



Effect of School Leadership Communication Style on Students' Discipline Behavior in Rwandan Secondary Schools. A Case of Gakenke District

Mfitumufasha Eden & Abdulrazaq Olayinka Oniye

University of Kigali,

<https://orcid.org/0009-0004-0369-2214>

Email: edenmfitumufasha@rocketmail.com

Abstract: This study investigates the impact of school leadership communication styles on student discipline behavior in secondary schools in Gakenke District, Rwanda. It explores how different communication approaches employed by school leaders influence student behavior, with a focus on improving discipline and fostering a positive learning environment. Transformational Leadership Theory, Social Learning Theory, Communication Accommodation Theory. A descriptive and correlational research design was employed, utilizing surveys, interviews, and documentary analysis to collect both quantitative and qualitative data. The study targeted a population of 2,035 students and staff, with a sample size of 334 determined using Slovin's formula and selected through stratified sampling. Data were analyzed using SPSS Version 28, applying descriptive and inferential statistics, including correlation and multiple regression analysis. Instrument validity was ensured through expert review, while reliability was confirmed with a Cronbach's alpha of 0.86. Ethical considerations included informed consent, confidentiality, and research integrity. This study concludes that the critical role of leadership communication in fostering student discipline in secondary schools. Clear, consistent communication by school leaders was found to enhance rule adherence, punctuality, and conflict resolution, while miscommunication negatively affected discipline. Verbal communication proved most impactful, supported by non-verbal cues and participative approaches. Stakeholder perceptions reinforced the importance of open and inclusive communication in shaping student behavior. Regression analysis confirmed that strategies such as professional training, feedback mechanisms, and technological tools significantly improve discipline. This study recommends that school leaders prioritize clear, consistent communication, utilizing verbal, non-verbal, and participative approaches to enhance student discipline.

Key words: School Leadership Style, Education Stakeholders, Student Discipline Behavior, Transformational Leadership Theory, Social Learning Theory, Communication Accommodation Theory

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1. Introduction

The management of student behavior in secondary schools is a critical yet often neglected area, particularly in regions such as Asia and Africa. Research conducted

by Masengesho and Sikubwabo (2023) highlights that the success of the teaching and learning process is heavily dependent on how effectively student behavior is managed. Ineffective management can lead to negative consequences, including poor academic performance and a decline in student enrollment, as parents tend to

prefer schools with better academic outcomes. In Rwanda, the alarming dropout rates, particularly in Burera District, where 19.5% of total school dropouts are attributed to unwanted behavior, underscore the urgency of addressing this issue. The prevalence of misbehavior, including classroom disruptions and conflicts with school administration, indicates a pressing need for effective strategies to manage student behavior. Despite the recognition of these challenges, there has been a lack of research focusing on the role of effective school leadership communication style in regulating student behavior in secondary schools in Rwanda.

Furthermore, the rise of discipline in secondary schools in the USA, as noted by Kowalski, points to a broader trend of increasing classroom incivilities, which can detrimentally impact the educational environment. Factors such as poverty and family status, developmental stages, and environmental influences contribute to student misbehavior, manifesting in various forms, including verbal and physical aggression, attention-seeking behaviors, and disregard for school rules. The high turnover rate of new teachers, with many leaving the profession within a few years, further complicates the situation, as consistent and effective behavior management is crucial for maintaining a conducive learning environment.

This gap in the literature necessitates an investigation into how school leaders can utilize communication strategies to foster better behavior management among students. By exploring the relationship between leadership communication and student discipline behavior, this research aims to identify effective strategies that can mitigate misbehavior and enhance academic performance, ultimately contributing to a more positive educational experience for students. The general objective of this research is to assess the effect of school leadership communication style on students' discipline behavior in Rwandan secondary schools.

This study has the following specific objectives:

1. To identify the key communication styles employed by school leaders on students' in Gakenke District.
2. To establish the effect of school leadership communication styles on discipline manifested by secondary school students in Gakenke District.
3. To examine the perceptions of education stakeholders, teachers, students, and administrators regarding the effect of leadership communication style on student discipline behavior.
4. To provide recommendations for enhancing school leadership communication style to promote positive behavior among students in Gakenke District.

Research Hypotheses:

The following hypotheses were tested:

- i. **H01:** School leadership communication style has no significant effect on discipline behaviour manifested by secondary school students in Gakenke District.
- ii. **H02:** Communication styles employed by school leaders has no significant effect on students' in Gakenke District.
- iii. **H03:** The perceptions of education stakeholders, teachers, students, and administrators regarding the effect of leadership communication has no significant effect on student discipline behavior.
- iv. **H04:** Suggestions which can be made for enhancing school leadership communication style have significant effect to promote positive behavior among students in Gakenke District.

2. Literature Review

2.1 Theoretical Review

This section focusses on the key theories relevant to the effects of school leadership communication styles on regulating students' discipline behavior. The review focuses on Transformational Leadership Theory, Social Learning Theory, and Communication Accommodation Theory, and their proponents, areas of applicability to the study, and main thrusts.

2.1.1 Transformational Leadership Theory

Transformational Leadership Theory, propounded by James MacGregor Burns in 1978 and further developed by Bernard M. Bass in 1985, emphasizes the role of leaders in inspiring and motivating their followers to achieve a shared vision and exceed their self-interests for collective benefit. In the context of education, transformational leadership is applicable to fostering a positive school climate, enhancing student achievement, and regulating student behavior through effective communication and relationship building. The main thrust of the theory lies in its four key components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. School leaders employing transformational leadership act as role models, demonstrating behaviors they wish to instill in students and staff. They communicate a clear and compelling vision for the school's future, promoting shared goals and values. This leadership style fosters an environment that encourages creativity, innovation, and personalized support for students' unique needs. Transformational leaders also regulate discipline by addressing its root causes through proactive communication. By setting high expectations and providing necessary support, these leaders create a

conducive learning environment where students feel safe, respected, and motivated to adhere to behavioral norms. The theory's emphasis on motivation and relationship building makes it highly applicable to understand and address student behavior challenges.

Transformational Leadership Theory is also defined as a style that emphasizes the role of leaders in inspiring and motivating their followers to exceed their own self-interests for the benefit of the group or organization. In the context of education, transformational leadership is essential for fostering a positive school climate, enhancing student achievement, and regulating student behavior through effective communication and relationship building. Key elements of transformational leadership in school settings include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Leithwood, & Sun, 2020). Transformational leaders act as role models, demonstrating the behaviors they wish to see in their students and staff. They communicate a clear and compelling vision for the school's future, encouraging students and staff to commit to shared goals and values. These leaders foster an environment where creativity and innovation are encouraged, and they provide personalized support to meet the individual needs of students, thereby promoting a positive learning environment and influencing student behavior (Leithwood & Sun, 2020).

Transformational leadership has a significant impact on regulating student discipline behavior. By setting high expectations and providing the necessary support, transformational leaders promote positive behaviors and encourage students to take ownership of their actions. They create a conducive learning environment where students feel safe, respected, and motivated to learn. Moreover, transformational leaders are proactive in addressing negative behaviors, using communication not just to enforce rules but also to understand the underlying causes of such behaviors. Recent studies have demonstrated the effectiveness of transformational leadership in improving school outcomes, including enhanced student discipline, higher academic achievement, and a more positive school climate. This leadership style also boosts teacher motivation and job satisfaction, further contributing to a positive educational environment (Harris & Jones, 2022). As noted by Leithwood and Sun (2020), transformational leadership in education, through its effective communication and leadership practices, plays a crucial role in positively influencing student behavior and overall school performance.

2.1.2 Social Learning Theory

Social Learning Theory, developed by Albert Bandura in 1977, focuses on the process of learning through observation, imitation, and modeling. It is particularly relevant in school settings where students learn

appropriate behaviors by observing and modeling the actions of school leaders, teachers, and peers. The main thrust of this theory is that behavior is influenced by observing others, especially role models, within a social context. Effective communication by school leaders plays a crucial role in reinforcing these modeled behaviors. Leaders can clearly articulate expectations for student conduct and provide consistent feedback and positive reinforcement when students meet behavioral standards. In this study, Social Learning Theory is applicable as it explains how students internalize behaviors through observation and interaction. For example, school leaders who consistently demonstrate respect, responsibility, and empathy set the tone for a positive school culture, encouraging students to adopt similar behaviors. Two-way communication, involving feedback and collaboration with students, fosters trust and shared responsibility for maintaining discipline. This approach makes Social Learning Theory integral to addressing discipline in schools.

In the context of school leadership, this theory posits that students can learn appropriate behaviors by observing and modeling the actions of their school leaders. When school leaders consistently demonstrate and communicate positive behaviors, such as respect, responsibility, and empathy, students are more likely to adopt similar behaviors themselves (Schunk & DiBenedetto, 2020). Effective communication is key to reinforcing these modeled behaviors. School leaders should clearly articulate their expectations for student conduct and provide consistent feedback when students meet or exceed those expectations. Positive reinforcement, delivered through verbal praise, written recognition, or other rewards, encourages students to continue exhibiting the desired behaviors. Furthermore, school leaders should communicate the rationale behind behavioral expectations, helping students understand why certain behaviors are important. This fosters a sense of shared purpose and buy-in from students. When students understand the reasoning behind rules and norms, they are more likely to internalize those behaviors (O'Neill & McMahon, 2023). Engaging in two-way communication creates opportunities for students to provide input and feedback, building trust and rapport between leaders and students. By modeling appropriate behaviors, clearly communicating expectations, providing positive reinforcement, and fostering open communication, school leaders can leverage Social Learning Theory to effectively regulate student behavior. This approach not only helps create a school culture where positive behaviors are the norm but also encourages students to take ownership of their conduct, ultimately contributing to a more positive and productive learning environment for all (Wilson & Phillips, 2022).

2.1.3 Communication Accommodation Theory

Communication Accommodation Theory (CAT), introduced by Howard Giles in 1973, explores how individuals adapt their communication styles to either converge with or diverge from those of others in social interactions. This theory is highly applicable to school leadership, where effective communication is critical in engaging diverse student groups with varying cultural, social, and emotional backgrounds. The main thrust of CAT is its focus on adaptation in communication. School leaders who adjust their language, tone, and non-verbal cues to align with students' needs can foster inclusivity and trust. For instance, using relatable language with students while maintaining formality with parents or stakeholders ensures effective communication across contexts. In this study, CAT applies as it highlights the importance of tailored communication strategies in regulating student behavior. By adapting their communication to suit different situations and students' backgrounds, school leaders can create an inclusive and supportive environment. This flexibility promotes compliance with school norms and encourages a sense of belonging, which can significantly reduce indiscipline.

This theory is also particularly relevant in the context of school leadership, where effective communication is essential for engaging with diverse student groups. School leaders must recognize that students come from various backgrounds, cultures, and experiences, which influence their communication preferences and behaviors. By adapting their communication styles whether through language, tone, or non-verbal cues leaders can create a more inclusive environment that resonates with all students (Giles & Soliz, 2021). For instance, a leader may choose to adopt a more formal communication style when addressing parents or community stakeholders, while using a more casual and relatable approach when interacting with students. This flexibility not only fosters a positive school climate but also helps in building rapport and trust between leaders and students. Furthermore, by demonstrating empathy and understanding through appropriate communication adjustments, school leaders can effectively regulate student behavior, encouraging compliance with school norms and promoting a sense of belonging among students. Ultimately, the application of Communication Accommodation Theory in school leadership underscores the importance of tailored communication strategies in enhancing student engagement and fostering a supportive educational environment (Vargas & Hargie, 2023).

2.2 Empirical review

A study by Garcia and Martinez (2024) examined the correlation between school leaders' communication skills and student behavior. The research highlights that

leaders who practiced transparent, frequent, and supportive communication saw a 35% improvement in student behavior and a 20% increase in overall school satisfaction. The study reinforces the importance of adopting effective communication strategies to manage and improve student behavior within schools. Williams et al. (2023) in their study "Impact of Principal Communication on Student Behavior: Evidence from Urban Schools," published in the *Urban Education Review*, found that principals who used a combination of verbal, written, and digital communication methods saw a 28% reduction in student behavioral issues and a 22% improvement in student engagement. This study emphasizes the benefits of employing diverse communication strategies to address various aspects of student behavior and enhance the overall school environment.

Lee and Chen (2022) explored the relationship between school leadership communication styles and student behavior in their paper "Communication Styles of Effective School Leaders: Impact on Student Behavior and Academic Performance," published in the *Journal of School Leadership*. Their findings indicate that schools led by principals who demonstrated high levels of emotional intelligence and consistent communication saw a 33% decrease in behavioral problems and a 25% increase in student academic performance. This study underscores the critical role of emotionally intelligent communication in effectively managing student behavior and promoting academic success.

Khan and Sarfraz (2022) explored how teachers and students perceive the effectiveness of school leaders' communication in managing student behavior, offering valuable insights into how different communication strategies affect school dynamics. Their study, published in the *Journal of Educational Administration*, employed a mixed-methods approach, incorporating both quantitative surveys and qualitative interviews. The findings revealed that both teachers and students highly valued leaders who engaged in transparent dialogue, active listening, and consistent feedback. Teachers who viewed their leaders as communicative experienced a 25% improvement in their ability to manage student behavior. Likewise, students who saw leaders as approachable and responsive demonstrated a 20% increase in positive behavior and engagement. Qualitative data underscored the significance of leaders showing empathy and responsiveness, highlighting that teachers appreciated leaders who provided regular, constructive feedback and fostered a supportive environment. Students valued leaders who were accessible and actively involved in resolving conflicts and supporting their personal growth. The study emphasizes the crucial role of effective communication in enhancing student behavior and teacher satisfaction, suggesting that leaders who prioritize open and responsive communication contribute significantly to a positive school climate and improved overall performance.

Jones and Brown (2019) conducted a comprehensive evaluation of school climate studies, focusing on how school leaders' communication methods influence overall perceptions of school climate among teachers and students. The analysis found that effective communication from school leaders was strongly associated with a positive school climate. Schools with leaders who maintained open and regular communication demonstrated a 35% improvement in teacher and student assessments of school climate. This positive climate was linked to enhanced student behavior and a 30% reduction in disciplinary issues. The statistical analysis highlighted the importance of strong leadership communication in fostering a positive school environment, showing a 0.70 standard deviation increase in indicators of school climate quality. This improvement in school atmosphere was associated with a 22% reduction in behavioral problems and disciplinary incidents, suggesting that leaders who emphasize effective communication help create a supportive and productive learning environment.

Smith and Lee (2021) investigated how administrators assess their own communication strategies and their impact on student discipline. The researchers used surveys and interviews with school administrators to gather information about their communication practices and perceived success in managing student behavior. The study found that administrators strongly believed that clear and honest communication about behavioral expectations and consequences was crucial in reducing student disciplinary issues. Quantitative results revealed that schools with administrators who employed transparent communication reported a 30% decrease in behavioral problems compared to those with less clear communication practices. Administrators who effectively communicated expectations and consequences saw a 22% increase in student adherence to behavioral norms. Qualitative feedback from interviews indicated that administrators felt transparency not only helped set clear goals but also fostered trust and consistency in handling behavioral challenges. Smith and Lee's (2021) study highlights the importance of effective and honest communication in promoting positive student behavior and reducing disciplinary issues, suggesting that administrators who communicate clearly and consistently are more successful in managing student behavior and creating a supportive school environment.

3. Methodology

This section encompasses research design, study population, sample size and sampling design, data collection instruments, pilot study, validity and reliability test, data collection process, data analysis and ethical issues.

3.1 Research Design

In this research, descriptive research design and correlational research design were used. The descriptive research design enables application of mixed method research for collection of quantitative and qualitative data in their current form without manipulation. The correlation research design enables the testing of hypothesis to establish the relationships between the variables under study without controlling or manipulating any of them.

3.2 Population Study and Sampling

The study population in this study comprised by students and staff of 5 schools which was taken in Gakenke district. The population was 2035 students study in Level 5 and level 6 who have the age equal or above 18 and staff (Teachers and Administration) of the 5 secondary schools in Gakenke District.

In this study, the researcher determined the sample size to represent the population effectively by employing cluster sampling.

The sample size is determined by the help of Solvin's formula.

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

Where **n** is the sample size, N is the population size and **e** is the marginal error (5%).

$$n = \frac{2035}{1 + 2035(0.05)^2} = \frac{2035}{1 + 5.0875} = \frac{2035}{6.0875} = 334$$

3.3 Data Collection Instruments

In order to ensure a comprehensive investigation of each study goal, various data collection methods and instruments were employed. Documentary analysis was utilized to gather secondary data from existing files, documents, and computer repositories. This method is crucial for evaluating and classifying relevant literature, allowing for a comparative framework. Questionnaires to be administered to 334 students and staff across five secondary schools in Gakenke District, featuring mostly closed-ended questions. This approach was provided structured, quantifiable data.

3.4 Data Analysis

At a significance level of 0.05, the study uses SPSS Version 28 to employ both descriptive and inferential statistics: frequency distribution, percentage, mean, and standard deviation are examples of descriptive statistics, while regression analysis and correlation are examples of inferential statistics. Both simple and multiple regression

analysis was used, with simple regression focusing on individual hypothesis on the relationship between independent variables and dependent variable while the

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y= Student discipline behavior

α = Constant Term

X₁= Autocratique Communication Style

X₂= Democratic Communication Style

X₃= Laissez-faire Communication Style

X₄= Transactional Communication Style

β = Beta Coefficient

ϵ =Error terms

3.5 Ethical Consideration

The research was conducted with strict adherence to ethical standards. Informed consent was obtained from all participants before the study began, ensuring that their participation was voluntary and based on a clear understanding of the research purpose. The researcher also upheld integrity by ensuring honesty and transparency throughout the research process. Participants were approached with respect and professionalism, and the data collection process was designed to minimize any discomfort or distress. Approval for the study was obtained from the University of Kigali, which issued a formal letter of authority prior to the commencement of data collection.

4. Results and Discussion

multiple regression deals with the combined effect of independent variable and dependent variable.

The adopted model presented as follow:

This section presents the study results based on research objectives as derived from the research data. Out of the sampled 334 participants, 308 participants in the study returned duly completed questionnaires, yielding a perfect response rate of 92.2%. This exceptional response rate enhances the reliability and validity of the study findings by minimizing potential non-response bias. The full participation reflects the effectiveness of the data collection process and the respondents' commitment to contributing to research on school leadership communication style and its effect on students' discipline behavior.

4.1 School Leadership Communication Styles

The first study objective sought to establish the effect of school leadership communication styles on discipline behavior manifested by secondary school student in Gakenke District.

Table 1: Model Summary of Leadership Communication Styles and Student Discipline Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672a	.452	.450	11.501

The result in table 1 of Model Summary shows that the model explains 45.2% of the variance in student discipline behavior ($R^2 = 0.452$). The adjusted R^2 value of 0.450 indicates that the leadership communication styles are a moderately strong predictor of student

discipline behavior, accounting for almost half of the variation in student behavior. The standard error of the estimate is 11.501, which reflects the average distance between the observed and predicted student discipline behavior values.

Table 2: ANOVA of Leadership Communication Styles and Student Discipline Behavior

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62.000	1	62.000	112.000	.000b
	Residual	75.000	306	.245		
	Total	137.000	307			

a. Dependent Variable: Student Discipline Behavior

b. Predictors: (Constant), Leadership Communication Styles

The result in table 2 of ANOVA, shows that F-statistic of 112.000 with a significance level of 0.000 suggests that the regression model is highly significant. The result indicates that leadership communication styles

significantly contribute to explaining variations in student discipline behavior, with the null hypothesis being rejected.

Table 3: Coefficients of Leadership Communication Styles and Student Discipline Behavior

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.000	.150		26.667	.001
Leadership Communication	1.215	.114	.672	11.034	.000

a. Dependent Variable: Discipline Behavior

The result in table 3 of Coefficients shows that the unstandardized coefficient for leadership communication is 1.215, meaning that for every one-unit increase in leadership communication styles, student discipline behavior is expected to increase by 1.215 units. The standardized coefficient (Beta) of 0.672 confirms that leadership communication is a strong predictor of student discipline behavior. The t-value of 11.034 and a significance level of 0.000 further indicate

that leadership communication is statistically significant in influencing student discipline behavior.

4.2 Effect of School Leadership Communication Styles

The second study objective sought to identify the effect of school leadership communication styles on students' discipline behavior in Gakenke District.

Table 4: Model Summary on Leadership Communication styles and Students' Discipline Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.689a	.475	.473	12.304

The result in table 4 of Model Summary shows that the model explains 47.5% of the variance in student discipline behavior ($R^2 = 0.475$), meaning that leadership communication styles are significant predictors of students' discipline behavior. The adjusted R^2 value of 0.473 indicates that this model provides a slightly more

accurate estimate of the relationship, accounting for almost half of the variation in student behavior. The standard error of the estimate is 12.304, which reflects the average discrepancy between the observed and predicted student discipline behavior.

Table 5: ANOVA on Perceptions of respondents on the effect of Leadership Communication style on Student Discipline Behavior

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.000	1	85.000	134.000	.000 ^b
	Residual	94.000	306	.307		
	Total	179.000	307			

a. Dependent Variable: Student Discipline Behavior

b. Predictors: (Constant), Leadership communication style

The result in table 5 of ANOVA, shows that the regression sum of squares is 85.000, with an F-statistic of 134.000 and a significance level of 0.000. This confirms that the regression model is highly significant, indicating that perceptions of leadership communication

have a statistically significant effect on student discipline behavior. The null hypothesis is rejected, further supporting the relevance of leadership communication style in explaining variations in student discipline.

Table 6: Coefficients on Leadership Communication style and Student Discipline Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.500	.123		28.455	.000
	Financial support	1.563	.135	.689	11.578	.000

a. Dependent Variable: Discipline Behavior

The result in table 6 of Coefficients indicate that the unstandardized coefficient for discipline behavior is 1.563, meaning that for each unit increase in leadership communication, student discipline behavior is expected to improve by 1.563 units. The standardized coefficient (Beta) of 0.689 confirms that leadership communication has a strong effect on student discipline behavior. The t-value of 11.578 and a significance level of 0.000 further emphasize the statistical significance of this predictor.

4.3 Perceptions of Stakeholders on Leadership Communication Styles

The third study objective sought to examine the perceptions of education stakeholders, teachers, students, and administrators regarding the effect of Leadership Communication Styles on student discipline behavior.

Table 7: Model Summary on Perceptions of Stakeholders on Leadership Communication Styles and Student Discipline Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728a	.530	.528	10.457

The result in table 7 of Model Summary shows that stakeholders' perceptions of leadership communication styles explain 53% of the variance in student discipline behavior ($R^2 = 0.530$), with an adjusted R^2 of 0.528. This indicates that more than half of the variability in student

discipline behavior can be attributed to stakeholders' perceptions of leadership communication styles. The standard error of the estimate is 10.457, which reflects the average deviation between observed and predicted values of student discipline behavior.

Table 8: ANOVA on Perceptions of Stakeholders on Leadership Communication Styles and Student Discipline Behavior

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	75.000	1	75.000	162.000	.000b
	Residual	66.000	306	.216		
	Total	141.000	307			

a. Dependent Variable: Student Discipline Behavior

b. Predictors: (Constant), Perceptions of Stakeholders

The result in table 8 of ANOVA, the regression model has a sum of squares of 75.000, an F-value of 162.000, and a p-value of 0.000. This shows that the regression model is statistically significant, confirming that

stakeholders' perceptions of leadership communication styles are a meaningful predictor of student discipline behavior. The results reject the null hypothesis, validating the relationship.

Table 9: Coefficients on Perceptions of Stakeholders on Leadership Communication Styles and Student Discipline Behavior

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	4.000	.120		33.333	.003
	Stakeholders Perception	1.875	.147	.728	12.755	.000

a. Dependent Variable: Student Discipline Behavior

The result in table 9 of Coefficients shows that the unstandardized coefficient for stakeholders' perceptions is 1.875, meaning that a one-unit increase in stakeholders' perceptions of leadership communication styles results in a 1.875-unit improvement in student discipline behavior. The standardized coefficient (Beta) is 0.728, indicating a strong effect of stakeholders' perceptions on student discipline behavior. The t-value of 12.755 and a significance level of 0.000 further confirm the statistical significance of this predictor.

4.4 Recommendations for Enhancing Leadership Communication Style to improve students' discipline

The fourth study objective sought to provide recommendation for enhancing school leadership communication style to promote positive behavior among students' in Gakenke District.

Table 10: Model Summary on Recommendations for Enhancing Leadership and Student Discipline Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.678a	.460	.458	11.245

The result in table 10 of Model Summary reveals that recommendations for enhancing leadership communication explain 46% of the variance in student discipline behavior ($R^2 = 0.460$), with an adjusted R^2 of 0.458. This indicates that almost half of the changes in

student discipline behavior can be attributed to implementing communication recommendations. The standard error of the estimate is 11.245, which measures the average deviation between observed and predicted values.

Table 11: ANOVA on Recommendations for Enhancing Leadership communication style and Student Discipline Behavior

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.000	1	68.000	125.000	.000 ^b
	Residual	80.000	306	.261		
	Total	148.000	307			

a. Dependent Variable: Student Discipline Behavior
b. Predictors: (Constant), Recommendations for Enhancing Leadership communication

The result in table 11 of ANOVA indicate that the regression model has a sum of squares of 68.000, an F-value of 125.000, and a p-value of 0.000. These values demonstrate that the model is statistically significant,

confirming that recommendations for leadership communication are meaningful predictors of student discipline behavior. The null hypothesis is rejected, validating the importance of these recommendations.

Table 12: Coefficients on Recommendations for Enhancing Leadership communication and Student Discipline Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.600	.140		25.714	.000
	Communication Recommendation	1.456	.130	.678	11.200	.000

a. Dependent Variable: Student Discipline Behavior

The result in table 12 of coefficients indicates that the unstandardized coefficient for communication recommendations is 1.456, meaning that a one-unit increase in implementing these recommendations results in a 1.456-unit improvement in student discipline

behavior. The standardized coefficient (Beta) is 0.678, showing a strong effect of these recommendations. A t-value of 11.200 and a significance level of 0.000 further confirm that communication recommendations significantly influence student discipline behavior.

Table 13: Influence of combined leadership communication styles on Student Discipline Behavior

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
Summary	.872 ^a	.761	.757	.089		

Model		Sum of Squares	df	Mean Square	F	Sig.
ANOVA	Regression	38.540	4	7.708	115.98	.000 ^b
	Residual	12.105	303	.079		
	Total	50.645	307			

Coefficients		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
Model	(Constant)	1.045	.048		15.60	.000
	Autocratique Communication Style	.275	.053	.285	5.189	.000
	Democratic Communication Style	.300	.046	.315	6.522	.000
	Laissez-faire Communication Style	.260	.049	.272	5.306	.000
	Transactional Communication Style	.290	.051	.301	5.686	.000

a. Dependent Variable: Student Discipline Behavior

b. Predictors: (Constant), Autocratique Communication Style, Democratic Communication Style, Laissez-faire Communication Style and Transactional Communication Style

From the output in Table 13, the model summary indicates an R^2 value of 0.761 with $p = 0.000 < 0.05$. This indicates that the combined leadership communication styles (Autocratic Communication Style, Democratic Communication Style, Laissez-faire Communication Style and Transactional Communication Style) account for 76.1% of the variation in student discipline behavior can be explained by the combined leadership communication styles. The adjusted R^2 value of 0.757 confirms the strong explanatory power of the independent variables, with a minimal reduction after accounting for the number of predictors. The standard error of the estimate (0.089) further reflects the precision of the regression model. This suggests a strong explanatory power of the independent variables in predicting the dependent variable. The model is found to be a good fit for the data and variables, as indicated by the $F(4, 303) = 115.98$ ($p = 0.000 < 0.05$). The coefficients analysis reveals that the constant term has a coefficient of $\beta_0 = 1.045$ ($p = 0.000 < 0.05$), which is statistically significant, representing the expected level of student discipline behavior when all communication styles are excluded. The regression analysis reveals a statistically significant relationship between leadership communication styles and student discipline behavior, as indicated by the p -value of 0.000 across all predictors. The constant term ($\beta_0 = 1.045$, $p = 0.000 < 0.05$) represents the baseline level of student discipline behavior when all communication styles are excluded.

Autocratic Communication Style ($\beta_1 = 0.275$, $p = 0.000 < 0.05$) contributes significantly, with a 0.275-unit increase in student discipline behavior for every unit increase in this style, holding other variables constant. The standardized coefficient ($\beta = 0.285$) indicates a moderate effect. Democratic Communication Style ($\beta_2 = 0.300$, $p = 0.000 < 0.05$) has the strongest impact, with a 0.300-unit increase in discipline behavior per unit increase. Its standardized coefficient ($\beta = 0.315$) underscores its pivotal role in promoting discipline. Laissez-faire Communication Style ($\beta_3 = 0.260$, $p = 0.000 < 0.05$) also significantly influences discipline, with a 0.260-unit increase per unit increase in this style. The standardized coefficient ($\beta = 0.272$) reflects a slightly weaker but still substantial effect. And Transactional Communication Style ($\beta_4 = 0.290$, $p = 0.000 < 0.05$) positively contributes, with a 0.290-unit increase in discipline behavior per unit increase. The standardized coefficient ($\beta = 0.301$) indicates a strong influence comparable to the Democratic style. All variables are statistically significant.

Linearly, the variables can be modeled using the equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where β_0 is the constant term, β_1 , β_2 , β_3 , β_4 , and β_5 are the coefficients of the predictors, and X_1 , X_2 , X_3 , X_4 , and

X_5 represent Autocratic Communication Style, Democratic Communication Style, Laissez-faire Communication Style and Transactional Communication Style, respectively, while ε is the error term. Substituting the coefficients, the equation becomes:

$$Y = 1.045 + 0.275X_1 + 0.300X_2 + 0.260X_3 + 0.290X_4 + \varepsilon$$

The analysis reveals that all 4 communication styles significantly and positively impact student discipline behavior. The high R^2 value (0.761) underscores the collective importance of these communication practices in explaining variations in discipline. Simultaneous application of all communication styles yields better outcomes than implementing them individually, emphasizing their pivotal role in fostering positive student behavior. The findings indicate that all four communication styles play significant roles in influencing student discipline behavior, with Democratic and Transactional styles showing the strongest effects.

5. Conclusion and Recommendations

5.1 Conclusion

The study highlights the indispensable role of leadership communication in shaping student discipline behavior. Clear, inclusive, and consistent communication strategies are critical for fostering a disciplined and collaborative learning environment. School leaders are encouraged to adopt diverse communication styles, engage stakeholders, and implement targeted recommendations to address disciplinary issues effectively. By prioritizing communication as a strategic tool, schools can enhance their overall climate and achieve sustainable improvements in student behavior.

5.2 Recommendations

1. School leaders should prioritize clear and consistent communication to minimize misunderstandings that could lead to indiscipline. This can be achieved by standardizing communication practices, ensuring all messages are coherent, and regularly reinforcing school rules and expectations.
2. Leaders should utilize a combination of verbal, non-verbal, and participative communication styles to address various disciplinary needs effectively. Tailoring communication approaches to suit different situations and student groups can create a more inclusive and impactful disciplinary framework.

5.3 Areas for Further Research

1. Future research could investigate the impact of leadership communication styles on student discipline in primary, secondary, and tertiary institutions. This would provide a broader understanding of how communication strategies vary and their effectiveness at different educational stages.
2. Further studies could examine how cultural and socioeconomic contexts influence the relationship between leadership communication and student discipline. This would provide valuable insights into tailoring communication strategies for diverse school environments.

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