel or method of transmission (Stoner, 2002). Noise can occur at any stage of the communication process and is particularly troublesome in encoding and decoding stage – creating barriers to effective transmission. It poses a potential threat to effective communication because it can interfere with the accuracy of a message. The barriers may be related o the receiver, the sender, or the environment. For example, interference occurs most frequently when a message is complex, arouses emotions, or clashes with receiver's mental set.

Physical discomfort such as hunger, pain or exhaustion can interfere with effective communication. Furthermore, problems are made worse by a message that is extremely complex or unclear to begin with.

Language differences are often related to differences in individuals' perceptions. Perceptual differences arise due to gender differences. Stoner (2002) asserts that the communication differences between genders have lately been causes of communication breakdown. Emotional reactions- anger, love, defensiveness, hate, jealousy, fear, embarrassment- influence how we understand others' messages and how we influence own messages. Stoner went on to argue: "If we are in an atmosphere where we feel threatened with loss of power or prestige, we use the ability to gauge the meaning of the messages we receive and will respond defensively or aggressively''.

A receiver's trust or distrust of a messenger is, to large extent, a function of the credibility of the sender in the mind of the receiver. A sender's credibility is affected by circumstances in the context in which he /she send the message.  For example, if the students have repeatedly experienced disdain or unmet promise from a head teacher, that Head Teacher's communication effectiveness to the students can be eroded.

Armstrong (2001) says defensive communication is the tendency to receive messages in way that protects self- esteem. The situation allows people to send messages to make themselves look good. People communicate defensively through the process of denial, the suppression of information one finds uncomfortable.

Dialogue that avoids the underlying issues forms a subtle communication barrier. When a managers talks in generalities or do no pinpoint what they think is real problem, communication remains incomplete and the real problem may not be solved.

Filtering or colouring and altering information to make it more acceptable to the receiver is another barrier to communication. It involves telling the manager what he or she wants to hear frequently.

A message may fail to register because the sender lacks effective communication skills. The sender may garble a written or spoken message so severely that receiver cannot understand it or the sender may deliver the message so poorly that the receiver does not take it seriously.

**2.4.2. Decision Making**

A decision is choosing alternatives, and that decision – making is required to carry out all managerial functions (Smith, 1985). According to Stoner and others (2002), decision - making is the identifying and selecting a course of action to deal with a specific problem or take advantage of an opportunity. The basic purpose of making a decision is to solve a problem, but problems must be analyzed prior to making the decision. A broader and grander purpose of decision - making is to move the organization forward to seize opportunities and to avoid problems (Dublin, 2002). Every decision maker brings unique set of personal characteristics to his/ her problem - solving efforts. For example, a manager who is creative and comfortable with uncertainty is likely to develop and evaluate decision alternatives differently from someone who is more conservative and less likely to accept risk. As a result of this information, researchers have sought to identify different decision – making styles namely: directive, analytical, conceptual, and behavioural (Robbins and Decenzo, 2002).

Directive style represents a decision – making style characterized by low tolerance for ambiguity and a rational way of thinking. These individuals are logical and efficient and typically make best decision that focus on the short term.

The analytical decision – making style is characterized by high tolerance for ambiguity combined with a rational way of thinking. These individuals prefer to have complete information before making a decision. As a result they carefully consider many alternatives. Conceptual

styles of decision – making represent someone who tend to be very broad in outlook and look at many alternatives. This decision – making tends to focus on the long and often look for proactive solution.

The behavioural style reflects on individuals who thinks intuitively but has a low tolerance for uncertainly. The decision makers work well with others, are open to suggestions, and are concerned about the individuals who work for them.

Managers who weigh their options and calculate optional levels of risks are using the rational model of decision - making (Stoner & Others, 2002). The basic process of rational decision – making involves the four stages as shown in the figure follows:

**Table 2.4.2 (a):** *Decision Making Process*

     1                                  2

Develop Alternatives
* Do not evaluate yet
* Seek creative alternative
Investigate the situation
* Define the problem
* Diagnose causes
* Identify decision objectives

               4                        3

Implement and monitor alternatives
* Plan implementation
* Implement plan
* Monitor & make adjustment
Evaluate Alternatives and select the best one available
* Evaluate alternatives
* Select best alternatives

**Table 2.4.2. (b):** Decision making stages

Evaluate and control
Implement the decision
Choose one alternative
Identify and diagnose the problem
Develop alternatives
Evaluate the alternative solutions

Group decisions results when several people contribute to final decision. Because so, much emphasis have been placed on teams, in organization and participative decision making and increased the number of decisions made by groups rather than individuals.

**Importance of Group Decision making**

The quality of the decision might be higher because of the combined wisdom of group members. Group members evaluate one another's thinking, so major errors are unlikely.

It is helpful in gaining acceptance and commitment. People who participate in making a decision will often be more committed to the implementation than if they have not consulted.

Group decision- making can help people overcome blocks in the thinking, leading to more creative solution to problems.

**Disadvantage**

Consumes considerable time and they may result in compromises that do not really solve the

problem.

Traditionally, the final responsibility for making decision belongs to manager. But this approach is not always appropriate. Even a well thought out managerial decision may fail if the manager is unable to convince others to carry it out willingly. And sometimes others have excellent reasons for resisting a decision.

From the foregoing decision making, this research focused on finding out why sometimes students refuse/ resist some decisions, of primary concern was to find out the nature of decision making process in the sampled schools and try to examined why students react as they do.

### 2.4.3. Discipline

According to Chhabra (2006), the word 'discipline' owes its origin to religion, but it was the army that it helped achieve spectacular results. Disciplines thus came to be equated with the army. He defines disciplines as orderly behaviours of individuals towards the desired goals of the group. On the other hand Ordway Tead defined discipline as the orderly conduct of affairs by the members of an organization; who adheres harmoniously in forging towards the end, which the group has in view, and willingly recognize. Discipline is, therefore, said to be good when students willingly follow school rules and it is said to be bad when students follow rules unwillingly or actually disobey them.

Discipline is regulation of human activity to produce a controlled performance. It ranges from the guards' control of rabble to the accomplishment of lone individuals producing spectacular performance through self- discipline in the control of their own talents and resources [Torrington and Hall, 1998]. Thus discipline is that force that prompts individuals or groups to observe the rules, reputation, and procedures, which are deemed to be necessary for the effective functioning of the school. It is the willing cooperation and observation of the rules and regulations of the

school. It involves searching consistent behaviours in accordance with the accepted norms of behaviours, absence of chaos, irregularities and confusion in the behaviour of student. Discipline students cooperate and behave in a normal and orderly way.

Maintenance of harmonious human relations in an organization depends upon the promotion and maintenance of discipline. No school can prosper without discipline. Discipline has been concern for all schools. There are some people who believe that maintenance of discipline is the concern only of high authorities of the school. But in actual practice, discipline is the concern of everybody.

Managerial disciplines is one whereby everything depends on the leader from start to finish while a team discipline is whereby the perfection of the performance is derived from the mutual dependence of all, and that mutual is derived from a commitment by each member to the total school. While self- discipline is whereby the individual's performance depends on training, expertise and self – control.

According to Pigors and Myers [1977], the style managers adopt in handling grievances and disciplines as being punishment, will reflect their belief. The manager who sees disciplines as punishment tends to be autocratic. The manager who sees disciplinary problem as obstacles to achievement that do not necessarily  imply incompetence or ill – will by student will seek out the camp of the problem. The manager, who listens out for complaints and grievances, gets to the bottom of the problem and finds solutions will run little risks of rumbling discontent from people obsessed by trivial problems.

Chhabra continues to assert that many managers and supervisors see discipline primarily as a means to enforce external demands for responsible behaviours. They do not place any reliance on spontaneous self- discipline. Instead they expect orderly behaviours to depend primarily on

fear of penalties. Thus they exercise discipline as a punishment.

## 2.4.3.1 Aspects of Discipline

Quite a number of authors have enumerated two aspects of discipline as positive/preventive discipline and negative/corrective discipline. In positive/ preventive discipline, students believe in and support discipline and adhere to rules, regulations and desired standards of behaviours. Discipline takes the form of positive support and reinforcement for approved actions and its aims is to help the individuals in molding his/ her behaviours and developing him/her in a corrective and supportive manner.

It has been argued that positive discipline does not restrict the individuals but enables him/her to have greater freedom in what he enjoys greater degree of self- expression in striving to achieve the group goals/objectives, which he/she identifies as his/her own. Further argument is that positive discipline promotes cooperation and coordination with a minimum of formal organization. It reduces the need for personal supervision required to maintain standards.

According to negative discipline, students do not believe in discipline. As such they do not adhere to rules, regulations and desired standards of behaviours. As such, disciplinary programme forces and constraint the students to obey orders and function in accordance with assert rules and regulations through warnings, penalties and other forms of punishment. This approach is, in fact, autocratic in nature as such students are given no role in formulating the rules and they are not told why they are punished. Thus students are forced to observe rules and regulations on account of being reprimand etc. Gupta (2002) argues that this discipline does not eliminate undesirable behaviours rather it merely suppresses it. It requires regular monitoring causing wastage of unreliable time. Punishment also causes resentment and hostility, he adds.

 This research was, therefore expected to determine the arguments put forward as far as

discipline is concerned.

## 2.5. Students Response

The response of people, however, cannot be studied in isolation. It is necessary to understand the interrelationships with other variables which together comprise the entire school i.e. human relations approach. To do this involves consideration of interactions among the formal and informal groups, the task to be undertaken, the technology employed among others.

Mullins (2004) has enumerated variables which are interrelated to determine behaviour as; the individual, the group, the school and the environment, which collectively influence response in school. Organizations are made up of individual members. The individual is a central feature of organization and a necessary part of behavioural situation. Whether acting in isolation or as part of group, in response to expectations of the organizations or as a result of the influence to the external environment. Where the needs of the individual student and the demands of the school are incompatible, this can result in frustration and conflict thus resulting in unrest. It is the task of the school management to provide a learning environment which permits the satisfaction of individual needs as well as the attainment of the school goals.

One way to recognize why people behave as they do is to view an organization (school) as an Iceberg. What sinks ships is not always what sailors can see, but what they can't see (Mullins, 2004). Saitoti echoed the sentiments when he exclaimed: "Let us not take things at face value; we need a thorough analysis of what triggered whatever is happening in education sector" (Daily Nation, July 31, 2008)

Attribution simply refers to how people explain another's or their own response. There are two general types of attributions that people make: Dispositional attribution; which ascribe a person's behaviour to internal factors such as, personality traits, motivation, or ability; situational

attribution which attribute a person's response to external factors such as social influence, leadership etc.

This study was biased to situational attribution (Leadership/Management). It was in 2001 when our country experienced what was thought to be the worst unrest as indicated in the table 2.7.

| Province | Existing No. of Sec. schools | No of sec. schools which experienced unrest | Percentage of sch. Going on strikes |
|---|---|---|---|
| Central | 630 | 85 | 13.5 |
| Nyanza | 680 | 7 | 1.0 |
| Coast | 151 | 4 | 2.6 |
| Eastern | 626 | 76 | 12.4 |
| Rift valley | 625 | 50 | 8.0 |
| Western | 408 | 19 | 4.7 |
| Nairobi | 93 | 2 | 0.02 |
| N. Eastern | 21 | 7 | 33.2 |

**Table 1.1.5:** *Number of secondary schools which experienced unrest in 2001*

**Source**: *Owiro (2002)*

The figures raised a lot of concern to head-teachers, government, parents, guardians and even the students. The trend was exceeded in 2008. The situation was worrying indeed.

Strikes are not planned overnight and done the following day. There is grace period for planning, recruitment of active participants and purchase or supply of the tools to be used on the material day. During grace period the following symptoms may be noted;

   * Unusual excitement among students

* There is a lot laxity on the students

* Existence of unusual groupings in the school

* Funny writings/ drawings on the walls/ boards

* Warning notes put on the notice boards or dropped at head teacher's office.

* Disconnection of telephone lines/ temporary black-outs

Strikes may be violent or mild. It appears 2008 strikes were violent as evidenced by the death of a student. By July 22, 2008, there had been 250 recorded strikes, the bulk being in Central (85), Eastern (76), and Rift Valley (50) and about 25 % of the strikes were classified as violent and destructive. (Daily Nation, July 22, 2008).

**2.6 Summary**

The management concept has evolved from classical to contingent with the passage of time. Each school of thought has got different ways of looking at the organization. Three types of management styles; democratic, autocratic, and laissez-faire have been enumerated including the way managers treat students. Students respond according to the way they are treated by their Head Teachers. Their response may be positive or negative. The HT is responsible for the drawing up HR policies in their schools. Such policies include; communication, decision making and discipline procedures. Communication channel may be upwards, downwards or cross wards.

Notices and assemblies are forms of downward communication whereas barazas are forms of upward communication.

Group decision making though it takes time to concluded, is the most preferred as it includes everybody's decisions. A discipline school environment is one whereby the individual needs of the students and the school needs are met. Punishment of the student may cause resentment and hostility which may be manifested through strikes.

**2.7  Conclusion**

Although management concept has evolved with the passage of time, some managers still apply classical school of thought in their management. There are aspects of autocratic management styles which are associated with classical school of management. Strikes in schools are a negative response from students which may be associated with the autocratic management in schools. Strikes result when the demands of the students and that of the school are incompatible. Students are not included in decision making, students are talked to instead of talking with them, and disciplinary procedures are not followed to the latter.HR specialists should not only draw policies but also ensure that they are properly implemented

# CHAPTER THREE

## 3.0 RESEARCH DESIGN AND METHODOLOGY

### 3.1.    Introduction

This chapter presents a detailed description of research design that was used including research area. It describes research method, the sample design, sample size determination and sampling procedure. It also describes data collection instruments, their validity and reliability.

### 3.2 Research Design

A research design is regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose (Kothari, 2003). It is the conceptual structure within which research is conducted.  Descriptive research design was adopted for this study. Kerlinger (1969) points out that descriptive study is good at fact findings and may often result in the formulation of important principles of knowledge and solution to significant problems. The design enabled collection of the data by questionnaires which were the main tool for data collection under this study.

This study aimed at finding students' responses to school management styles and suggesting solutions to negative responses. Questions were constructed to solicit the responses from the sampled respondents.

The study was cross – sectional as it was confined to a single period of time in the 2nd term 2009.

## 3.3 Target Population

There are 53 secondary schools in Kericho district with a population of approximately 21,576 students (Kericho DEO'S Statistics, 2008). The study was conducted in 15 secondary schools and 300 students responded to the questionnaires. The students were drawn from form three and four whose behaviours were considered representative.

In fact, most of those students were taken to court over strikes were form three and four. (Daily Nation, July 25, 2008).  Unrests occur in schools whether boys, girls, mixed, single sexed, provincial, district, boarding or day schools. This is the reason why non homogeneous schools were selected. Management styles are independent in any school and it determines students' behaviour. Schools are not homogeneous but management styles are independent regardless of the school situation. Management styles may be democratic, autocratic or laissez fair. This is the reason why strike can occur in any school.

## 3.4 Sample Design

This study employed simple random sampling to select 10 schools and purposive sampling to select 5 schools from the remaining 53 schools in the district. Simple random sampling gave every school an equal chance of inclusion in the sample.

Random sampling ensures the law of Statistical Regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristic of the universe (Kothari, 2004).  On the other hand, purposive sampling was used to include the five schools that experienced strikes in Kericho district in the year 2008. The power of purposively sampling lies in selecting information rich cases for in- depth analysis related to the issues being studied (Kombo and Tromp, 2002). Respondent from such could respond based on

experience in their schools.

Simple random sampling was used to select students who responded to the questionnaires in each school. A total of 20 students was sample from every school visited. Students, therefore, formed the unity of analysis for this study.

**Table 3.4.1:** *School that experienced strike in 2008 in Kericho*

|  | School | Division | Category |
|---|---|---|---|
| **Boarding** | **Kakibei** | **Sigowet** | **Provincial** |
| **Day/boarding** | **Kaitui** | **Soin** | **District** |
| **Day/boarding** | **Moi sitotwet** | **Soin** | **District** |
| **Boarding** | **Kabianga** | **Belgut** | **Provincial** |
| **Boarding** | **Chumo** | **Sigowet** | **District** |

**Source:** *DEO, Kericho 2009*

Simple random sampling was used to select 15 schools from the remaining 48 Schools. Computer was used and the following schools were selected:

A total of 10 District and 5 Provincial Schools were selected, one Girls School, 3 Boys schools and 10 boarding schools were selected.

In each school a total of 20 students responded to the questionnaire. Ten students were drawn from form 3 and 10 students were from form 4

**Table 3.4.2 Schools Sampled**

| SCHOOL | FORM 3 | FORM 4 | TOTAL |
|---|---|---|---|
| Kakibei | 10 | 10 | 20 |
| Kaitui | 10 | 10 | 20 |
| Moi Sitotwet | 10 | 10 | 20 |
| Kabianga | 10 | 10 | 20 |
| Chumo | 10 | 10 | 20 |
| Sosiot Girls | 10 | 10 | 20 |
| St. Thomas | 10 | 10 | 20 |
| Cheptenye | 10 | 10 | 20 |
| Kipsomoi | 10 | 10 | 20 |
| Kaborok | 10 | 10 | 20 |
| Chemomul | 10 | 10 | 20 |
| Kaptebeswet | 10 | 10 | 20 |
| Kericho Tea | 10 | 10 | 20 |
| Chepkosilen | 10 | 10 | 20 |
| Musaria | 10 | 10 | 20 |
| | **150** | **150** | **300** |

In mixed schools, 5 boys and 5 girls came from each class, hence 10 boys and 10 girls responded to questionnaires. The first come, first serve basis was used. I.e. in the 11mixed schools in the District a total of 110 boys and 110 girls were selected.

A total of 60 boys were selected from the 3 boy's schools in the District and 20 Students from the only girl's school selected giving a total of 300 students.

### 3.4.3. STUDENTS SELECTED

|  | MIXED | BOYS | TOTAL |
|---|---|---|---|
| Boys: | 11 X 10 = 110 | 3X20 = 60 | 170 |
| Girls: | 11X 10 = 110 | _ | 110 |
|  | 1 X 20 = 20 | - | <u>20</u> |
|  |  |  | **<u>300</u>** |

This indicates that there are more boys than girls in Secondary Schools. This may be attributed to high rate of girl drop out due to pregnancies and early marriages coupled with societal beliefs.

### 3.5 Description of the Research Area

The study was conducted in Kericho district, Rift valley province. From the 1999 Population and Housing Census, the district has average density of 238.5 people per km$^2$. Kericho is an Agricultural potential district. It has conducive climate for the growing of both food and cash crops and for the rearing of livestock. The population of the District is predominantly young with about 57% of the population falling below 20 years of age and 76% of the population below 30 years of age. The high percentage of young people in Kericho District poses the challenges of providing adequate educational facilities and services creating inadequate employment facilities for those who finish school.

The district has 4 divisions namely; Ainamoi, Belgut, Sigowet and Soin. It occupies a total area

of 1095.2 km$^2$ (District statistics Office- Kericho 2008). The district has got 53 secondary schools with a population of approximately 21675. In the year 2008, five schools went on strike in the district.

## 3.6 Data Collection Instruments

The study used questionnaires to collect data. The questionnaires were administered by the researcher during week days. The questionnaires were both closed ended and open ended. Data collection refers to the gathering of information to serve or prove some facts. For the purposes of this study, up-to-date and comprehensive data on the view of the students about school management styles had to be collected. This was to further researcher's understanding on the puzzling issue of unrests in our schools.

Data collection allows for the dissemination of accurate information and development of meaningful conclusions and recommendations. This study used questionnaires to collect data after identifying the respondents and their accessibility. This was done after getting permission from the university and the schools visited. The questionnaires were distributed to the respondent and given time to complete answering questions by the researcher himself. All the questionnaires were gathered after given response time was over.

## 3.7 Reliability and Validity

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda, 2003) .In order to obtain correct information, the data collected have to be reliable. Reliability, therefore, refers to how consistent a research procedure or

instrument is; it is the degree of consistency demonstrated in a study. Written questionnaires were administered in one school and corrections made until similar pieces of information were obtained. The same examples were displayed before the students responded to the questionnaire.

According to Anastasia, (1982) validity refers to the quality of the procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right. It implies that, we want to obtain what we are supposed to measure. Information regarding communication, discipline and decision making were obtained which clearly illustrate management styles in the schools. Inferences made based on such data were believed to be accurate and meaningful. In any research, sound measurement must meet the tests of reliability and validity. Reliability is a measure of the degree to which a research instrument (questions under the study) yields consistent results after repeat trials (Mugenda, 2003) it has to do with the accuracy and precision of measurements procedure. It is the degree of consistency demonstrated in a study. A measuring instrument is reliable if it provides consistent results.

In order to ensure reliability of data collected; the questionnaires were administered. In one school, corrections made until similar pieces of information were obtained.

The conditions under which the collection takes place were standardized by ensuring that external sources of variation such as boredom, fatigue etc. did not occur.  This was made by making respondents active throughout the exercise. Same questionnaire was administered to all the schools.

The same examples have displayed before the students, responses to the questioner in all the school. Validity is the extent to which an instrument measures, what is supposed to be measured.

It refers to the quality of the procedure or an instrument uses in the research is accurate, correct time, meaningful or right (Anaestesia, 1982). It implies what is suppose to be measured is obtained.

There are three types of validity namely: content validity, criterion related validity and content validity. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study. The questionnaire contained representative sample statement on communication, decision making and discipline procedures under this study.

Criterion – related validity relates to the ability to predict some outcome or estimate the existence of some current condition. Thus the results help in estimating the current condition in school, and predicting some outcome on school behaviour.

Construct validity is when a measuring instrument confirms to predicts corrections, with other theoretical proposition, i.e. Macgregor Theory x under this study. The statement put forward was to tell whether a management style was democratic, autocratic or Laissez fair.

**3.8 Data Analysis Techniques**

Kothari (2004) defines analysis to mean the computation of certain indices or measures along with searching for patterns of relationships that exists among the data groups. Both descriptive and inferential statistics were applied to analyse the data, using the SPSS Computer package. Other defines, date analysis to mean the computation of certain indices or measures along with searching for pattern of relationship that exist among the data groups. It is the examination of what has been collected in survey is making deduction and interference. It involves uncovering

underlying structures; extracting important variables, detecting any anomalies and testing underlying assumption.

The data was analysed using exploratory method to discover what the data seemed to say by using simple arithmetic and easy–to–dram pictures to sum.

Both descriptive and inferential statistics have applies to analyze the date using the SPSS computer package. The results are presented by use of frequency tables and bar graphs.

The data was analyzed after collection. Coding and tabulation with the help of computer was used to draw statistical inferences. The responses were categorized into various categorical variables. Thematic analysis was used in this qualitative research. Coding system was used on samples of collected data as regards to strongly agree, agree undecided, disagree and strongly disagree.

A summary report was developed by identifying major themes and using graphics and direct quotations to present the findings. The frequency with which ideas appears was used to interpret the concepts. Computation of various percentages was then used in presentation

**3.9 Research Ethics**

This research has its subjects as student hence ethics associated with carrying out research had to be given due attention. The researcher considered the following measures. The respondents were asked not to indicate their names on the questioner for confidentiality purposes. The researcher himself collected the data to ensure the respondents voluntarily answer the questionnaire. The researcher obtained consent to collect data from the administration of the school visited and the Moi University. The researcher was honest and open to the respondents by first explaining what the research was all about at every school before the students could respond to the questionnaire.

It was hoped the benefits from the study outweighs the cost as enumerated in the significant of the study.

# CHAPTER FOUR

## 4.0 ANALYSIS AND INTERPRETATION OF DATA

### 4.1 Introductions

The chapter provides an assessment of the study's main findings on the students' responses to school management styles at secondary schools in Kericho Districts, Kenya.

A total of 300 questionnaires were issued to the respondents in 15 schools out of 53 schools in the district. The data was analyzed by coding and tabulation and presented by use of frequencies and bar graph.

This study investigated the students' responses to school management styles at Secondary schools in Kericho District, Kenya.

This was in the light of the student unrests witnessed in our country in the previous year. The unrest caused far reaching consequences. Managerial malpractices were pointed as among the causes of the unrests. The quality of secondary management was, therefore inadequate since it was marked by recurring student unrests. A total of 300 questionnaires were issued for the study. The data was analysed by use of descriptive and inferential statistic. After analysis the data was presented by use of frequency distribution and pie charts.

### 4.2 Communication Channels

One of the objectives of the study was to determine how school management channel and receive information from the students. To achieve this objective several statements intended to gauge the views of the students on communication were forwarded to the students.

**4.2.1: The use of Notices**

The messages sent may take written, oral, non-verbal or electronic. Notices are a form of written communication. The results shows that 52(17.3%) respondents strongly agree that notices are used by the administration to communicate important matters to students. 199(66.3%) agree, 18(6%) were undecided, 19 (6.3%) disagree and 12(4.0%) strongly disagree that notices are used as shown in table 4.21. This implies that the principals only pass the information to students but cannot get feedback. Under such situation student may give their feedback by striking.

**Table 4.2.1** communicating important matters through notices

| Response | Frequency | Percent |
|---|---|---|
| Strongly agree | 52 | 17.3 |
| Agree | 199 | 66.3 |
| undecided | 18 | 6.0 |
| disagree | 19 | 6.3 |
| strongly disagree | 12 | 4.0 |
| Total | 300 | 100.0 |

Source: Researcher, 2010

***The results are represented by fig.4.2.1 below***

## level of agreement on principal communicating important matters throug notices



level of agreement on principal communicating important matters throug notices
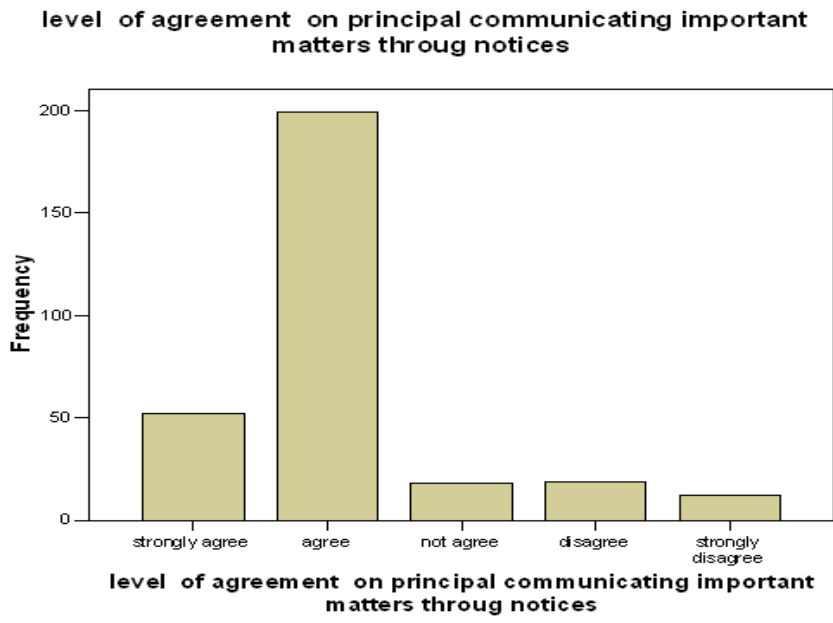
The 6% of respondents were undecided at the same time they could not tell whether notices were common in their school. On the other hand, those who disagree may have notices but are not used to pass important information to students.

Communication is the transfer of information and understanding from one person to another.

Notices help school management to transfer information to students but lacks feedback.

Managers think that when their messages are sent, they have communicated. Notices, therefore, serves to transmit message and that is the beginning of communication. Management cannot tell how students interpret such messages. Communication depends on how messages are received. From the results, many students agree i.e. 83.7% that notices are used by their head teachers to communicate to them important matters. There is clear indication that the management does not know how messages are received by the students.

Communication is what students understand not what the management say. Because the head-teachers believe that when they write messages, they have communicated; students on the receiving end may perceive information wrongly and lack ways of giving feedback. This is a form of autocratic management style whereby principals pass information and expect no response from the students i.e. no feedback.

In fact notices are characterised by red tape; too procedural and lacks feedback.

Human Resource Management is concerned with complete communication for the organizational harmony, where there is incomplete communication as shown in this case; such environment is prone to conflicts.

**4.2.2 Assemblies**

The researcher wanted to know whether principals used to communicate important matters on assemblies.136 (45.3%) respondents strongly agree, 139(46.3%) agree, 5 (1.6%) undecided, and 14 (4.6%) strongly disagree. There are claims that oral communication contains clarity. That it enhances reception of messages by non-verbal ones. To understand and use oral communication in modern organization, one must make careful decision.

The results are shown in the Table 4.2.2. Below

**Table 4.2.2:** Communicating important matters on assembly

| Response | Frequency | Percent |
|---|---|---|
| strongly agree | 136 | 45.3 |
| agree | 139 | 46.3 |
| undecided | 5 | 1.67 |
| disagree | 14 | 4.6 |
| Total | 296 | 98.7 |
| Total | 300 | 100.0 |

Source: Author

The results indicated that over 92.9% head-teachers communicate to students on assemblies. This form of communication enhances clarity and reception of information by use of non-verbal cues due to face to face interaction. It is a form of downward communication commonly used by autocratic mangers. The students are not given chance to give their feedback.

The 1.67% who was undecided could be from schools whose head-teachers use notices as form of communication. Assemblies are merely used to raise the flag and sing National Anthem. This method of communication is prone to strikes as a form of feedback to the management and associated with autocratic management styles.

## 4.2.3 Use of Barazas

The researcher was interested at knowing whether barazas are held in schools. The responds indicated that 11(3.7%) strongly agree, 37(12 .3%) agree, 73(24 .3%) undecided, 13 7(45.7%) disagreed and 42(14%) strongly disagreed. The results are represented in the table 4.2.3 below.

*Table 4.2.3 Level* **of respond on use of barazas**

| Response | | Frequency | Percent |
|---|---|---|---|
| | strongly agree | 11 | 3.7 |
| | Agree | 37 | 12.3 |
| | Undecided | 73 | 24.3 |
| | Disagree | 137 | 45.7 |
| | Strongly disagree | 42 | 14 |
| | Total | 300 | 100 |
| Total | | 300 | 100.0 |

Barazas provide a two –way communication between the students and the administration. In such communication, clarification can be sought from the administration. This kind of communication results in highly motivated students.  Barazas provide a two-way communication system which allows passing of positive and negative feedback for necessary actions to be taken in time. Such a system of communication is most likely to be used by the democratic administrations. Under such administrations, unrest is unlikely.

 Barazas are not common in schools, for example, 59.9% respondent disagrees. Barazas provide avenues for student to express their problems to the management. The absence of barazas in

schools shows that students have no avenues to air their concern. The students may withhold

their problems until they are big enough to cause strike. Absence of baraza is an indication of

presence of autocratic management in our schools.


**4.2.4 Use of Suggestion Boxes**

The researcher examined how the students communicate to the administration, 160(53.3 %)

respondents strongly agree, 117 (39%) agree, 6 (2 %) undecided, 9(3%) disagree and 8(2.4%)

strongly disagree as shown in the table below.

*Table 4.2.4 suggestion box*

| Response | | Frequency | Percent |
|---|---|---|---|
| | strongly agree | 160 | 53.3 |
| | Agree | 117 | 39 |
| | Undecided | 6 | 2 |
| | Disagree | 9 | 3.3 |
| | strongly disagree | 8 | 2.4 |
| | Total | 300 | 100 |
| Total | | 300 | 100.0 |


This shows that in many schools, i.e. 92% students communicate to the administration through

suggestion box .This indicate that students are not free to talk to the administration. The common

use of suggestion box is an indication that many administrations are dictators. Such

administrations are disliked by the students as it creates fear and frustration. They allow

communication to flow from top to bottom or crosswords. Although suggestion box is a form of

bottom-top communication, it does not create face-face communication.

Without feedback communication is incomplete. Many administrators tend to think that when their messages are conveyed, they have communicated. An administrator may send hundred messages, but there is no communication until one is received, read, and understood. Without feedback, as in case of assemblies and notices, it is difficult to know whether a message has been received and understood. In fact, the feedback includes the reaction of the receiver (students). This is why students resort to unrest as a form of feedback to the management. This could be attributed to the messages which are not reacted to by the management. Downward communication (notices and assemblies) does not work in modern times as it focuses on commands without giving room students to express their views. When the administration receives communication, it keeps them abreast of how students feel about their work, and get ideas on how things can be improved and thus avoid unrest.

### 4.2.5: Use of Prefects.

Students also use prefects to communicate with the administration. For example, 98(32.7%) strongly agree, 159(53%) agree, 25(8.3%) undecided, 11(3.7%) disagree and 7(2.3) strongly disagree. Students sent their prefects to the administration when need arise. This is an indication that the students are not be free to communicate to the administration.

*Table 4.2.5 Use* of prefects to communicate to principal

| Response | Frequency | Percent |
|---|---|---|
| strongly agree | 98 | 32.7 |
| Agree | 159 | 53.0 |
| Undecided | 25 | 8.3 |

| Response | Frequency | Percent |
|---|---|---|
| Disagree | 11 | 3.7 |
| strongly disagree | 4 | 1.3 |
| Total | 300 | 100.0 |
| Total | 300 | 100.0 |

### 4.2.6 Information distortion

Most students however, tend to agree that the students distort information when sent by their colleagues. For example, 75(25%) strongly agree, 130(43.3%) agree, 40(13.3%) gave no answer, 22(7.3%) disagree and 30(10%) strongly disagree as indicated in the table below.

*Table 4.2.6 Information distortion*

| Response | Frequency | Percent |
|---|---|---|
| Strongly Agree | 75 | 25.0 |
| Agree | 130 | 43.3 |
| Undecided | 40 | 13.3 |
| Disagree | 22 | 7.3 |
| strongly disagree | 30 | 10.0 |
| Total | 300 | 100.00 |
| Total | 300 | 100.0 |

This is a potential threat to effective communication. Defensive communication is the tendency to send message to make one look good. Prefects tend suppress information they find uncomfortable. At the same time prefects may distort information by filtering or colouring and altering information to make it more acceptable to the administration. It may also involve telling

the school manager what he/she wants to hear frequently at the same time prefects may lack effective communication skills.

Such a situation may put the rest of the students waiting for long on the unforthcoming feedback from the management. When they can wait no more, they may resort to unrest to register their displeasure. This is a manifestation of autocratic management where prefects fear telling the truth lest they are seen to support the students.

–

**4.2.7 Communication Problems.**

The researcher, equally examined whether there was communication problems between the management and the students in the school. The researcher found out that there was serious communication problem between the students and the administration in a number of schools. For example 87 (29%) strongly agree, 122 (40.7%) agree, 36(12%) undecided, 15(5%) disagree and 40(13.3) strongly disagree i.e. 69.7% agree that there were communication problems. The results are presented below.

*Table 4.2.7:* **Communication problems**

| Response | Frequency | Percent |
|---|---|---|
| Strongly agree | 87 | 29.0 |
| Agree | 122 | 40.7 |
| Undecided | 36 | 12.0 |
| Disagree | 15 | 5.0 |
| Strongly disagree | 36 | 12.0 |
| Total | 300 | 100.00 |

| | | |
|---|---|---|
| Total | 300 | 100.0 |

Communication problem may occur at any stage of the communication process at any institution. The problem may be related to the receiver, the sender, or the environment. For example, when a message is complex or a clash with the receiver's mental set is solely the responsibility of the administration.

### 4.2.8 Summary of Communication

The results illustrate that school management use notices and assemblies to communicate to students. The two commonly preferred types of communication characterises autocratic management styles. Such communication lacks feedback from the students. It, is however, noted that in turn mostly use suggestion box and prefects to communicate to the management. At the same time barazas are rare in schools. Barazas give the students and management an opportunity to interact and share a lot in common.

In human resource development, complete communication is paramount for the success of any organization. Complete communication is where feedback is available.

### 4.3.0. Involvement of Students in Decision Making

Another objective of the study was to examine whether school management involves students in decision making. To achieve this objective, a number of statements were forwarded to the respondents. The analysed date gave the following results.

The purpose of the decision making is to move the organization forward to seize opportunities and to avoid problems. Mocks were touched as among the causes of unrest in the wave of unrest

experienced last year although it is not known whether it was the level of difficulty or the number of exams which was the point of discontent. However, the results points that most students didn't contribute in deciding the number of exam. Students may have the feeling that the exams they are doing are many or few. Depending on the kind of students, this situation may bring about problems between the administration and the students. Some may feel that the exams they do are many and a burden to them yet they didn't contribute in such decision. However, others may demand more exams.

The rest in figure 4.3.1(b) shows that more students are not comfortable with the number of exams they do. For example, 26(8.7%) respondents strongly agree that they have no problem, 40(13.3%) agree, 15(5%) gave no responds, 103(34.3%) disagree and 116(38.7%) strongly disagree. The deduction is that more students are not comfortable because they are not comfortable because they are not involved. Dublin asserts that the final responsibility for making decisions belongs to the manager. He continues to points that this approach is not always appropriate, even a well thought out managerial decision may fail if the manager is unable to convince others to carry it out willingly.

### 4.3.1. Suggestions on the number of Exams

The researcher wanted to examine if the management involves the students in deciding the number of exams done per term. 8(2.7%) responds strongly agree, 13(4.3%) agree, 13(4.3%) undecided, 110(36.7%) disagree and 155 (51.7%) strongly disagree. The foregoing indicates the decisions of the number of exams done by the students are solely the responsibility of the administration. This is because the percentage of the students involved is quite negligible. The

purpose of decision making is to move the organization forward to seize opportunities and to avoid problems. Mocks were touched as among the cause of unrest experienced in the year 2008 although it is not known whether it was the level of difficulty, or the numbers which was the point of discontent. However, the results points that most students didn't contribute in deciding the exams. Students may have the feeling that the numbers of exam they do are  many or few. Depending on the kind of students, this situation may bring about problems between the administration and the students. Some may feel that the exams they do are many and a burden to them yet they didn't contribute in such decision. However, others may demand more exams.

**4.3.2 Comfort  with Number of Exams**

The researcher wanted to examine whether the students were comfortable with the number of exam they do per term.  The results in figure 4.3.2 below shows that more students are not comfortable with the number of exams they do. For example, 26(8.7%) respondents strongly agree, that they have no problem, 40(13.3%) agree, 15(5%) gave no responds, 103(34.3%) disagree and 116(38.7%) strongly disagree. The deductions are that more students are not comfortable because they are not involved. The final responsibility for making decisions belongs to the manager. However, this approach is not always appropriate, even a well thought out managerial decision may fail if the manager is unable to convince others to carry it out willingly.

**Table 4.3.2** Comfort with the number of exams.

| Response | Frequency | Percent |
|----------|-----------|---------|
| strongly agree | 26 | 8.7 |
| agree | 40 | 13.3 |
| Undecided | 15 | 5.0 |

| | | |
|---|---|---|
| disagree | 103 | 34.3 |
| strongly disagree | 113 | 37.7 |
| Total | 300 | 100.0 |
| Total | 300 | 100.0 |

### 4.3.3. School Menu

The researcher was keen to find out the issues related to find out the issues related to food in school. Badly cooked and little food was mentioned as among the causes of unrest in year 2008. The researcher first wanted to find out whether students are comfortable with the school menu. The results indicates that 21(7%) strongly agree, 46 (15.3%) agree, 10 (3.3%) undecided, 107 (35.7%) disagree and 116 (38.7%) strongly disagree. This clearly indicates that most students are not comfortable with the school menu

Furthermore, many students concur that they strike when not consulted.

The respond indicates that 108(36%) strongly agree, 131 (43.7%) agree, 37(12.3%) undecided, 11(3.7%) disagree and 13(4.3%) strongly disagreed as shown in table 4.5.1 The results conform to the Blake and Mouton that such managers take full authority and assume full responsibility. A system where the manager rarely allows students to contribute on decision making is satisfying for the leader as it permit quick decisions.

However, students dislike such leadership especially if it is extreme enough to create fear and frustration. This may explain the situation our country experienced last year, an indication of autocratic management.

*Figure 4.3.3* **Comfort with the school menu**

### 4.3.4. Strike When not consulted

The following statement was to examine if students strike was not consulted e.g. the number of exams and the school menu. The response indicated that 79.7% agree that they strike if not consulted on decisions affecting them. On the other hand, 8.0% agreed that they don't strike if not consulted, 12.3% undecided are those who cannot imagine of any strike. The results confirm the highlights by the students in the Daily Nation of Friday, 25 2008 students dislike leadership that is too extreme enough to create fear and frustrations. Managers who do not involve students in decisions are autocratic whereas those who involve students are democratic.

### 4.4.0. Disciplinary Procedures

Furthermore, the study was to examine disciplinary situations in the schools. The researcher posted a number of statements on discipline. Discipline is one of HR procedures.

### 4.4.1. Awareness of Rules and Regulations

The researcher was keen to examine if the students were aware of school rules and regulations. The results indicated that 67.7% respondents agree that they were aware of school rules and regulations. Only 25% was not aware of school rules and regulations and 7.3% were undecided. It is evident; therefore, that almost all the students are aware of school rules and regulations. It was not known whether they were aware of the rules and regulations right from the primary school, or they were provided with copies as soon as they joined secondary schools. The results are shown in the table below.

**Table 4.4.1:** *Awareness of the School Rules and Regulations*

| Response | Frequency | Percent |
|---|---|---|
| Strongly agree | 134 | 44.7 |
| Agree | 69 | 23 |
| undecided | 22 | 7.3 |
| Disagree | 42 | 14 |
| Strongly disagree | 33 | 11 |
| Total | 300 | 100.0 |

**Source:** Author 2010

## 4.4.2: Breaking Rules and Regulations

The researcher wanted to examine whether students were aware of the consequences of breaking school rules and regulations .117(39%) strongly agree, 148(49.3%) agree, 23(7.7%) undecided, 8(2.7%) disagree while 4(1.3%) strongly disagree.

This indicates that many students are aware of the consequences of breaking school rules.

## 4.4.3. Adherence to the School Rules and Regulations

The researcher was interested to examine if the students adhere to school rules and regulations by force or willingly .i.e. positive or negative discipline The results indicated that 127(42.3%) strongly disagreed that they adhere to school rules and regulations, 138(46%) disagreed, 22(7.3%) undecided, 7(2.3%) agree and 6(0.7%) strongly agree as shown in the table 4.4.3. (a) Below

**Table 4.4.3:** *Adherence to School Rules and Regulations*

| Response | | Frequency | Percent |
|---|---|---|---|
| | strongly agree | 127 | 42.3 |
| | agree | 138 | 46.0 |
| | Undecided | 22 | 7.3 |
| | disagree | 7 | 2.3 |
| | strongly disagree | 2 | .7 |
| | Total | 296 | 98.7 |
| Missing | System | 4 | 1.3 |
| Total | | 300 | 100.0 |

**Source:** *Author 2010*

The 88.3%, who disagree, show that students adhered to the school rules and regulations. Only 3% agree that they follow school rules and regulations willingly. This must be schools with schools with exceptional managements; which are characteristically democratic. The 88.3% who follow school rules and regulations due to reprimand displays autocratic management styles. Those who undecided are those who don't know whether they follow willingly or unwillingly. It depicts a Laissez fair management styles.

Furthermore, the results also shows that quite a substantial number of students obey school rules and regulations through penalties i.e. corrective discipline. For example 97(32.3%) strongly agree, 141(47. %) agree, 28(9.3%) undecided, 10(3.3%) disagreed, 24(8.1) strongly disagreed.

In positive discipline, students believe in and support discipline and adhere to rules regulations; the situation which the study established to be contrary. Positive discipline enables students'

greater freedom on what they enjoy and a greater degree of self-expression to ensure their goals. Such discipline promotes co-operation and coordination in schools devoid of strike.

The results indicate that greater percentage of students obey rules and regulations through penalties. They do not adhere to rules and regulations and desired behaviours. Such students obey orders and functions in accordance with assert rules and regulations.

Positive discipline promotes cooperation and coordination and reduces the need for personal supervision required to maintain standards. This could indicate that peaceful schools embrace this type of discipline. On the other hand, according to negative discipline, students do not believe in indiscipline. Here students obey rules through warnings, penalties and other form of punishment. This approach is autocratic in nature, students are forced to observe rules and regulations on account of being reprimand. This discipline does not eliminate undesirable behaviours but rather merely suppresses it. In fact punishment causes resentment and hostility between the students and the administration. This may explain the situation witnessed in the year 2008 in our country.

### 4.4.4. Disciplinary Appeal.

The researcher wanted to find out if the students; are given chance to appeal in case of any given punishment. 22(7.3%) strongly agree, 42(14%) agree, 12(4%) undecided, 104(34.7%) disagree and 120(40%) strongly disagree. In many schools, students are not given a chance to explain themselves when found on the wrong. Such school managers tend to be autocratic in nature. Students at such schools may explode leading to unrest.

**Table 4.4.4:** *Room to Appeal In Case Of Any Disciplinary Action.*

| Response | Frequency | Percent |
|---|---|---|
| Strongly agree | 22 | 7.3 |
| Agree | 42 | 14.0 |
| Undecided | 12 | 4.0 |
| Disagree | 104 | 34.7 |
| Strongly disagree | 120 | 40.0 |
| Total | 300 | 100.0 |

**Source:** Author 2010

This is an indication that many head teachers are autocratic; management does not provide students a mean to explain themselves. Decisions of such managers are final and students have no say except to heed management's resolution. The 21.3% respondents who agree to have appeal is an indication of democratic management. This is quite a small percentage given the sensitivity of the matter.

## 4.5. Possible Causes of Strikes

The research was also to examine the major cause of unrests in secondary schools. 54(18%) blamed drugs and alcohol, 20(6.7%) blamed hard economic conditions, 24(8%) blamed poor parenting, 118(39.3%) blamed school management, 19(6.3%) blamed peer group influence, 51(17%) blamed use of mobile among others as shown in figure 4.5 below. It appears, therefore, that the major cause of strikes is poor management as it has the highest percentage compared to other causes. Secondary school unrest in Kenya is management related. The school management has got authority to stamp out drugs and alcohol if they are efficient and effective.

**Table 4.5**: *Major Causes of Strikes in Schools*

| Response | Frequency | Percent |
|---|---|---|

| | | |
|---|---|---|
| Use of drugs and alcohol | 54 | 18.0 |
| Hard economic conditions | 20 | 6.7 |
| Poor parenting | 24 | 8.0 |
| School mismanagement | 118 | 39.3 |
| Peer group influence | 19 | 6.3 |
| Mocks/exams | 2 | .7 |
| Bandwagon(striking because others have strikes) | 2 | .7 |
| Use of mobiles | 51 | 17.0 |
| Total | 300 | 100 |
| Total | 300 | 100.0 |

**Source:** *Author 2010*

The fact that the major cause of students' unrest in schools is school management indicates abundant autocratic head teachers. As indicated earlier, such management styles are prone to strikes. It can therefore be concluded that management styles affect students' behaviour. Management could have been the major contributor to unrests as witnessed in our country in the year 2008.

### 4.5.1. Solutions to Strike

The response on the possible solutions to unrest shows that 11(3.7%) support suspension, 23(7.7%) support expulsion, 167(55.7%) support counselling, 4(1.3%) support canning, 83(27.7%) support parents summon and 83(27.7) others.

This concurs with government support on the use of counselling in schools to help maintain discipline, more so to replace corporal punishment which has been banned.

**Table 4.5.1: P*ossible solutions to school strikes*

| Response | Frequency | Percent |
|---|---|---|
| suspension of culprits | 11 | 3.7 |
| expulsion | 23 | 7.7 |
| counselling | 167 | 55.7 |
| canning | 9 | 3 |
| parent summoning | 83 | 27.7 |
| others | 7 | 2.2 |
| Total | 290 | 96.7 |
| **Total** | **300** | **100.0** |

**Source:** Author 2010

## 4.6: Summary

Downward communication patterns are prevalent in secondary schools. This is the communication which flows from management to the students, for example the use of notices, a major downward form of communication is used by over 80% respondents. Assemblies, at the same time are commonly used to pass information from administration to the students i.e. 91.6% respondents agreed that managers/head teachers communicate to them on assemblies. In fact, barazas which provide a form of upward communication is uncommon in schools. Only 16% respondents agreed that barazas are held in their schools whereas 59% disagreed.

Students use suggestion boxes and prefects to communicate their views to the management. For example, 92% use suggestion boxes and 85.7% use prefects. Both ways does not provide face to face interaction between the students and their head teachers.

Noises which possess potential threat to effective communication were realized. For example, 85.7% respondents agreed that prefects distort information and finally 69.7% respondents agreed that there are serious communication problems between the students and the management.

Head teachers do not involve students in decisions affecting them. For example 88.4% respondents are not involved in deciding the number of exams they do per term. At the same time 73% are not comfortable with the number of exams and 74.4% are not comfortable with their menu. 79.7% respondents strike when not consulted on matters affecting them.

Most students are aware of school rules and regulations i.e. 92%. They also know the consequences of breaking school rules and regulations. However, they follow school rules and regulations due to force i.e. 83.3%. Students are not given chance to appeal in case of any disciplinary action taken upon them. For example 74.4% respondents do not appeal. Management is shown as the major cause of strikes in secondary schools and students prefer counseling as the solution.

## CHAPTER FIVE

## 5.0. DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1. Introduction

This chapter discusses the summary of the findings of the study, concrete conclusions and recommendations of the findings.

### 5.2.1. Findings on Communication Patterns/Channels

The first objective of the study was to examine communication patterns in secondary schools in Kericho District. Communication channels are categorised as downwards, upwards, horizontal or diagonal. It was found out that most head-teachers use notices to communicate to student, a form of downward communication. For example, a total of 83.7% respondents agreed that the head –teacher use notices to communicate to them important information. Only 10.3% didn't agree that head- teachers use notices to communicate to them. The use of notice and assemblies are a form of downward patterns of communication. This form of communication is used by managers to provide instructions, provide guidelines and procedures, point out problems that need attention and assign goals. It focuses on commands without giving students room to express their views.

Autocratic head-teachers only allow communication to flow from top-bottom and not bottom-up or cross wards. This type of leadership is disliked by most students especially if it is extreme enough to create fear and frustration on the students. Frustrated students may resort to strikes as a form of communication feedback to the management.

Head teachers also communicate to students on assemblies where students are only on the receiving end. 91.6% respondents agree that head teachers communicate to them on assemblies.

When the head teachers communicate to students on assemblies, there is no feedback to the management although it provides face to face interaction. Feedback provides students respond to the management. In fact, without feedback, it is difficult to know whether a message has been received and understood. Feed back is an important component to any human resource specialist. Communication is the transfer of information and understanding from one person to another. In fact, downward communication (notices and assemblies)   does not work in modern times as it focuses on commands without giving room students to express their views. When the students do not express their views they may strike.

Upward communication flows from the students to the management. It is used to provide feedback to the management and relay current problems to the management. The use of suggestion boxes and prefects are forms of upward communication under this study. For example, 92.3% respondents agree that they use suggestion box to communicate to the management. On the other hand, 85.7% use prefects. Both use of suggestion box and prefects doesn't provide a direct link between the students and the students. The situation is further complicated by the number of respondents who concurs that prefects distort information when sent by the students. For example, 68.3% concur that prefects distort information probably to suit the management. In fact, upward communication has always been stifled, badly misused inconveniently ignored by the managers. Upward communication is supposed to give management aware of how students feel about their work. The management is supposed to rely on upward communication to improve performance.

The use of barazas is a form of interactive communication between management and the student

is, however, uncommon in schools. Only 16% respondents agreed that barazas are held in their schools and 59.7% respondents have not witnessed any baraza in their schools. This form of communication allows information to be shared by the management and the students.

Thus interactive communication is suitable. It contributes to high morale and effectiveness of conflict (strike) resolution. Only democratic managers allow such communication.

It therefore shows that presence of unrests in our schools is due to lack of upward communication. Absence of upward communication is an indication of presence autocratic management in our schools. Instead, downward communication is rampant and it has not worked in modern times as it focuses on commands without giving room students to express their views.


### 5.2.2. Findings on Decision Making

The second objective of the study was to examine the extent of student involvement in decision making by the school management. On the involvement of students in deciding the number of exams they do per term, only 7% respondents agreed that they are involved, 88.4% disagree. At the same time 72% respondents agreed that they have problems with the number of exams they do per term and only 23% respondents do not have any problem they do per term. On the hand 74.4% respondents are uncomfortable with the school menu and only 22.3% are comfortable with the school menu.

This is an indication that most head teachers do not involve students in decision affecting students. The basic purpose of making a decision is to solve a problem.   When students are involved in decision making affecting them, the quality of the decision is higher and helpful in gaining acceptance and commitment. When students participate in a decision, they fill committed to support its implementation than if they have not been consulted.

The purpose of the decision making is to move to organization forward to seize opportunities and avoid problems and not to create problems instead.

Management which does not involve students affecting them is autocratic in nature findings. Such managers take full authority and assume full responsibility; however, it permits quick decisions. This is a traditional (classical) way of decision making, an approach which is not always appropriate. This is why many students have resisted some decisions undertaken by management. For example, students in some schools in the year 2008 unrests complained of poor diet, poor quality badly cooked and little food (Daily Nation, July 25, 2008). This is in agreement with the students' response that they strike when not consulted on decision affecting them (refer table 4.3.4).

### 5.2.3. Findings on Disciplinary Procedures

The third objective of the study was to examine disciplinary procedures in schools and try to find how students respond to those procedures.

The first statement was to examine whether students were aware of school rules and regulations. 92% respondents agreed that they were aware. Most students were also aware of consequences of breaking school rules and regulations; 88.3% agreed they were aware. The researcher's concern was the reason as to why students were aware of school rules and regulations and aware of consequences of breaking them yet they continued violate them.

It was found out that students adhered to school rules and regulations due to force exerted by the management, for example 88.3% adhered to school rules and regulations by force and only 3% willingly adhered to school rules and regulations. This is an indication that discipline in school is

bad. Discipline is said to be bad when students follow rules and regulations unwillingly and is said to be good when students willingly follow. It shows that discipline is regarded as punishment in schools. A Manager who sees discipline as a punishment tends to be autocratic. Good discipline is depicted by the absence of chaos, irregularities and confusion in schools. He situation experienced in our country in 2008 is a characteristic of bad discipline in schools. When students obey rules and regulations true penalties indicate autocratic management. For example, 79.3% respondents agreed that they obey rules and regulation through penalties. This is a form of corrective/negative discipline whereby students obey orders and function in accordance with asserts rules and regulations through warnings, penalties and other forms of punishment. This approach does not eliminate undesirable behaviours rather it merely suppresses it causing resentment and hostility between the management and the students and may culminate into strikes.

The situation is further complicated by the fact that students have no room to appeal whenever disciplinary action is decided by management. For example 74.7% respondents are not given chance to appeal. Autocratic management is characterised by red-tape and rigid application of rules and regulations ignoring the students' needs and strict adherence to rules.

### 5.2.4. The Major Cause of Strikes

Greater percentage of the respondents blamed school management as a major cause of strike i.e. 39.3%. Other possible causes are drugs and alcohol – 18%, hard economic conditions - 6.7%, poor parenting – 8%, peer group influence - 6.3%, use of mobiles - 17%. Every achievement of management is the achievement of a manager and every failure is a failure of the manager.

Management is about changing behaviour and making things happen. These results indicate that quality of school management is in adequate as it is marked by recurring students' unrests. Students respond to the manner in which they are treated. Management is to blame for what happened in our schools in 2008. It appears that students dislike leadership that is too extreme enough to create fear and frustration.

Students prefer counselling as the main solution to strikes i.e. 55.7% prefer counselling as solution to strikes.  Counselling is a form of democratic styles as it allows free flow of information from top-bottom and bottom-top.

Most Head teachers use notices and assemblies to communicate to students. They use Notices and assemblies to provide Instructions to students, guidelines and procedures or point out problems that needs attention. It focuses on commands without giving students to express their views.

However, research indicates that language is well understood by the students. The only problem is that they are not given time to respond as such in case of any problem, it cannot be passed on to the relevant authorities in time. Rather the students are simply passive i.e. administration talks to the students instead of talking with the students. It is, therefore, quiet difficult for the teachers to know the minds of the students, their likes and dislikes. There seems to be assumption that all is well.

Students strike is a form of communication i.e. bottom – top when they are no avenues whereby students can express themselves in a rather crude way.

The rather official way whereby students communicate with the administration is by use of

suggestions boxes which are occasionally opened and responded to. On some occasions, suggestion boxes are not opened or messages not responded to. Failure to respond to such messages may lead to strikes by the students. Such communication is prone to distortion or may be stated, badly misused or ignored.

Barazas though deemed appropriate form of dialogue between the administration and the students is negligibly used. Either administration doesn't regard it as useful form of communication or it is brushed aside. Research indicates that schools which embrace the concept do not experience strikes. There is some degree of distortion of information when the prefects or class teachers are supposed to take students' grievances to the concerned authorities. Such distortion may anger students into striking.

In conclusion, there are serious communication problems between the students and the administration. The students do not have a clear channel of communicating with the administration thus may engage in unruly behaviour as a form of communication.

**5.3 Conclusion**

From the findings it emerged that HTS talked to the students rather than talk with them. This is evident by the common use of the notices and assemblies to pass information to the students. Notices are assemblies are terms of the downward communication pattern minimum use of barazas is and indication that upward communication pattern is uncommon in schools. This indicates clearly that the management doesn't get feedback from the students. The negative

responses (unrests) in schools are a way of making feedback to the mgt. The management which doesn't allow feedback is autocratic in nature.

The students are not involved in making decision that affects them. For instance decision on school menu on the number of exams they do, and they strike when they are not consulted.

On the disciplinary procedures, the students have no room to appeal.

It appears that the HR policies in schools are wanting. The policies clearly spelt all the communication avenues; hereby decisions are made and disciplinary procedures. The HR policies are either not in plane or violated at the expenses of the students.

**5.4 Recommendations**

The HR policies should be enhanced in schools as regards to Communication, decision making and disciplinary procedures. Such policies should be followed to the later to enhance harmony in schools. Harmonious relationship between the school management and the students' body helps to reduce unrests in schools.

The study, therefore recommends the downward management style be applied in schools for

efficient and effective many of the institutions to avoid unrests. The democratic managers should apply the systems and contingency approach in managing schools.

Democratic managers take the view of McGregor's theory Y, which according to him is that it was the correct assumption to make and that institutions should be organized on that basis. He went further to say that the theory Y management attitude would enable students satisfy their needs.

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**BACKGROUND INFORMATION**

Indicate your school _____

Indicate your class (form)_____

How old are you_____

Indicate your gender; Male_____          Female_____

Show your responsibility: Prefect          Head boy   Head girl   Monitor          Others _____

_____

SA
Tick the most appropriate answer from the following:

A
          Strongly agree

U
          Agree

D
          Undecided

SD
          Disagree

N
D
A
          Strongly disagree

A
**Communication**

Our principal communicate to us important matters through notices

Our principal communicate to us important matters on assembly

Barazas are held regularly in our school

Suggestion box is useful in passing information from students to the

Principal (administration)

Prefects distort information when they are sent

There is serious communication problem between the students and the

Principal (administration) in our school

Other (specify)_____

**Decision making**

Our exam master allow students to suggest the number of exams

to do in a term

We have no problem with the number of exams in a term

We are comfortable with our school menu

We are involved in any decisions that affect our lives at school

Students strike when they are not consulted in decisions affecting them

**Discipline**

I am aware of my school rules and regulations

In our school, there is room to appeal in case of any disciplinary

According to you, what is the best punishment in case of any wrong doing?

Canning

Suspension

Expulsion

Manual work

Counseling

Parent summon

Others (specify) _____

**GENERAL**

Is there any student (s) who left this school last year          yes      NO?

**4.10** What are the major causes of strikes in schools?

Use of drugs and alcohol

Hard economic conditions

Poor parenting

School mismanagement

Peer group influence

Mocks/exams

Bandwagon (striking because others have strike)

Use of mobiles

Name three in order of prevalence ……………………………………………………

Others _____

**4.11** What are the possible solutions to school strikes?

Suspension of culprits

Expulsion

Counseling

Canning

Parent summoning

Others _____

_____

*Thank you for your frank answers, wish you all the best.*

*Researcher.*