Influence of Transformational Leadership on Discipline Management and Academic Performance of Student Nurses in Kenya Medical Training Colleges in Kenya

Enock O. Ondari[1], Edward K. Tanui[2], Ruth Jepkemboi Choge[3]

[1]*School of Education, Masaai Mara University, Corresponding author*
[2]*School of Education, Masaai Mara University*
[3]*School of Education, Masaai Mara University*

Abstract: *The purpose of the study was to determine the influence of transformational leadership on discipline and academic performance of nursing students in medical training colleges in Kenya. The study population comprised of 7740 student nurses, 640 nurse tutors and 41 medical training colleges. Purposive sampling was used to select four medical training colleges. The study used a sample of 475 student nurses, 36 nurse tutors and 4 principals. Questionnaires were used to collect data. The data was analysed using descriptive and inferential statistics. The study concluded that the principals were not satisfied with their autonomy in decision making. The nurse tutors were demotivated according to students nurses because nurse tutors are not performing to their expectations. The principals in the study were not satisfied with the autonomy they are given to make decisions and this led the principals not to implement a discipline programme leading to many types of indiscipline; caring personality led to them not to treat their nurse tutors and students as unique individuals while those who don't know their purpose in the medical training failed their examinations and were discontinued or they were discontinued because of indiscipline cases. It is recommended that principals should implement electronic class attendance systems. The principals should also benchmark, develop and implement an elaborate discipline policy to improve the transition rates from admission to graduation.*
Keywords: Academic performance, discipline, transformational leadership, student outcomes, KMTC

I. Introduction

Educational institutions in Kenya are faced with many problems like strikes, drunkenness and drug addiction. The paramedics especially nurses have been reported with cases of indiscipline. For instance, an in-patient at a hospital in the United States of America in January was raped by a nurse while another nurse was reported to be so drunk after taking a box of wine to her place of work. In South Africa student nurses also performed very poorly in the South African Nursing Council Examination (Magauta, 2013). In Guyana, student nurses performed poorly in their nursing council examinations. In Uganda cases of poor performance in the Ugandan Nursing council have been reported. In Nigeria several protests have been reported because of poor performance of student nurses in their nursing council examinations (Bala & Ndahi, 2015). It has also been reported that a couple who were in the business of selling children in Nigeria mentioned three nurses from three different hospitals to be accomplishes. In Kenya, nurses at a public hospital in Nyeri County left a mother to deliver alone in labor ward and the baby hit its head on the ground and died (Namu, 2014). Reports also reveal that a private nurse practitioner in Kenya procures abortions and rapes his female patients in a chain by masquerading to be a medical officer (Gikundi, 2015). Currently, a private hospital in Nakuru is investigating claims in which a nurse injected a patient with a sedative drug and after the patient started feeling drowsy the nurse attempted to rape her (Kagania, 2015). Such incidences could be explained from different perspectives but those focusing on the effect of transformational leadership on discipline management and academic performance in medical training colleges in Kenya have not been done.

Transformational leadership are leadership behaviours that inspire followers resulting in both leader and follower raising each other up to higher levels of morality, motivation and performance. The nurse's performance in the nursing council examinations in Kenya and other parts of the world interferes with the nurse's transition rates from training to the service as qualified nurses. Various unprofessional behaviours have also been noted amongst qualified nurses. Most male nurses have been reported in Kenya to rape their patients. Many nurses are accomplices in trade in children, procuring unsafe abortions coming to work while drunk in Kenya and other parts of the world. Explanations to such conduct need to be determined. Researchers have pointed out that such incidences are related to drunkenness but no study has been done to determine the influence of transformational leadership on discipline management and academic performance in medical training colleges. The objectives of the study were to determine the influence of transformational leadership on

academic performance of student nurses and to examine the influence of transformation leadership on discipline of student nurses in the medical training colleges in Kenya.

II. Literature Review

2.1 Transformational Leadership

According to Saal and Knight (2013) leadership is a social influence in an organizational setting, the effects of which are relevant to, or have an impact upon the achievement of organizational goals. Leadership is all about unleashing human potentials, optimizing performance and the achievement of set goals. Mintzberg (2012) observes that leadership is the domain of those in positions of power. In the academia they include the Vice-chancellors, Deans, Heads of Departments, principals of colleges and Heads of Functional units in an organization. Due to the complex challenges created by globalization and technological advances, it is imperative for organizations to solve problems efficiently and make the most of available resources. Leaders must recognize the creativity of all the organization's members across multiple disciplines.

Balster (1992) states that the idea of transformational leadership was first developed by James McGregor Burns in 1978 and later extended by Bernard Bass and colleagues. According to Burns (1978) a transformational leader recognises and exploits an existing need or demands of a potential follower and looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. For leaders to have the greatest impact on the led, they must motivate followers to action by appealing to shared values and by satisfying the higher order needs of the led, such as their aspirations and expectations. According to Bass and Avolio (1994) transformational leadership contains interrelated components of charisma or idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. Burns (1978) contends that transformational leadership does not stand alone in the leadership. Education now calls on administrators to be servants of collective vision, as well as editors, cheerleaders, problem solvers, and resource finders.

According to Balster (1992) transformational leaders visit each classroom every day, assist in classroom and encourage educators to visit one another's classes, involve the whole staff in deliberating on school goals, beliefs and visions at the beginning of the year, help educators work smarter by actively seeking alternative interpretations and checking out assumptions, use action research teams or school improvement teams as a way of sharing power.

Coetzee and White (2008) state that the transformational leadership style attempts to explain how facilitators develop and enhance the commitment of followers. Transformational leadership is a process where leaders and followers raise one another to higher levels of motivation and morality (Burns, 2008) because it deals with the facilitator's effect on the followers' values, self-esteem, trust, confidence in the facilitator, and motivation to perform above and beyond the call of duty. Coetzee and White (2007) further state, that the transformational facilitator's influence is based on the facilitator's ability to inspire and raise the consciousness of the followers by appealing to their higher ideals and values in institutions such as in medical training college in Kenya.

2.2 Transformational Leadership and Effective School Performance

Academic performance refers to the scores a student gets in his or her assignments, continues assessment tests, hospital final examinations and the Nursing Council Examinations in the medical training colleges. Academic performance is a key measure of school success because high performance in school opens doors to postsecondary education and to well-paying jobs. There is a strong link between transformational leadership and school effectiveness. Sammons, Hillman and Mortimore (1995) list the following factors that are common to effective schools: professional leadership; shared vision and goals; a learning environment; concentrating on teaching and learning; high expectations; monitoring progress; and purposeful teaching. School improvement is a value-based, vision-driven approach to leadership (Leithwood, 1992).

Stoll and Fink (1996) developed a model of five idealized types of schools (Moving schools, Cruising schools, Strolling schools, Struggling schools, and Sinking schools), and identified their relationship to both school effectiveness and school improvement. Moving schools are both effective and improving. Cruising schools, since they are effective may be well-regarded, but these schools often have a high ability intake and may add little value in education of their learners as they are unlikely to be actively seeking improvement. Strolling school may be trying to improve but are doing so slowly, possibly in ways that are not well-defined within the school. Struggling schools are ineffective in terms of examination results but are trying to improve. Sinking schools are both ineffective and deteriorating (Stoll & Fink, 1996).

Many studies have set forth the recommendation that educators adopt a transformational style of teaching due to its beneficial implications for instruction and student learning outcomes (Bolkan & Goodboy, 2009; Goodboy & Myers, 2008; Martin, & Bolkan, 2009; Pounder, 2008). The benefits of transformational instruction are not limited to student outcomes. Transformational instruction is positively correlated with lower

faculty turnover rates, higher levels of faculty job satisfaction, increased faculty commitment to university reform and change, and faculty empowerment (Griffith, 2004; Jason, 2000; Leithwood & Jantzi, 2000). Adams and Hambright (2005) stated that today's universities need to be learning organizations that are led by transformational leaders. Based on current literature, it is apparent that the practice of transformational leadership in educational contexts yields increased affective learning, student motivation, and student perceptions of instructor credibility (Hoehl, 2001).

2.3 Transformational Leadership and Indiscipline

Indiscipline is a lack of control in the behaviour of a group of people with the result that they behave badly. Asiyai (2012) posited that education is a critical tool for the transformation of the individual and the society. Education at KMTC is therefore aimed at preparing the individual for useful living within the society by offering professional services in various disciplines. And for the individual to be able to live a useful life in the society and contribute maximally towards socio-economic and political development of the nation in which he/she belongs, relevant skills, values, attitudes, knowledge and competencies that will make him to be disciplined must be imparted. The term indiscipline is a household word in Kenya today. The trend in the education system in Kenya in the present time is indiscipline of all sorts.

According to Timothy (2008) indiscipline refers to any act that does not conform to the societal value and norms. Outa (1995) defines indiscipline as unruly acts and behaviours, acts of lawlessness and disobedience to school rules and regulation. It can be summarized that indiscipline is any form of misbehaviours which the student(s) can display through general disobedient to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness quarrelsome, use of abusive or foul languages, rudeness, gangstarism or cultism etc. as the forms of indiscipline in schools are inexhaustible.

Timothy (2008) says that many students often are unwilling to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease. According to Akindiji (1996) indiscipline is an act of wrong doing and which must not necessarily be seen from a student's action but the mood of such student could be interpreted as an act of indiscipline or misconduct. In the context of a school system, a student who is indiscilined is unlikely to do well in his examinations.

2.4 Theoretical Framework

The study adopted the behavioral theory, with its emphasis on people's ability to learn by observation. The emphasis of this theory is on how behavior is learned or acquired (Mangal, 2007). Thus, the underlying principle behind behavioral theory is that behavior can be learned, unlearned and relearned (Ngari, 2008). The view is that learning and its process within the environment critically affects the way people think and act. The behavioral theory is grounded on a scientific view of human behavior that applies a systematic and structured approach to counseling. Behavior modification or behavior therapy is the application of basic research and theory from experimental psychology to influence behavior for purposes of resolving personal and social problems and enhancing human functioning (Engelks & Vandergoot, 1982). A hallmark of behavior therapy is the identification of specific leadership goals. Therefore, students may acquire academic and personal competences by modeling appropriate social, personal competencies and even individual coping skills from the principals.

III. Methodology

3.1. Research Design

This study adopted a descriptive survey design. This is where the relationship between variables is studied without manipulating them. Kothari (2003) recommends survey design where the researcher desires to describe record, analyse and report conditions as they exist or existed. It also allows the researcher to generate both numerical and descriptive data that can be used in measuring relationships between variables in a single area. The choice of this design for the current study was based on the fact that the researcher was to examine the status of transformational leadership on academic performance and discipline of student nurses as they are without active manipulation.

3.2. Population

The target population of this study was the nursing students, nurse lecturers and principals of all the 41 medical training colleges in Kenya. There were 7740 student nurses, 640 nurse lecturers and 41 principals in all the medical training colleges in Kenya.

3.3. Sample size and sampling procedure

Purposive sampling was used to select 4 medical training colleges namely; Nakuru, Eldoret, Kisumu and Kisii medical training colleges from the 41 that are spread across the country. The choice of purposefully sampling the four was based on accessibility and the representativeness of the four as colleges of all other colleges in the country. Four principals of the selected colleges were all included in the study due to their pivotal role as the leaders of their respective colleges. A total of 36 nursing tutors and 475 nursing students were sampled. To determine how many of the nursing tutors and students from each of the four colleges, proportionate stratified sampling method was used. This was to ensure that the sample was taking into consideration the size of each strata represented by the four colleges.

3.4. Data collection Instruments

Self-administered questionnaires were used for nurse tutors due to their large numbers and given that they are literate. Closed ended questions were used with a list of possible alternatives from which respondents selected answers. A self-administered questionnaire was also used for students given their numbers and levels of literacy. This was to give the confidence of anonymity and encourage quality of the responses for the study. Similarly a closed ended questionnaire was used for principals maintaining the same elements as those of the nurse tutors and students but the researcher administered it as an interview session for the sake of detail and seeking clarifications.

3.5. Data Analysis

Data for this study was quantitative and qualitative hence both descriptive and inferential statistics were used. Regression analysis was employed to analyze the qualitative data collected while a descriptive method was used to analyse quantitative data. The data was processed using regression analysis because the researcher intended to determine the extent to which the independent variable was having an influence on the dependent variable.

IV. Results And Discussion

4.1 Discipline Management and Academic Performance

Assessment of the influence of transformation leadership on the performance of student nurses in medical training colleges was examined. The respondents' views on the four performances are discussed in the following sections:

4.1.1 Academic Performance

The study sought to establish the whether the outcome of any leadership in an educational setting was more closely identified with how well the candidates performed on standard tests. The respondent's views on the key academic indicators are presented in Table 1.

Table 1. Frequency distribution of academic performance **indicators**

Response Statement	Respondent category	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)
A greater percentage of the students take their studies and assignments seriously	Principal	4 100.0%	0 0%	0 0%	0 0%	0 0%
	Nurse Tutors	28 77.8%	1 2.8%	0 0%	1 2.8%	6 16.7%
	Student Nurses	356 76.6%	102 21.9%	2 0.4%	1 0.2%	4 0.9%
Only a few students nurses fail nursing council examination	Principal	3 75.0%	1 25.0%	0 0%	0 0%	0 0%
	Nurse Tutors	7 19.4%	19 52.8%	0 0%	2 5.6%	8 22.2%
	Student Nurses	133 28.6%	138 29.7%	83 17.8%	71 15.3%	40 8.6%
An average of many students pass internal hospital final examinations	Principal	2 50.0%	2 50.0%	0 0%	0 0%	0 0%
	Nurse Tutors	29 80.6%	0 0%	0 0%	0 0%	7 19.4%
	Student Nurses	398 85.6%	9 1.9%	1 0.2%	1 0.2%	56 12.0%

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

The preposition that a greater percentage of the students were serious about their studies and assignments received a strong support from all the four principals. Similarly 28(77.8%) of the nurse tutors strongly agreed with the position while 6(16.7%) strongly disagreed, and 1(2.8%) each disagreeing and agreeing

to the preposition. The nurse students too had a similar trend with 356(76.6%) strongly agreeing, 102(21.9%) agreeing and 4(0.9%) strongly disagreeing.

As to weather a few students fail their nursing council exams, 3(75%) of the principals were in strong agreement. Slightly more than half 19(52.8%) of the tutors were in agreement and 133(28.6%) and 138(29.7%) of the students were in strong agreement and in agreement respectively. However, a notable number 8(22.2%) of the tutors strongly disagreed. At the Hospital level evaluations, 2(50%) of the principals were in strong agreement and in agreement with the preposition that many students are able to pass the exams. Similarly 29(80.6%) of the nursing tutors were of the same opinion with 7(19.4%) having a strong disagreement. Majority 398(85.6%0 of the students had a strong agreements of many students passing with 56(12%) holding a contrary strong disagreement view to the same.

4.1.2 Discipline levels among Nurse Students
The study also sought to establish the influence of the transformational leadership on the levels of discipline exhibited by the students as rated by the principals, tutors and by the students themselves. The outcome was as indicated in Table 2.

Table 2: Respondents rating on the Discipline exhibited by the nursing students

Response Statement	Respondent category	SA Freq (%)	A Freq (%)	N Freq (%)	D Freq (%)	SD Freq (%)
Students are well conversant with all school rules and regulations	Principal	4 100.0%	0 0%	0 0%	0 0%	0 0%
	Nurse Tutors	2 5.6%	3 8.3%	0 0%	24 66.7%	7 19.4%
	Student Nurses	112 24.1%	114 24.5%	121 26.0	80 17.2	37 8.0%
A greater percentage of students are disciplined due to better discipline management	Principal	2 50.0%	2 50.0%	0 0%	0 0%	0 0%
	Nurse Tutors	3 8.3%	6 16.7%	0 0%	20 55.6%	7 19.4%
	Student Nurses	392 84.3%	3 0.6%	0 0%	7 1.5%	62 13.3%
A greater percentage of students have problems with drunkardness	Principal	0 0%	0 0%	0 0%	2 50.0%	2 50.0
	Nurse Tutors	3 8.3%	0 0%	0 0%	2 5.6%	31 86.1%
	Student Nurses	68 14.6%	2 0.4%	0 0%	5 1.1%	390 83.9%
Students always seek alternative option before resorting to strikes as a way of solving problems	Principal	3 75.0%	1 25.0%	0 0%	0 0%	0 0%
	Nurse Tutors	7 19.4%	0 0%	0 0%	0 0%	29 80.6%
	Student Nurses	406 87.3%	6 1.3	1 .2	0 0%	52 11.2%
Most students rarely resort to violence as a way of solving problems among themselves	Principal	3 75.0%	1 25.0	0 0%	0 0%	0 0%
	Nurse Tutors	31 86.1%	0 0%	0 0%	0 0%	5 13.9%
	Student Nurses	406 87.3%	5 1.1%	2 0.4	0 0%	52 11.2%
Most students obey lecturers on simple discipline related instructions	Principal	3 75.0%	1 25.0%	0 0%	0 0%	0 0%
	Nurse Tutors	14 38.9%	0 0%	0 0%	1 2.8	21 58.3%
	Student Nurses	103 22.2%	8 1.7%	1 0.2%	0 0%	353 75.9%

All the principals were in strong agreement that students were well conversant with rules and regulations that guide their behaviour in their colleges. To the contrary, 24(66.7%) of the tutors were in disagreement with 112(24.1%), 114(24.5%) and 121(26%) of the students strongly in agreement, in agreement and neutral respectively. The principal equally had a strong agreement and an agreement to the preposition that a greater percentage of the students were disciplined. To a contrary view, 24(66.7%) of the tutors were in disagreement, with the majority 392(84.3%) of the students were strongly in agreement.

There was a majority 390 (83.9%) disagreement among the principals on the presence of drunkardness among the students. The preposition that students always sought alternative solutions before going on a strike received a strong support from the principals with majority 29(80.6%) of the tutors holding a strong contrary opinion. Avoidance of violence as a primary option by the students received 3(75%) strong approval by the

principals, 106(87.3%) by the students and 31(86.1%) by their tutors. Obedience to lectures instructions was received a 3(75%) strong approval by the principals with 21 (58.3%) strong disapproval by the tutors, which was also in line with the response from the students where 353(75.9%) strongly disagreed. It was notable that on many areas of discipline there principals were having a contrary opinion to what was indicated by the tutors.

4.2 Inferential analysis

To determine the relationship between the components of the transformational leadership and nurse student discipline and academic performance, multiple linear regressions was used. The college mission and vision internalization, inspiration and motivations, social support and provision of enabling environment were the independent variables while academic performance, class attendance, discipline and completion rates were individually taken as the dependent variable. Three tests were performed on each model before interpretation was done. Test of model examined the R square value and its significance based on the F test. Test for autocorrelation was done using Variance Inflation Factor (VIF) and heteroscedasticity based on standardized residuals versus standardized predicted value scatter plots. In all the four models, they were found to be significant. The individual regression analysis models are discussed below.

4.2.1 Regression Analysis to determine the influence of transformational leadership on academic performance (Pearsons product moment correlation)

As a prerequisite to regression analysis, a correlation analysis to assess the whether the elements of the transformational leadership were correlated with the four measures of performance. The findings were as presented in Table 3.

Table 3: Pearson's correlation coefficients results for the relationship between transformational leadership and academic performance

Variables	Academic performance	Completion Rates	Class Attendance	Discipline
Inspiration & Motivation	0.622^{**}	0.275^{**}	0.441^{**}	0.522^{**}
Mission &Vision	0.562^{**}	0.134^{*}	0.258^{**}	0.562^{**}
Social & Support	0.194^{*}	0.140^{*}	0.039	0.394^{**}
Enabling Environment	0.573^{**}	0.313^{**}	0.253^{**}	0.373^{**}

Note; * $p < 0.010$,   ** $P < 0.05$

An examination of the spearman's rank correlation results reveals a strong positive correlation between the inspiration and motivation (r_s (505) = 0.622, $p < 0.05$) college's mission and vision (r_s (505) = 0.562, $p < 0.05$) and enabling environment (r_s (505) = 0.573, $p < 0.05$) and academic performance. Creation of social support through transformational leadership was however found to have a weak positive correlation (r_s (505) = 0.194, $p < 0.10$) with academic performance. In regard to completion rates, all the four elements of transformational leadership were found to have a significant correlation; inspiration and motivation showed a strong correlation r_s (505) = 0.275, $p < 0.05$, mission and vision had r_s (505) = 0.134, $p < 0.10$), social support returning r_s (505) = 0.140, $p < 0.10$ and enabling environment returning r_s (505) = 0.313, $p < 0.05$ correlation with completion rates. Class attendance was found to correlation with inspiration and motivation (r_s (505) = 0.441, $p < 0.05$), mission and vision (r_s (505) = 0.258, $p < 0.05$) and provision of enabling environment (r_s (505) = 0.253, $p < 0.05$). Social support was however not correlated with class attendance. Student's nurse discipline was found to strongly correlate with all the four elements of transformational leadership with inspiration and motivation (r_s (505) = 0.522, $p < 0.05$), mission and vision (r_s (505) = 0.562, $p < 0.10$), social support (r_s (505) = 0.394, $p < 0.050$) and enabling environment (r_s (505) = 0.373, $p < 0.050$)

Based on the proposed regression model, a linear regression was carried out to estimate coefficients and to facilitate the determination of the influence that transformational leadership as measured by the four independent variables namely; enabling environment, mission and vision, social support and inspiration and motivation of the academic performance of the nursing students in medical training colleges in Kenya. The results from the assessment of the model fit and the resulting coefficients and significance of the coefficients were as summarized in the Table 4:

Table 4: Regression results summary for the relationship between transformational leadership and academic performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.564	1.095		2.341	0.020
Inspiration and Motivation	0.155	0.060	0.188	2.595	0.010
Mission Vision	0.223	0.077	0.200	3.013	0.003
Social Support	0.119	0.066	0.100	1.813	0.070

Enabling Environment	0.238	0.055	0.202	4.241	0.000
a.	Dependent Variable: Academic performance				
b.	Predictors: (Constant), Enabling Environment, Social Support, Mission and Vision, Inspiration and Motivation				
c.	$R^2 = 0.221$, (F= 7.877, p = 0.000)				

The model summary results revealed that the four elements of transformational leadership adopted as independent variables did explain 22.1% (F = 7.877, p = 0.000 < 0.05) of the variations in the academic performance of nurse students in medical training colleges. Individually inspiration and motivation, mission and vision, and creation of enabling environment arising from transformational leadership was found to be significant (with P < 0.05) in influencing academic performance. For every unit an increase in the inspirational and motivation score there was a 0.155 increase in the academic performance score. Each unit score increase in the internalization of the mission and the vision and enabling environment score lead to 0.223 and 0.238 improvements in the academic performance score respectively. This is an indication that the three components of transformational leadership are important in influencing the levels of academic performance among nursing students in medical training colleges.

4.1.2 Regression Analysis to determine the influence of transformational leadership on nurse student discipline

A quantitative score to represent the student levels of discipline was computed and used as the dependent variable. The summary of the model and the resulting coefficients were as indicated in Table 5

Table 5: Regression Results summary for the relationship between transformational leadership and students discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.046	0.351		2.976	0.003
Inspiration and Motivation	0.180	0.020	0.436	8.927	0.000
Mission Vision	0.059	0.026	0.102	2.282	0.023
Social Support	0.002	0.022	0.003	0.081	0.935
Enabling Environment	0.272	0.018	0.450	14.895	0.000
a.	Dependent Variable: Students Discipline				
b.	Predictors: (Constant), Enabling Environment, Social Support, Mission and Vision, Inspiration and Motivation Model				
c.	$R^2 = 0.575$, (F= 169.09, p = 0.000)				

The model summary results revealed that the four elements of transformational leadership significantly explained 57.5% (F = 169.09, p = 0.000 < 0.05) of the variations in the nurse student discipline score. Individually inspiration and motivation, mission and vision, and creation of enabling environment arising from transformational leadership was found to be significant (with P < 0.05) in influencing the students discipline. For every unit increase in the inspirational and motivation score there was a 0.18 increase in the student discipline score. Each unit score increase in the internalization of the mission and the vision and enabling environment score lead to 0.059 and 0.272 improvements in the students discipline score respectively. This is an indication that the three components of transformational leadership were important in influencing the levels of students discipline among nursing students in medical training colleges.

V.   Conclusions And Recommendations

5.1 Conclusion

Since a learning culture is shared by everyone in a medical training college the staffs are motivated which leads to students taking their studies and assignments seriously leading them to pass their examinations. However, the demotivation noted by students on tutors may be because nurse tutors are not performing to the expectation of student's nurses. Since all principals who took part in the study were not satisfied with the autonomy they are given to make decisions may have led to the principal's inability to facilitate revision and communication of school rules and regulations and the inability to implement a discipline programme comprehensively leading to many types of indiscipline. Even if all respondents agreed that there is no drunkardnessSS and violence nor strikes current literature and evidence go against the findings.

Most respondents agreed that there were discussion groups and designated people to preside over conflict and this led to a significant number of student's nurses to attend classes and to be marked present and this assisted few lecturers to miss classes per week. However, due to the findings that the principals were not happy with their bosses, caring personality led to principals not to make an effort to treat their nurse tutors and students as unique individuals. Due to the fact that part of the respondents knew their vision and mission, this leads to students not to fail their nursing council examinations while those who did not know their purpose in the medical training fail their nursing examinations and were discontinued because of indiscipline cases.

5.2 Recommendations

The principals should be encouraged they are doing a good job to maintain the learning culture leading to better academic performance and they need to involve everybody's expectation in the school. They should know that the students tutors and support staff expected from them and vice versa. The board that manages KMTC's should put mechanisms to empower them to be up to the task of feeling empowered and autonomous and confidently implement the discipline policy without fear or favour including the yearly revision of school rules and regulations.

The principals should continue the good work of discussion groups and conflicts resolution; however, the KMTC board should try to motivate their principals. Principals should think of implementing electronic class attendance systems which will be administrator manned other than depending on students to mark their registers. Principals must involve every stakeholder in revision and creating the vision and mission yearly to remind them of their purpose in college. Principals must benchmark, develop and implement an elaborate discipline policy to improve the transition rates from admission to graduation.

References

[1]. Adams, K., & Hambright, G. (2005). Helping teachers become transformational leaders. Academic Exchange Quarterly, 9(2), 90-94.
[2]. Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 72(4), 441-462.
[3]. Baba, V., & Ace, M. E. (1989). Serendipity in leadership: Initiating structure and consideration in the college classroom. *Human Relations*, 42, 509-525.
[4]. Bandura, A. (1977). Social learning theory. New York: General Learning Press.
[5]. Banjeri, P., & Krishnan, V. R. (2000). Ethical preferences of transformational leaders: An empirical investigation. *Leadership and Organization Development Journal*, 21(8), 405-413.
[6]. Barbuto, J. E. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership and Organizational Studies*, 11(4), 26-41.
[7]. Barnard, C. I. (1938). *The functions of the executive.* Cambridge, MA: Harvard University.
[8]. Barnett, K., McCormick, J., & Conners, R. (2001). Transformational leadership in schools—panacea, placebo, or problem? *Journal of Educational Administration*, 39(1), 24-46.
[9]. Bartlett, J. E., II, Kotrlik, J. W., & Higgins, C. (2001). Organizational research: Determining appropriate sample size for survey research. *Information Technology, Learning, and Performance Journal*, 19(1) 43–50.
[10]. Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.
[11]. Bolkan, S., & Goodboy, A. (2009). Transformational leadership in the classroom: Fostering student learning, student participation, and teacher credibility. Journal of Instructional Psychology, 36(4), 296-306.
[12]. Burns, J. M. (1978). Leadership. New York: Harper & Row.
[13]. Burns, W. (2008). Exploring the relationship between learning and leadership. Leadership & Organization Development Journal, 22(6), 274-280.
[14]. Coetzee, K. & White, P. (2007). Teacher leadership style: A classroom-level study. Journal of Education   Administration, 32, 54-71.
[15]. Coetzee, K. & White, P. (2008). Assessing the discriminant validity of transformational leadership behavior as measured by the MLQ. Journal of Occupational and Organizational Psychology, 71(4).
[16]. Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. Leadership Quarterly, 10, 145-179.
[17]. Gikundi, A. B. (2015). The revised learning indicators scale. Communication Studies, 50, 1-12.
[18]. Goodboy, A. K., & Myers, S. A. (2008). The effect of teacher confirmation on student communication and learning outcomes. Communication Education, 57, 153-179.
[19]. Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. Journal of Educational Administration, 42(3), 333-356.
[20]. Hoehl, S. (2001). The relationship between transformational leadership and student educational outcomes as moderated by verbal and nonverbal immediacy. (Unpublished doctoral dissertation) Regent University, Virginia Beach, VA.
[21]. Jason, M. H. (2000). The role of principal as transformational leader in a multicultural learning community. High School Journal, 83(3), 1-9.
[22]. Kagania, B. (2015). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. Journal of Organizational Behavior, 21, 949-964.
[23]. Namu, J. (2014). Ethos and credibility: The construct and its measurement after decades. Central States Speech Journal, 32, 24-34.
[24]. Outa, L. A. (1995). Gender and instructional outcomes: The mediating role of leadership style. The Journal of Management Development, 23, 124-140.
[25]. Pounder, J. S. (2008). Transformational classroom leadership: A novel approach to evaluating classroom performance. Assessment & Evaluation in Higher Education, 33, 233-243.
[26]. Saal, S. & Knight, W. (2013). Leadership in virtual teams: A comparison of transformational and transactional leaders. Social Behavior & Personality: An International Journal, 37(8), 1017-1021.
[27]. Sammons, P., Hillman, S. & Mortimore A. (1995). Communication research measures: A sourcebook. Mahwah, NJ: Lawrence Erlbaum.
[28]. Stoll, K, & Fink, G. (1996). Students' attributions of instructor credibility as a function of students' expectations of instructional technology use and nonverbal immediacy. Communication Education, 55, 1-20.
[29]. Timothy, R. (2008). Short, homogeneous versions of the Marlow-Crowne social desirability scale. Journal of Clinical Psychology, 28(2), 191-193.