

INFLUENCE OF STUDENT LEADERS' PARTICIPATION IN SCHOOL GOVERNANCE ON LEARNERS' DISCIPLINE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN MACHAKOS SUB COUNTY, KENYA.

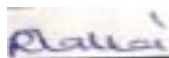
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A PhD Thesis submitted as a requirement for the Award of the Degree of Doctor of Philosophy in Comparative and International Education of the University of Nairobi.

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DECLARATION

This thesis is my original work and has not been presented to any other University for examination or award of any other degree.



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This thesis project has been submitted for examination with our approval as University Supervisors



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DEDICATION

I dedicate this thesis to my extended and immediate family. Special dedication to my husband Charles Mallei for providing a peaceful study atmosphere and financial support throughout the study. Secondly, to our children Benjamin, Stephen, Jane, Mirriam and Lillian for boundless support, encouragement and their patience as I pursued this degree.

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LIST OF ABBREVIATIONS AND ACRONYMS.

| | |
|----------------|--|
| BEA | Basic Education Action |
| BEIS | Basic Education Institutions |
| BED | Bachelor of Education |
| BOG | Board of Governors |
| BOD | Board of Directors |
| BOM | Board of Management |
| CBA | Competency Based Assessment |
| CBC | Competency Based Curriculum |
| CEB | County Education Board |
| CDE | County Director of Education |
| CRCI | Children Research Centre in Ireland. |
| DCI | Directorate of Criminal Investigations |
| FDSE | Free Day Secondary Education |
| GOK | Government of Kenya |
| G&C | Guidance and Counseling |
| KCSE | Kenya Certificate of Secondary Education |
| KCPE | Kenya Certificate of Primary Education |
| KII | Key Informant Interviews |
| KSSHA | Kenya Secondary Schools Heads Association |
| KSSS | Kenya Secondary Schools Student Council |
| MOE | Ministry of Education |
| MOEST | Ministry of Education Science and Technology |
| NACOSTI | National Commission for Science, Technology, and Innovation. |
| NPSC | National Policy on School Councils |
| PA | Parents Association |
| PACT | Peer Approach Counseling by Teens |
| PCP | Peer Counseling Programme |
| PBES | Public Basic Education Schools |
| SASA | South African Schools Act |
| SCDE | Sub County Director of Education |

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| SCR | Student Council Representatives |
| SGBs | School Governing Bodies |
| SGC | School Guidance and Counseling |
| SPSS | Statistical Package for Social Sciences |
| TCL | Teacher Collective Learning |
| TSC | Teachers' Service Commission |
| UNCRC | United Nation Convention on the Rights of the Child |
| UNICEF | United Nations Children's Education Fund |
| USA | United States of America |

ABSTRACT

The purpose of this study was to investigate the influence of student leaders' participation in school governance on learners' discipline in public and private secondary schools in Machakos Sub County, Kenya. The research objectives included evaluating the influence of students' participation in election of student leaders on Learners' discipline, determining the influence of student leaders' attendance at meetings of the Board of Management in public secondary schools as well as the directors of private secondary schools on learners' discipline, and assessing the influence of student leaders' active participation in school peer counseling and open forum sessions on learners discipline at public and private secondary schools in Machakos sub county. Literature reviewed point to presence of student councils in both public and private secondary schools but lower integration of student leaders in school administration in the public secondary schools compared to the private secondary schools. The study used a descriptive survey approach and was supported by five hypotheses. The study involved sampling public and private secondary school students, teachers, Deputy Principals, Principals, public school Board of Management (BOM) chairpersons and Directors of private secondary schools. The research implements included questionnaires designed for student and teacher respondents as well as interview schedules for deputy principals, principals, BOM Chairpersons of public secondary schools, and directors of private secondary schools. Additionally, relevant school documents were analyzed to authenticate information provided by the respondents. The data collected was analyzed with the Statistical Package for Social Sciences (SPSS version 21). The data was tabulated and analyzed using ANOVA and coefficient models for regression. It was established that students' discipline issues are on the rise in both private and public secondary schools, with the public secondary schools registering higher cases. The findings revealed that active participation of student leaders in open forums was the most influential, followed by student leaders' participation in peer counseling sessions; learners' election of student leaders took the third position and student leader's chairperson participation in BOM and Directors meetings taking the fourth position. The results implied the need for opportunities for learners to express themselves, Students would be more invested in the norms and regulations of their school if they actively participated in the selection of student leaders and the meetings of the BOM/Director, peer counseling sessions, and open forums. As a result, there would be a clear channel of sharing issues and appropriate actions would lead to less instances of indiscipline in the school, the students would feel more comfortable studying, and their academic performance would rise.

The study also found that student leaders in both public and private secondary schools played a significant role in maintaining student discipline because adequate introduction and training of student leaders ensures their confidence and effectiveness. The engagement of student leaders in school governance was endorsed by all secondary school respondents, both public and private, with students at public secondary schools pleading for openness and dedication in carrying out the governance of the student leaders' council. The key informants in both school categories supported student leaders' participation in school governance.

The study recommended Inclusion of students in school governance is a responsibility shared by school administrators and other community members. Students would be more invested in the norms and regulations of their school if they actively participated in the selection of student leaders and the meetings of the BOM/Director, peer counseling sessions, and open forums. As a result, there would be less instances of indiscipline in the school, the students would feel more comfortable studying, and their discipline and academic performance would rise.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The term "school governance" refers to the process by which a school's leaders coordinate, direct, guide, and regulate the various initiatives of students and staff to achieve the school's stated goals (Borgatta & Montgomery, 2000). Boards of Management (BOM), Parents Associations (PA), principals, deputy principals, teachers, support personnel, and student leaders are the major stakeholders involved in both public and private secondary school governance. Students' participation in the administration of the school refers to a thorough, organized framework of their involvement in the day-to-day management of both public and private secondary schools (Sushila, 2004).

Student councils, serve as a democratic platform for students to express their views on important school issues (the Republic of Kenya, 2012). Student councils in Kenya comprise the school president, assistant, and secretary general. Other posts include academic secretary, environmental secretary, dormitory secretary, and class secretary among other dockets determined by the level and category of school.

There is increasing theoretical and empirical proof that student participation in school governance including their inclusion on school boards of management and their ability to make and carry out decisions about daily school operations has favorable effects on their behavior, motivation, development, and academic performance (McGowan, 2010; Mitra&Serriere, 2012).

Kiprop (2012) argued that students' and teachers interactions with each other and with the administration, as well as the administration's treatment of students, are central to any discussion and improvement of school discipline. According to the author, it is challenging to build a shared set of values since the school administration's ideology, which is reflected in the cognitive and

behavioral policy, may occasionally conflict with the beliefs of both the student body and the administration. This challenge can be addressed by strengthening the link and interaction of the student body through student leaders' active participation in school governance.

Sushila (2004) suggested the involvement of students at multiple decision-making stages to solve this issue. This study suggested that the student leaders' council engaging in public and private school governance at various levels is one approach to guarantee student engagement in school councils. The engagement of student leaders in school leadership improves effective communication and interaction between students, teachers, and the school administration. Utilization of information gathered during such interactions would result in a harmonious school environment for students' mentorship hence improving learners' discipline.

According to the Northern Ireland Assembly (2011), student councils are made up of a selection of students chosen by their fellow students to represent their interests. This is in line with the order from the Ministry of Education of Kenya to change the prefect structure into a more representative group representing the interests of the student body in both public and private Basic Education Institutions (BEI). Besides serving the narrower managerial objectives, such as participation, student participation in school governance serves the broader citizenship and democratization goals (Annette, 2009; Apple & Beane, 2007). The practice though more controlled in the public secondary schools compared to the private secondary schools prepares the learners for the future as productive, responsible, and democratic citizens.

A strong connection between the teachers, students, school administration, and support personnel may be created when student leaders are properly elected, trained, and utilized. Compared to other members of the school community, the student leaders are more in touch with the student body serving as a strong support system in molding learners' discipline. The close touch serves as an

opportunity to identify emerging academic and welfare issues among the learners, where well-established channels of communication and timely informed intervention avert emerging indiscipline issues.

Well-structured and elaborate student councils serve as channels of communication. The intervention is more effective in private secondary schools due to the ratio of student leaders to the other learners compared to the public secondary schools which have higher student enrollment. The high student-teacher ratio in public secondary schools can be addressed by actualizing and broadening student leaders' participation in school governance to serve as an extra eye for the teachers and the school administrators.

The purpose of the student council, according to Mutua (2014), is to support the administration of the school in achieving high academic standards and behavior, carrying out general duties, and preserving school harmony. Accordingly, the student leaders interact with their fellow learners in the playing fields, dining halls, laboratories, dormitories, classrooms, and other meetings in the school setup. The close interactions ensure a strong link between the students' body and the school administration hence able to monitor and improve learners' discipline. Further, this is an opportunity for the student leaders to encourage, instill, and enforce discipline-related behavior as per the school rules and regulations among fellow learners.

The practice is more efficient in private secondary schools compared to public secondary schools; this is attributed to the student enrollment ratio and the process of constituting and inducting the student leaders' councils. This is manifested in enforcing learners' punctuality in all school activities, class attendance, completion of assignments, decent dressing, use of decent language,

reporting indecent acts such as drugs and substance abuse among the learners, and proper use of school resources and property.

To handle student indiscipline and misconduct, democratic student councils in schools are said to be crucial, according to Brasof (2011). This study suggests open and democratic election of student leaders and active participation in different avenues of school governance translates to ownership of school rules, regulations, and programs. The outcome is positive discipline-related behavior among learners in public and private secondary schools in Machakos sub-county, Kenya.

Moreover, research in this field demonstrates that student councils develop policies with student buy-in in mind. These rules are more inclined to be adhered to since they belong to the students. Because of their position as role models for their peers, student leaders have the potential to influence positive changes in the school climate, including the modification of student behavior, when they are well-constituted, guided, and actively engaged to perform this role. Bertness et al., (2016) provided support for this view by mentioning how student participation in school leadership improves communication and collaboration between students, teachers, and the school administration.

The researcher, further pointed out that there appears to be a strong connection between student leaders' involvement in secondary school governance and discipline policies in both private and public secondary schools. In agreement with the aforementioned research, this study points out that Students' participation in the bureaucracy of both public and private secondary schools can be seen in the student election of leaders, the attendance of student leaders in BOM/directors' meetings, the facilitation of school peer counseling sessions, and the student leaders participation in school open forums, among other things.

Globally, several countries have adopted the aspect of engagement of students in school leadership with mixed results (Borgatta & Montgomery, 2000). Consequently, high school reform initiatives, particularly in the United States of America (USA), actively campaigned for schools' classical democratic tenets and offered students, parents, teachers, school management, and members of society a more significant role in school administration as well as the decision-making practice. This has resulted in the heightened engagement of students in school governance (Borgatta & Montgomery, 2000).

According to Njozela (2010), students at Melbourne High School in Australia demonstrated this type of student-led engagement in their leadership roles. It pioneered the concept of a Student Representative Council (SRC), through which students elect leaders to represent their interests at school board meetings. Learners' self-control will naturally improve as a result of this increased agency in matters directly affecting their time at school known as Teacher Collective Learning (TCL). As a result, student learning is maximized when they are actively engaged and serve as role models for their peers (Olsen & Burges, 2006). For the most part, students would rather learn in settings where they can collaborate with their peers and even take charge of some of the activities in the school setup.

Further, children in Scotland and the University of Edinburgh (2010) found that student councils helped re-motivate bored and disaffected students, leading to a more positive shift in school climate and even an uptick in academic performance (Duignan, 2006). In Brazil, public schools frequently employ student participation in decision-making (Ghanem, 2012). The participation of students served as a support system for effective communication and governance.

In Basic Education Schools (BES), parent and student councils have been developed to assist in making crucial educational choices in both public and private secondary schools.

GremioEstudantil, a method used in secondary schools, gives students a formal voice in administration and governance. This is similar to the student councils found in British schools, where student leaders sit on the council and are frequently contacted by the administration before important school decisions. The Gremio Estudantil is the students' primary channel for influencing faculty and administration (Ghanem, 2012). As students' ideas were taken into account, they became more self-controlled and did better in school.

Article 12, of the United Nations Convention on the Rights of the Child (UNCRC) entails policies and guidelines that encourage the participation of children at all levels (Lansdown, 2001; United Nations, 2009). Most UNCRC-signing nations have passed laws guaranteeing young people a voice in public policy debates. Some have created diagrams depicting the many perspectives of their students (United Nations, 2009). The European countries of Norway, Sweden, the United Kingdom, France, and Northern Ireland are among those mentioned (Hannam, 1998; Alderson, 2000). In addition, student councils are established in Finnish schools (Shatilova, 2014) so that students can have a voice in school-wide decisions.

In Kenya, the Ministry of Education, Science, and Technology (MOEST) launched the Kenya Secondary School Student Council (KSSSC) Program in 2009. (The Republic of Kenya, 2010). The Policy has been adopted, though there is a need to strengthen and broaden the meaningful involvement of students in school governance.

Despite universal support for student leaders' engagement in school governance, research undertaken in France, the United States, Spain, and the United Kingdom (UK) has regularly highlighted associated issues of decreasing degrees and forms of cruelty and indiscipline in schools (Kexar&Eckel, 2000). In Kenya, the situation is not different with alarming cases of student indiscipline manifested in secondary school unrest. It is therefore important to establish a broad

student leadership framework in which student leaders from all levels of education are implicated in school-based management in all aspects affecting the learners, especially in enforcing students' discipline with the intent of electronic media, print media, and the internet.

Active student involvement in school leadership is a long-standing practice and policy in Africa. According to Duma (2015), the new democratic government in South Africa passed the South African Schools Act (SASA) in 1996, mandating that all public schools in the country have functioning School Governing Bodies (SGBs) democratically elected from among secondary school students, teachers, and parents. Researchers in South Africa have confirmed what many teachers and parents already knew: student discipline remains a major challenge (Du Preez & Roux, 2010).

According to the Education Code of Conduct's user's guide directory in Namibia, students have a voice in school administration (Government of Namibia, 1993). Democratically elected school boards, made up of parents and teachers, represent students in both public and private schools. Further, Tanzania was one of the first African countries to allow students to have a voice in educational policymaking. The National Policy on School Councils (NPSC) details the composition and responsibilities of the councils present in each school's National Policy. The inclusion of students in school governance aimed at creating a peaceful school environment including taming learners' conduct. On the contrary, for example, a study done in Cameroon found that vandalizing of school properties and mass protests was common in secondary schools (Ngwokabuenui, 2015). In Kenya, incidences of indiscipline are still visible in majority of the secondary schools (Mwikali, (2015)

Indimuli (2012) argues in favor of this position, noting that the role of the prefect has evolved from that of a master to that of a bridge of communication between the student body and the school administration. To that end, the Student Council is seen as a means by which students can have a

voice in school administration, leading to the early identification of problems and, ultimately, better disciplinary practices among students. Both public and non-public secondary institutions are covered by the national policy. There is, however, no information comparing the benefits of student leaders' engagement in school governance on student discipline in public and private secondary schools.

Kenyan education policy deliberations have highlighted student leadership positions in schools dating back to at least 1992 when the country approved a new democratic governance system in the aftermath of the establishment of multi-party politics. The United Nations Children's Fund (UNICEF), Kenya Secondary Schools Heads Association (KSSHA), and the Ministry of Education, Science, and Technology (MOEST) launched the Kenya Secondary School Student Council (KSSSC) Program in 2009. (The Republic of Kenya, 2010).

The structure encouraged both public and private high school student leaders to participate. The KSSHA formally approved the student council that had been elected the previous year during the first-ever national student leaders' convention, held in Nairobi in 2009. KSSHA planned to progressively develop student councils with leaders elected directly by the students as a replacement for the ideal system, which most students perceived as the administration spying on them. While the function of the prefect changed from master to a medium of communication between school administration and students, Indimuli (2012) contends that the shift of student leadership from the prefect to a more genuine representation provided students a voice in their leadership.

The 2013 Basic Education Act (BEA) also includes opportunities for student involvement in school management. While there has been a substantial advance toward student engagement in public and private secondary school administrative procedures in Kenya, practice and reporting on

the ground vary, and as a result, incidences of indiscipline are still visible in the majority of Kenyan secondary schools. Mwikali (2015) researched what sparked school strikes in Kenya's Machakos District's Central Division.

The study found that educators generally use first-person accounts when discussing disciplinary issues that trouble their students. This research contends that the prevailing indiscipline among secondary school students is due, in part, to the fact that public and private secondary schools in Kenya and perhaps many other countries have not yet developed a comprehensive plan for outstanding student obligations in school governance. One of the current challenges to the success of student councils in schools is a lack of trust and support from adults (teachers, deputy principals, principals, and BOM) (Mould, 2011). For example, after council leaders are selected, they are mainly left to their ways with little direction from adults, resulting in poor performance of their obligations.

As a result, both instructors and students perceive the student council unfavorably, and the great majority of students oppose the council's ideas. This happens sometimes because the council pursues goals that are not within the schools' purview or that do not resonate with all students (Children in Scotland and University of Edinburgh, 2010). Student council elections are a common practice in secondary schools, according to research; however, many schools struggle to address the issue due to a lack of funding as well as unclear roles and responsibilities for council members. The council leaders lose authority and become puppets (Northern Ireland Assembly, 2011).

This research looked at how student leaders in both public and private secondary schools could improve student conduct through their active participation in school governance. There were school strikes in July and August of 2016 where students complained about poor nutrition, abusive language from teachers, and strict administration, citing a lack of clear channels of communication.

Up to 120 secondary schools were burned down, and many public and a few private secondary schools shut down indefinitely. In public secondary schools, especially, a lack of open lines of communication between administrators and students was an indication of a strained relationship between the two groups (Ogol & Thinguri, 2017). Data showed that public secondary schools were hit harder than private ones.

According to the Machakos sub-county Education Office's annual report (2018), major disciplinary concerns existed in both public and private secondary schools in the Machakos sub-county. Furthermore, the report stated that public schools were the most affected, whilst private schools saw fewer cases of student indiscipline. The failed discipline levels in the sub-county were mirrored in the 2018 and 2019 KCSE results. Machakos sub-county performed the poorest of the county's nine sub-counties. Low levels of student discipline (such as chronic absenteeism, incomplete assignments, destruction of school property, theft, drug and substance abuse, bullying, and participation in indecent sexual acts such as homosexuality and lesbianism) were most likely to blame for the sub-county's poor academic performance.

However, there is a lack of published studies on how student leaders' involvement in school governance affects students' behavior in secondary schools across Kenya, both public and private. This research aims to fill this knowledge gap by looking at the relationship between student leaders' involvement in school-based management (election of student leaders, involvement in BOMs/directors meetings, peer counseling, and open forums) comparing similarities and differences in student conduct in both private and public secondary schools in Machakos sub-County, Kenya

1.2 Statement of the problem

Arising from the aforesaid background to the study, it is evident that consideration for the integration and utilization of student leaders in school governance is a strong link and support system to contribute to improved learner discipline in public and private secondary schools. This can be attained through open and inclusive elections of student leaders and active participation in school governance. In Kenya, the Ministry of Education, on behalf of the government, pushed for more student involvement in student council elections and subsequent participation in school governance.

Further, Students who take part in strikes, demonstrations, or vandalism of school property have been warned by the Directorate of Criminal Investigations (DCI) that doing so may result in criminal charges being recorded against them on their certificate of good conduct. In addition, the County Education Board implemented rigorous measures for the clearance of students moving between schools at the local level.

Despite the immense efforts and reforms directed towards the involvement of student leaders in school governance globally and in Kenya, the election of student leaders is highly controlled, and limited participation is recorded in secondary school governance. According to the report of the Director of Education, 20 secondary schools in Machakos Sub County went on strike in 2018. Reports of unrest came from both public and private secondary schools, though the former reported more cases. Hence, the upsurge of incidents of student unrest in both public and private secondary schools in the Machakos sub-county and variant manifestations of learners discipline escalated the need for this study.

There is scanty information on the influence of student leaders' participation in school governance on learners' discipline. In this regard, the purpose of the study was to ascertain the

extent of student leaders' participation in school governance and the influence this may have had on learners' discipline in both public and private secondary schools. The findings of the study will assist both public and private secondary schools in the Machakos sub-county and Kenya, as the research-based suggestions will be provided to boost student leaders' participation in school governance hence improving learners' discipline manifested through learners' punctuality in all school activities, use of decent language and dressing, regular school attendance and completion of assignments.

1.3 Purpose of the study

The purpose of this research was to investigate the influence of student leaders' participation in school governance on learners' discipline in public and private secondary schools in Machakos Sub County, Kenya, to inform school governance practices on learners' discipline in Kenya.

1.4 Objectives of the Study

The study was guided by objectives

- i) To establish the influence of students' participation in the election of student leaders on learners' discipline in public and private secondary schools in Machakos Sub County.
- ii) To determine the influence of student leaders' participation in the school's Board of Management/Directors meetings on the discipline of students in secondary education in both private and public schools in Machakos Sub-County.
- iii) To establish the influence of student leaders' participation in peer counseling sessions on the discipline of students in public and private schools in the Machakos Sub-County.
- iv) To examine the influence of student leaders' participation in school open forum discussions on the discipline of secondary school learners in public and private schools in the Machakos Sub-County.

- v) To establish the combined influence of students' election of student leaders, student leaders' participation in school Management meetings, school peer counseling, and school open forums on learners' discipline in public and private secondary schools in the Machakos Sub-County

1.5 Research Hypotheses

The research sought to test the following null hypotheses:

H0₁: Students' participation in the election of student leaders does not significantly influence learners' discipline in public and private secondary schools in the Machakos Sub County

H0₂: Student leaders' participation in the school's Board of Management/Directors meetings does not significantly influence learners' discipline in secondary education in both private and public schools in Machakos Sub-County

H0₃: Student leaders' participation in peer counseling sessions does not significantly influence learners' discipline in public and private schools in the Machakos Sub-County

H0₄: Student leaders' participation in school open forum discussions does not significantly influence learners' discipline in public and private schools in the Machakos Sub-County

H0₅: The combined effect of election of student leaders, student leaders' involvement in school Management meetings, school peer counseling, and school open forums does not significantly influence learners' discipline in public and private schools in the Machakos Sub-County

1.6 Significance of the study

The research aimed to give meaningful information that might guide basic education policymakers like the Ministry of Education (MOE) to improve student leaders' involvement in the governance of both public and private secondary schools. The results of this study are timely because the

country is currently implementing the Competency-Based Curriculum (CBC), which promotes the development of essential skills like teamwork, problem-solving, innovation, citizenship, confidence in one's abilities, critical thinking, proficiency with technology and the ability to learn well reflected in the involvement of learners in school governance.

Further, the study might offer data for policy enforcers like the quality assurance field officers, Sub-County Directors of Education (SCDE), principals, and deputy principals to restate the collaboration of numerous stakeholders, including the students in both public and private secondary schools' governance. The findings may enable the school principals, deputy principals, and teachers to reassess their attitude and treatment of students and student leaders, leadership styles, and, where necessary, make necessary adjustments and improvements. Students' roles in school governance and their influence on student conduct may also be broadened and specified. This might assist learners in adopting more accountability for their character and learning.

The research may also help shape society's future leaders and responsible members of society. Finally, the findings may build the platform for subsequent study on student leaders' participation in public and private secondary school administration and its role in bettering learners' discipline in the always-evolving academic curriculum.

1.7 Limitations of the study

Since it proved impossible to obtain minutes from BOM meetings, the researcher relied on a method known as triangulation to verify reports about the level of engagement of student leaders. Secondly, some of the students perceived the study as a witch hunt against their discipline difficulties; to overcome this challenge, the researcher built a relationship with the students. Thirdly, getting access to the private schools was difficult because their administrators saw the research as an attack on their organization. The researcher made contact with the administrators of

the private schools and informed them that the research would be conducted solely for academic purposes and that all data would be treated in the strictest confidence. The researcher also reassured the students that the school's name would not be used anywhere in the investigation. Due to the COVID-19 pandemic, it was hard to book an appointment with the principals, deputy principals, BOM chairpersons, and directors of private secondary schools due to crash programs in secondary schools and government laws in schools restricting the number of visits. When scheduled meetings were abruptly canceled, the researcher kept her cool and kept looking for alternatives. At last, the researcher confirmed appointments in advance and finished the interviews on time.

1.8 Delimitations of the Study

The research was limited to the Machakos Sub-County in Machakos County. In addition, the study concentrated on four major variables i.e., the selection of student leaders by the students, the role of the student leaders in the meetings of the BOM and private schools board of directors, the participation of student leaders in the provision of peer counseling services, and holding of open forums. Additionally, chairpersons of public secondary school BOMs, as well as directors of private secondary schools, principals and their deputies, teachers, and students from both public and private secondary schools, were targeted as responders since they were assumed to have sufficient knowledge of the study's objectives. The study did not include other facets of school administration, such as school finances, student performance, or physical facilities.

1.9 Assumptions of the study

The study made the following assumptions:

- i) The principals and deputy principals in both public and private secondary schools were aware of various discipline issues and policies.

- ii) Student leaders collaborated with teachers, deputy principals, and principals to promote learners' discipline in both public and private secondary schools.
- iii) The respondents provided truthful information.
- iv) The principals and deputy principals were aware of the government policy documents on the election of student leaders and discipline.
- v) BOM chairpersons in public secondary schools and the private schools' directors had adequate information on learners' discipline.

1.10 Definition of operational terms

Board of Management refers to a group of qualified people mostly professionals, and government and sponsor representatives, charged with management, organization, and overseeing public secondary school programs and learners' progress and discipline in Kenya, as mandated by the Ministry of Education in Kenya.

The director refers to the head of an administrative unit. This study refers to private secondary school owners who manage the school's programs and learners as per the Ministry of Education policies in Kenya.

Discipline refers to following established organizational norms and procedures. In this study, the term "learner discipline" refers to students' observance of established school rules and routines, customs, procedures, and policies manifested in attendance, punctuality, responsibility, completion of assignments, and cleanliness.

Governance refers to exercising authority in the coordination, direction, and control of organizational programs to achieve the desired goals. School governance is defined in this research

as the supply of order in organizing, directing, and supervising school programs and activities to regulate learners' discipline.

Indiscipline refers to a failure to follow established organizational procedures, norms, and regulations. Learner indiscipline in this research refers to students' failure to follow established school routines, norms, and regulations manifested in absenteeism, destruction of school property, indecent dressing, and language.

The level of school in this study level refers to the hierarchy of public secondary schools as organized by the MOE, that is, National schools, extra county schools, County schools, and sub-county secondary schools in Kenya.

Machakos Sub County in this study refers to one of the sub-counties in Machakos County.

Open forums refer to a democratic discussion where the innermost issues and secrets are revealed. In this study school, open forums refer to meetings held in the school setup where students and their leaders are allowed to express their views and thoughts on different issues in the school setup.

Peer counseling refers to a special program focusing on peers helping one another. In this study, Student peer counseling refers to students who counsel fellow students by openly sharing and seeking clarification on emerging issues in their daily lives to manage learners' discipline.

The school category in this study refers to the two categories of private and public secondary schools.

Student council in this study refers to a group of students elected by the other learners to represent the student body in the school governance.

1.11 Organization of the Study

This study was divided into five chapters. The first chapter covered the study background, the purpose of the study, the problem statement, the objectives of the study; the study hypothesis, the

significance of the study, limitations, and delimitations of the study, as well as assumptions of the study, and concluded with the definition of operational terms. The second chapter discussed the reviewed literature related to this work. The third chapter discussed the research methodology employed in this study. The fourth chapter elaborated on the data analysis, interpretation, and presentation, of collected data. Finally, Chapter 5 summarizes the study findings, conclusions, recommendations, and suggestions for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The variables of this study were the primary focus of the literature review, which was organized around four main ideas. Student leaders' involvement in school governance in public and private secondary schools in Kenya's Machakos sub county was reflected in four areas: student leaders' election; student leaders' participation in School BOM /Directors meetings; student leaders' contribution in school peer counseling and open forums; and a conclusion that summarized the reviewed literature and provided a conceptual framework for understanding the findings.

2.2 An Overview of student leaders' participation in school governance

Globally, several countries have adopted the aspect of engagement of students in school leadership with mixed results (Borgatta & Montgomery, 2000). In Kenya the MOE has also stressed the importance of collaborative leadership among educators, parents, and students (Awiti, 2009). During the "participative decision-making" process, group members are encouraged to contribute their ideas and viewpoints as well as their knowledge and information (Owen & Valesky, 2011). In this case the students and their families or legal guardians are the primary customers of educational institutions. Therefore, it is crucial that they have a voice in shaping educational policy in the school set up.

A British institution by the name of St. Mary's emphasized the tangled nature of student involvement in institutional governance. They had many responsibilities, including monitoring things like student attendance, punctuality, and fiction mentoring (Allen, 2010). Furthermore, when teachers are gone for lunch, prefects at Georges High School (Georgeshal -P.Schools 2010), an English International school in the USA, oversee younger children.

According to Sagie and Kowlosky (2000), who surveyed school administrators in the USA, the UK, and the Netherlands to better understand student involvement in school management, managers in the Netherlands saw it as a societal imperative for student councils to be involved in maintaining school timelines. On the other side, the American administration regarded it as a tool to make sure the school ran smoothly. The studies are in agreement with this research study on the vital role student leaders play in public and private school governance to ensure order and harmony manifested in impressive learners discipline.

According to Harber and Mncube (2015), the SASA was passed in South Africa with the intention of promoting democratic school governance by recommending that school leadership include parents, students and teachers. Elaborate formulation of student councils will be able to completely serve the student association on issues relevant to them, help create an ideal learning environment, and help limit the countless instances of discontent observed among students in both public and private secondary schools, according to Chemutai and Chumba (2014). Nonetheless, extremely particular parameters for school governance and participation have been defined, emphasizing the engagement of student leaders for the sake of effective logistics rather than enlisting students for democratic goals.

Notably, Jeruto and Kiprop (2011) discovered that student engagement in both public and private secondary schools in Kenya was rated as low and that it needs to be expanded to include themes other than the students' well-being. According to research conducted by Mulwa, Kimosop, and Kasivu (2015) in the Eastern Region of Kenya, neither public nor private secondary schools in the region had set up the necessary institutions to allow learners to take part in decision-making activities. A need for collaborative management among educators, students, and their families is

something the Ministry of Education in Kenya has actively promoted in both public and private secondary schools.

According to the research outcome of this study, however, a different practice is more common: student voices are rarely taken into account, and student leaders instead prioritize the desires of the school administration. The aforementioned studies support students participation in school governance, however, have not established the extent and how student leaders participate in secondary school governance and if there is any influence on learner discipline, stressing the contrasting characteristic of public and private secondary schools, which this study confirms. As a result, the goal of this study was to assess the influence of student leaders' closeness to and distance from the school administration on student discipline in public and private secondary schools in Kenya's Machakos sub-county.

2.3 Influence of students' participation in the election of student leaders' on learners' discipline in private and public secondary schools

To put it simply, student leaders have a vested interest in the smooth operation of their school (Lutomia&Sikolia, 2006). For one thing, student leaders serve as a vital linkage between the school's management and the student council. This research contend that a robust and significant connection is established when students exercised their freedom of choice in selecting the student leaders. In addition, Nasibi (2003) suggested that the students' council might be an effective vehicle for student participation in school administration. If such student councils were properly created and put into action, their leaders would swear allegiance to their fellow students and provide vital feedback to the administration.

Students' active involvement in the election of student leaders would give them a sense of pride in the student council and would be an effective means of fostering self-discipline among the student body. Self-confidence building was another means through which discipline can be achieved in

the classroom (Davies and Yamashita, 2007). This study suggested students' participation in the election of student leaders is one way of strengthening self confidence among learners which translates to improved learners discipline. There should be some thought given to including staff members who can offer a positive conclusion to the process because the ethics of the selection technique are built on the exposure, abilities, reasoning, attitudes and relevant experience of members of the school selection panel.

However, Mncube and Harber (2013) argued that the evaluation process used by the school administration and instructors before students pick their representatives may limit students' capacity to make fully informed judgments. Students who have been chosen take part in a group conversation in which they offer their perspectives on a variety of themes, including their educational needs, interests, sports, and classroom behavior (Mutua, 2014). When learners are treated with dignity and appreciation, they strive to behave well. Students are more likely to own, look up to and respect their leaders if they are given the opportunity to vote for them. As a result, there was little chance that students would make life difficult for their elected officials when it came to enforcing school policies.

Obiero (2013) backed up the claim, stressing the importance of student representatives in school discipline governance. Therefore, the election process should be handled carefully to ensure that the best candidates become the student representatives to ultimately represent their peers and the school as a whole. Moreover, the newly elected leaders should be guided by intensive and transparent induction and training policies. The vast majority of educational institutions now use an open, democratic process for student body representative nominations and elections, during which candidates were given the opportunity to run for office (Mncube&Harber, 2013). The

student side embraced and backed leaders of their choice, reducing rivalry and pressure on those in charge.

This research, however, showed that school administrators have substantial manipulation, influence and control over the nomination and selection of student leaders. Furthermore, this research confirmed that when students participate in decision-making in all of the aforementioned management domains, the most likely outcome is an optimal school environment, as shown by good student discipline. According to Nayak (2011), student self-discipline improved when students were given the option to choose their own leadership through a democratic process.

More importantly, according to Fletcher's (2009) research, school administrations collaborated with student leaders because, in contrast to working for them, school progress is beneficial and rewarding for all parties involved. While this study agreed with the positions taken by the previous studies that championed for students to have a vote in electing their leaders no clear conclusions have been drawn on the extend of students participation in election of student leaders and the influence on learners discipline when comparing public and private secondary schools. As a result, the goal of this study was to investigate whether students at public and private secondary schools in Machakos sub-county, Kenya, were actively involved in choosing student leaders, and if so, the extent and how this affected learners discipline in both school categories.

2.4 Influence of student leaders' participation in school Management/meetings on learners' discipline in private and public secondary schools

Students acquire experience resolving challenges encountered by their classmates and the greater school community, as well as residents of the local and international communities in which they reside, through participating in school governance (Apple & Beane, 2007). Staff meetings, P.A. meetings, and B.O.M. meetings are just a few examples of the many meetings that take place in a school setting to organize and regulate school programming. The goals of a typical school meeting

include, but are not limited to, the following: giving reports, making decisions, gathering opinions, presenting briefs, and having discussions (Everard, Morris, & Wilson, 2004).

Some public elementary and secondary schools in Brazil have adopted a concept where students actively participate in running the school (PBES). The Gremio Estudantil system allows high school students a say in the management of particular secondary institutions. This is quite similar to school student councils, which are composed of elected student leaders who are always consulted before important decisions are made at schools all around the United Kingdom.

According to a recent study (Whitty & Wisby, 2007); the vast majority of schools (95 percent) in Wales and England have Student Councils. As a result of Norwegian legislation, all schools are required to establish student councils (Crotchety, 2003). Similarly, budget distribution for student councils, fees paid by parents with multiple students enrolled, fundraising for council activities, and a post-secondary education bursary fund are all decided by student councils in South Africa (Carr, 2005). Sergiovanni (2005) noted that including students in decision-making helped them feel invested in the outcomes and encourages them to stand behind the choices made by student leaders. The student council had its own set of duties and obligations, such as serving as an example to their peers, bolstering school spirit, upholding discipline, participating in extracurricular activities, and speaking on students' behalf in meetings.

The main responsibility they had was to enforce the school's regulations and guarantee that all pupils follow them (Kamau, 2017). The outcome was a peaceful school environment marked by students who got along well with one another, finished their academic work, showed up to class regularly, spoke respectfully, and wore the appropriate uniform. The students saw themselves as

integral to the institution, and they had developed systems to monitor and improve the school's standing.

The Basic Education Act (2013) mandated, among other changes to educational policy, that the Board of Governors (B.O.G.) be renamed the Board of Managers (B.O.M.) and include student representation. Public secondary schools were to be managed more effectively as a result of this new effort. The focus was on supporting learners discipline and the academic excellence of schools in the Machakos sub-county and across Kenya. A student was to be present at every BOM meeting in Kenya as an ex officio representative of the student body, as required by the Basic Education Act No. 14, 2013.

According to Walker and Logan (2008), student governors have the power to shape school policy and motivate fellow students to work toward the M.O.E. policy's implementation. In spite of the directive to include student leaders in the B.O.M. meetings in secondary schools, the reality is that most administrators thought student leaders have nothing of importance to offer, according to a study by Mati et al. (2016) on students' involvement in decision-making and their academic achievement in Embu West Sub-County of Kenya.

Similar findings were made by Chemutai&Chumba (2014), who discovered that student council representatives at public secondary schools in the Kericho West sub-county were not included in decisions affecting tuition and the school budget. In secondary schools, these kinds of choices are made in BOM, PA, or staff meetings. It is not obvious why students were not consulted on such matters. However, they will have a voice in B.O.M., according to the Basic Education Act of 2013. Njue (2014) also found that students were not included in the school budgeting and fee-setting processes.

Furthermore, despite advancements in the educational system, students were rarely, if ever, given the opportunity to speak up and be heard, according to researchers (Rudd, et al., 2007). If legislation mandating student voice in such matters has been passed, one would expect more student input into school policy decisions. This research indicated most public secondary schools have not actualized the student representation in BOM meetings and other forums compared to the private secondary schools that offer superior procedures for including student leaders in making crucial decisions that affect all students in the school.

The research also suggested that involving students in the creation of school discipline policies might be fruitful, significant, and if handled properly, would lead to fruitful outcomes in the management of learners' discipline in both public and private secondary schools. This study supported the previous studies' findings that the great majority of public schools undervalue the important but underappreciated contribution of student leaders to school B.O.M. meetings. In contrast, in private secondary schools, administrators are eager to hear students' opinions on how to avoid rooming crises.

In the twenty-first century, students in both public and private secondary schools should benefit from students' increased awareness of their rights and the importance of their participation in shaping their education. Most public secondary schools might experience disruptions and a lack of order if students' participation rights were violated. Therefore, it was crucial to assess the extent to which student leaders contributed in decision-making and general school leadership in order to determine whether or not students' lack of engagement in school governance had an influence on learners' disciplinary conduct.

However, the aforementioned research has not determined the frequency of B.O.M./directors meetings attended by student leaders, the extent and impact of participation on students' behavior, or the relative merits of public and private secondary schools. As a result, the goal of this study was to investigate the level of student leaders' involvement in B.O.M./directors meetings and the impact on learners' behavior in both public and private secondary schools in Machakos Sub-county, Kenya.

2.5 Influence of Students leaders' participation in school peer counseling on learners' discipline in private and public secondary schools

In the 1970s, the government of Kenya mandated the inclusion of guidance and counseling services in secondary schools. During this time, when urbanization and education were undermining traditional family bonds, the services were implemented (Nasibi, 2003). Due to rising issues including drug and alcohol addiction, immoral behavior, exam cheating, high school dropout rates, and student unrest, the government has recently increased funding for guidance and counseling programs in secondary schools (Mathenge, 2008; Opondo, 2008).

The G&C handbook recommended that secondary school principals facilitated student voice through forums such as open-floor conversations, formal meetings, peer counselor sessions, and suggestion boxes (Republic of Kenya, 2002). However, the vast majority of students in secondary schools, the scarcity of professional teacher counselors, the intensity of instructors' workloads, and the complexity of the socioeconomic and technological issues render ineffective large groups of guidance and counseling sessions. For secondary schools to overcome this obstacle, peer counselors are trained to work alongside school counselors.

Under adult supervision, students who have undergone peer counseling training are able to provide their fellow students with a listening ear, moral and emotional support, and information about available options for action (Deutsch & Swartz, 2002). Due to the ever-changing nature of

education and the myriad challenges faced by many public and private secondary school students, peer counseling has emerged as an essential and vital component of governance of learners discipline in secondary schools. Since there is typically just one teacher counselor for every 1,000 students in public high schools, the need for student-to-student counseling services is undeniable. Peer counselors' influence on students' behavior in both public and private secondary schools has not been substantially questioned, despite the fact that researchers, teachers, and other relevant parties have learned the significance of peers as the key socialization agents among teens. In peer counseling, members of a group who share a common interest are enlisted to help one another by putting their skills to good use. Without the help of experts or higher-ups in the organization or institution, they may be able to pacify, comfort, befriend, mediate, and reconcile disgruntled parties (Arudo, 2006). Based on the hypothesis that people of similar characteristics and age have a greater ability to regulate the actions of others around them, the study suggests that student discipline can be enhanced through peer counseling sessions at school (Betty, Kiprop, and Bomett, 2011).

In addition, Santrock (2010) found that adolescent happiness was higher when teens interacted with their peers rather than adults. The researcher of this study contend that secondary school students in both public and private settings can greatly benefit from peer counseling as part of student leaders' involvement in school governance. Furthermore, peers served as a crucial channel in addressing rising discipline concerns among students in both public and private secondary schools, as they helped foster fellow students, share opinions and information, lead in assignments, and provide support to other students.

Melgosa (2001) supported the idea that children's and teenagers' group socialization is shaped more by peers than by parents. To feel accepted, the teenagers make efforts to conform to

established norms. They sought affirmation from others in order to feel like a valued member of society. To effectively affect students' academic, social, and emotional behavior, schools should implement a robust peer counseling program. In elementary school or indeed the first few years of high school, peer-led, school-based interventions have the potential to reach a significant number of young people at a time when risk behaviors are either not yet beginning or are just being explored, according to Ebreo (2002).

Backing up this claim is research by Baginsky (2000), which found that with the help of peer counselors, students' behavior improved across the board in secondary school. Allen (2010) claimed that student managers run the homework club and organize activities including one-on-one mentorship, peer mentoring, and reading assistance groups. These authors claim that teacher counselors' time was limited by their heavy teaching workloads and other tasks in the school setting and that student leaders and other students should be included in the administration of peer counseling programs to make up for this.

However, the evaluated studies did not quantify the prevalence of peer counselors in school governance, the extent to which student leaders engaged in peer counseling, its effect on students' disciplinary practices, or the degree to which public and private schools differ in these respects. The goal of this study was to examine the learners disciplinary practices of public and private secondary schools in Machakos Sub-county, Kenya, in terms of the extend of student leaders participation in school peer counseling sessions.

2.6 Influence of student leaders' participation in school open forums on learners' discipline in private and public secondary schools

Students' issues can be addressed in open forums through open group discussions (Fletcher, 2009).

Keogh and White (2005) found that students required having a say in management choices through the work of Student leaders in formulating and enforcing policies, rules, and regulations. In

addition, Ong'injo,s .(2014).) .Research stated that students' primary responsibility is to assist teachers in managing the school. The findings backed up the idea that students should have a hand in enforcing school policies. Cotton (2005), in his study of public school punishment in the United States, found that pupils do not have a sense of ownership over school rules and regulations because they were mostly created without their input.

This study suggested student leaders' participation in school open forums is a strong basis of students' participation in formulation of school policies resulting to ownership and appreciation of school rules and regulations hence improved learners' discipline.

In contrast, Kiprop (2012) found that most principals played the role of masters and treated pupils like servants. Students' opinions and complaints were rarely heard since, in their eyes, students had nothing to contribute. Conversely, students will always value getting a response to all opinions whether the response is positive or negative and the rationale behind established procedures a practice highly recommended by this study. They want to be heard for what they have to say about change and they want to share their thoughts (Fielding & Ruddock, 2002). Fielding (2001) adds that disregarding students' opinions can have negative results.

It is argued in this study that the cost is seen in student indiscipline, particularly in public and private secondary schools in Kenya, despite the fact that the arguments concerning the cost center on its effects on inspection reports and public perceptions of the school. When students believe that their input is not being considered by school administration, they are more likely to protest. This results in a significant degree of concern, anxiety, and confusion, which creates antagonism, resentment, and school strikes.

Furthermore, Nyamwamu (2007) identified a lack of collaboration between students and the administration as a factor contributing to school indiscipline in his study on students' involvement

in enhancing discipline in public secondary schools. This meant that principals should establish broad mechanisms to actively involve students in school activities and promote frequent forums (barazas) in which faculty and students are free to air their opinions and concerns (MOEST, 2001). Similarly, research by Jeruto and Kiprop (2011) demonstrated that steps have been made by the Ministry of Education to implement mechanisms for inclusion in response to student calls for Inclusion in the decision-making structure in schools. The Kenya Secondary School Student Council (KSSSC) was the most prominent of these, having been established in 2009 with the goal of increasing student involvement in school administration. With this new system, students would have a voice in the operation of secondary schools and see their needs represented. But it was advised that more avenues be created for school officials' teachers and students to meet and discuss concerns in their schools without fear of punishment.

Therefore, cooperation between the school's administration, teachers, students, parents, and the surrounding community is essential for the successful administration of school discipline. It has been noticed that pupils are more likely to engage in disruptive behavior if they are not given an outlet for expressing their opinions and releasing pent-up feelings.

Students' participation in collaborative decision-making has the potential to reduce such incidents, and studies have demonstrated that students desire such opportunities (Alderson 2000). The Republic of Kenya (2001) and Kindiki (2009) report that ineffective communication amongst school officials was a problem. The authoritarian administration of the school saw assemblies as a waste of time.

This is in agreement with the findings of Kiprop (2012), who found that principals treat pupils with a master/servant mentality. This is in contrast to the findings of Kibet, et al. (2012), who found that principals routinely or occasionally involve students in school decision-making.

Teachers are good at communicating with their students, yet they often hold on to the last say on most matters. The purpose of this research was to determine whether or not student leaders used open school forums as a means of regulating student behavior.

According to Khewu (2012), the principal's role in enforcing discipline consists mostly of reactive administrative and administration duties rather than giving leadership to promote alternative behaviors. It was interesting to see how reluctant and uncertain principals and teachers were to employ alternatives to physical punishment. This goes against what the Kenyan Ministry of Education (M.O.E.) expects, which is for student leaders to take part in governing the schools where they are enrolled. In a similar vein, Alimi (2014) concluded in a review from Nigeria that student participation in maintaining school discipline helps pupils deal with their issues develops justice, self-control, and cooperative efficiency.

The success of group resolutions is further bolstered by the fact that Brasof (2011) notes that students are more likely to stick to resolutions that they help create. In this regard, strengthening student leaders' participation in school governance in secondary schools in Kenya will create such a forum. As a result of this forum to express their issues, students will be able to identify the root causes of their difficulties and help the school administration take the necessary steps to rectify their situations.

Additionally, teaching staff are often called upon to advice students on the appropriate course of action when pupils are at a loss on how to proceed. Because of this, they are better able to develop into mature, accountable people. Student participation in disciplinary matters, as advocated by Mati et al. (2016), encourages students to grow up, take responsibility, and accept the results of their own actions and choices. Hannam (2001) revealed that students' school attendance, self-

esteem, motivation, and achievement were all higher after they had participated in extracurricular activities at both public and private schools.

However, a more recent study by Kilonzo (2017) indicated that the vast majority of respondents felt they had no voice in the establishment of school regulations and procedures. The result was indiscipline among the learners. This study investigated the significance of student leaders having a say in policy choices and interpretation that directly influenced all the learners. Further, allowing students to contribute to how punishment should be imposed is seen to be good. Other study has found that student leaders participate in school public debates; however, there is a lack of data on how much of this occurs and the influence it has on learner discipline in both public and private secondary schools.

In Kenya, the law requires the development of student councils, which serve as a democratic platform for students to express their views on important school issues (the Republic of Kenya, 2012). As a result, research into whether incorporating student leaders in school open forums affects learner discipline in both public and private secondary schools is crucial.

2.7 Summary of the reviewed literature

In Kenya, the Ministry of Education (MOE) has placed a great emphasis on establishing Student Councils as the official student government. Further, literature reviewed point to existing student councils in both public and private secondary schools but lack of integration of student leaders in school administration. Furthermore, it is unclear what the respective merits of public or private secondary schools are in terms of student leadership and governance, and the influence they have on student conduct. Student unrest in Kenya has been a problem since the early 20th century, as evidenced by its first documentation at Maseno high school (Republic of Kenya, 2001b). It has grown in both frequency and intensity over time.

Despite the MOE directives and research recommendations from literature reviewed, student leaders' participation in school governance is still an underdeveloped agenda. The study is in agreement with reviewed literature that most school administrators have student councils in place to fulfill the expectations of the MOE but clear election structure and implementation policies are missing. In agreement with the reviewed literature the study recommends meaningful integration of student leaders in school administration as a measure of handling learners' discipline. This research aims to explore the extent of students' participation in election of student leaders' and the student leaders participation in school BOM/directors meetings, school peer counseling and open forum sessions and the influence they have on learners discipline in both public and private secondary schools in Machakos Sub County, Kenya.

2.8 Theoretical framework

The study is based on Herbert Simon decision making theory (1947). According to the Herbert Simon decision making theory, there are three main phases in how decisions are made within public administration. The phases are intelligence, design and choice. It can be simplified as gathering information, making options and picking an option. In a school organization, the school is a public institution. The principal is the administrator while the others include the Boards of Management (BOM) private school directors, teachers, students, parents, community members as well as government agencies. All members of the school as a public organization have the right to express their views, feelings and to offer information in the process of making decisions to ensure effective school governance.

Based on Herbert Simon decision making theory (1947) the first step of gathering information involves understanding the problem and finding facts about it. The first step is ideal in a school set up and more so involving student leaders to gather views, thoughts and opinions on issues affecting

learners in the school set up .Further, the theory recommend Government workers start by seeing what issues need to be fixed. They say what the problem is and facts needed to make a good choice. In this step, they collect facts, numbers and knowledge about the problem. As indicated in this study the student leaders are close to the other learners and therefore in a position to collect facts of issues affecting the learners. They look inside their organization and outside to see what facts exist already.

In this regard the theory is compatible in that during the peer counseling sessions and open forums the students may provide views and suggestions from other secondary schools which they feel can boost discipline in the school and general welfare of the learners. According to Herbert Simon, decision making theory (1947) the Government workers may also do surveys and studies and ask experts view. In the school set up this step involves gathering information from different stakeholders on the issues affecting the learners and the school as a whole.

The second step involve thinking of possible ways to solve the identified problem The options they consider do not need to be perfect because of Herbert Simon’s idea of “bounded rationality” workers consider just enough options that are satisfactory. In agreement with Herbert Simon, views gathered from students can be tabled during teachers’ staff meetings, student leaders meeting, parents meeting, PA, and BOM meetings to interrogate the views.

During this step workers use what they know and experience to think of different options. Talking to officials, experts and people affected may also help make potential solutions. In the school set up, the educators may involve other stakeholders to engage the students over the emerging issues.

The last step involves picking an option where the workers choose the most suitable option from those identified. This involves comparing options in an objective way. The workers “satisfice” by

picking an option that is good enough based on key factors. The final choice aims to be as effective as possible while minimizing the bad consequences and resources needed. Once a satisfactory option is identified, it is selected and approved to be done. This is applicable in a school set up in that after consultations, decisions made will be owned by all stakeholders including the students. The decision may not be the most favorable for the students but having been involved in the process they own the decisions hence minimize or eradicate unrests in all secondary schools in Machakos sub county, and Kenya at large.

Further, according to Herbert Simon's decision making theory (1947), Heuristics are easy rules that government workers use because they do not know and think of everything. Instead of thinking of all factors carefully, they use things like rules of thumb, past experience and instincts to make choices fast. Consequently, this is applicable in this study in that schools are governed by the MOE in Kenya that provides guidelines on how to manage schools. School policies are availed to offer guidance on all matters affecting public and private secondary schools. The Herbert Simon decision making theory says heuristics help decision makers' deal with "bounded rationality" This allows them to come to ok options with the limits of time, resources and knowledge

Finally, Routines are set procedures, normal ways and regular processes within agencies that shape how choices are made. Routines simplify and make administrative tasks automatic, reducing the need for effort and thinking when recurring decisions arise. Common routines include procedures for budgeting, hiring, procurement and information management they make government work more efficient. The theory therefore proved ideal to this study in that, educators should understand the importance of gathering information from all stakeholders including students for effective school governance .The result would be improved learners' discipline.

2.9 Conceptual framework

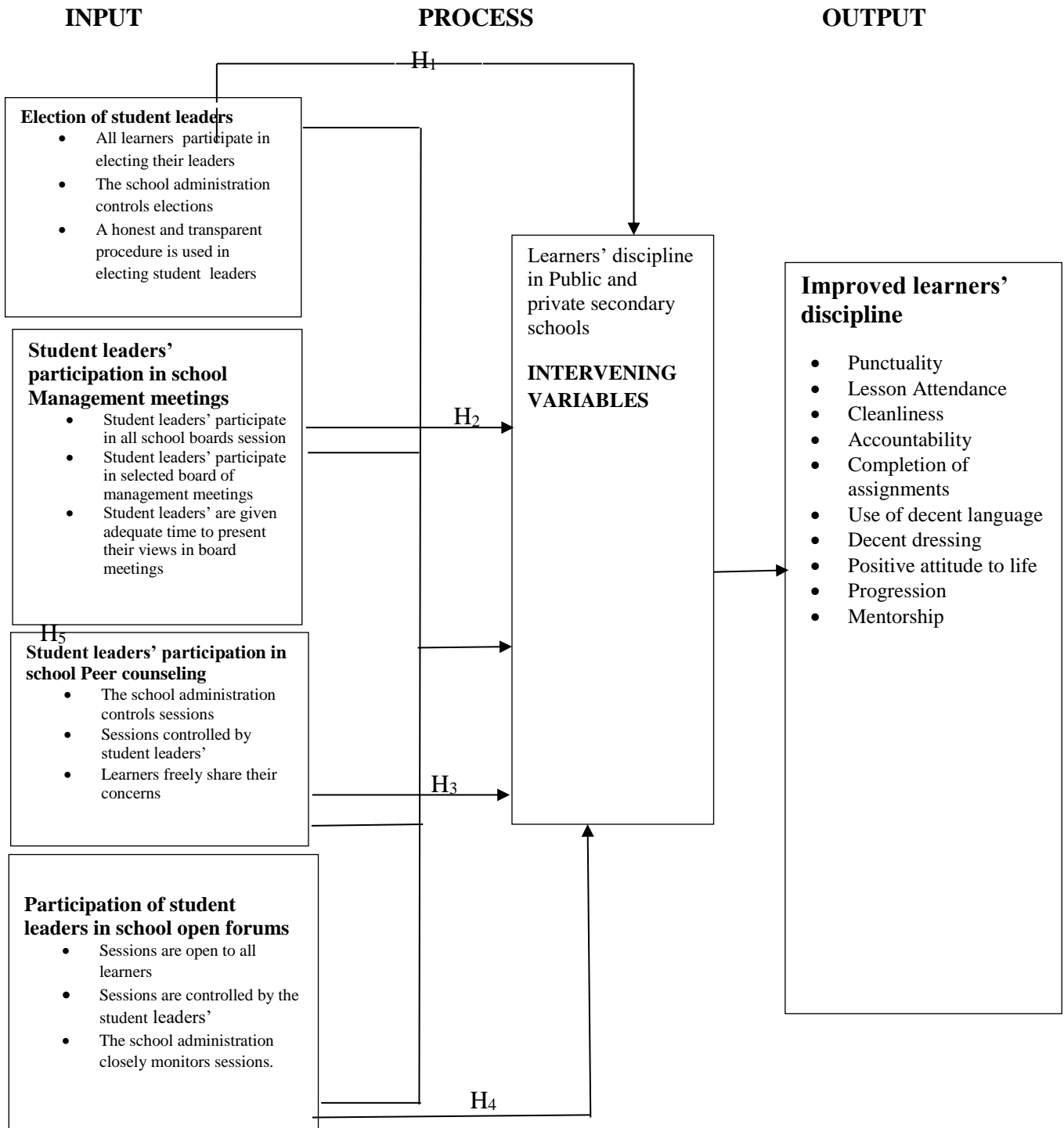


Figure 2. 1 Relationship of variables influencing student leaders' participation in school governance in secondary schools on learners' discipline

Orodho (2004) argues that a conceptual framework is a representation of the relationship between variables in a research that may be expressed diagrammatically or graphically. Figure 2.1 in the study shows how the independent variables of students participation in election of student leaders, student leaders' participation in BOM/Directors meetings, school peer counseling and open forums in public and private secondary school leadership affects the learners discipline dependent variables of punctuality, class attendance, cleanliness, accountability, assignment completion, use of decent language, decent dressing, positivity, progression and mentorship. Additionally, the figure indicates the use of combined independent variables result to improved learners discipline. When change is introduced, Fullan (2010) contends that intervening influences can alter the findings of a model. The intervening factors in this study include public and private secondary school environments resulting to varied outcome of student leaders' participation in school governance on learners discipline necessary for a comparative study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three explained the research methodology used in this study. The following topics are covered: study design, target population, sample size, and sampling method, research instruments, tool reliability and validity, data collection, data analysis processes, and ethical considerations.

3.2 Study design

The phenomenon under examination was investigated using a survey research approach. The goal of a descriptive survey study design was to gather detailed information about a social event by interviewing respondents. The reason for this approach was that the target population was large and enabled the collection of the required data within a short time. Additionally; the study included both quantitative and qualitative data. The data were quantified, organized, examined, differentiated, and interpreted using a descriptive survey. The study's hypotheses were examined using regression analysis, with the hypothesis given a 5 percent (0.05) significance score.

3.3 Target population

A population, according to Mugenda (2003), can be viewed as a full collection of unique objects or a group of items that have certain common, clearly discernible traits. In Machakos Sub-County, 44 public and 14 private secondary schools were targeted for this study. The second key aspect is that the study targeted all public and private secondary school students (totaling 28,000 and 2,800, respectively). All 720 public secondary school teachers and 140 private secondary school teachers were targeted in the study. Additional participants included 14 private secondary school deputy principals, 14 private secondary school principals, and 14 private secondary school directors, as

well as 44 public secondary school deputy principals, 44 public secondary school principals, and 44 BOM chairpersons. The total target population was 33,220 respondents.

3.4 Sampling procedure and sample size

The term "sample" refers to a representative group of a broader targeted population. Machakos Sub-County has a population of 14 private and 44 public secondary schools respectively totaling 58 secondary schools (Sub-County Education office records, January 2019). Mugenda and Mugenda (2003) point out that 30 percent of the targeted population is ideal for the study. Therefore, in the study, 16 public and 6 private secondary schools were sampled, which translated to 36.4 percent of the public secondary schools and 42.8 percent of the private secondary schools.

The schools in every category (public and private) were stratified into four segments (boys boarding, girls boarding, mixed day boarding, and mixed day schools). The stratified sampling technique ensured the four types of schools were proportionally illustrated in the study sample. This ensured any uniqueness in their experiences about student leaders' participation in school governance was captured. Simple random sampling was used to choose 4 boys' and 4 girls' boarding schools, 4 mixed-day boarding schools, and 4 mixed-day schools in the public schools' strata totaling 16 public secondary schools. Similarly, 2 boys' and 2 girls' boarding schools, 1 mixed day boarding school, and 1 mixed day school were sampled in the private schools' strata totaling a total number of 6 private secondary schools. The total number of sampled schools was 22. Simple random sampling was additionally used to get 6 forms, one, two, three, and four students from class lists of the participating schools totaling 24 students per sampled school.

Students from schools with numerous streams were chosen by dividing 6 by the number of streams to get a similar population of students per stream. Additionally, mixed schools used stratified sampling to acquire a representative sample for both genders to ensure a balance.

Probability sampling was utilized to choose 5 teachers from the sampled school. Census sampling was applied to establish all the BOM chairpersons in public secondary schools /directors in private secondary schools, principals, and deputy principals of the 22 sampled schools were included in the study.

Subsequently, the total number of sampled respondents constituted 16 BOM chairpersons (public secondary schools), 6 directors (private secondary schools), 22 principals (16 public secondary schools,6 private secondary schools), 22 deputy principals (16 public secondary schools,6 private secondary schools), 110 teachers (80 public secondary schools and 30 private secondary schools) Finally,24 students from each sampled school totaling 144 students in the 6 private secondary schools and 384 students in the public secondary schools totaling to 528 students. The total number of respondents in the study added up to a total of 704 respondents. The sample representation of the respondents is summarized in Table 3.1

Table 3. 1 Sample distribution of the respondents

| Category | | School Type | | | | Total |
|--------------------|------------------|-------------|------------------------|---------------|----------------|------------|
| | | Mixed Day | Mixed Day and Boarding | Boys Boarding | Girls Boarding | |
| Students | Public schools | 96 | 96 | 96 | 96 | 384 |
| | Private schools | 24 | 24 | 48 | 48 | 144 |
| | Sub Total | 120 | 120 | 144 | 144 | 528 |
| Teachers | Public schools | 20 | 20 | 20 | 20 | 80 |
| | Private schools | 5 | 5 | 10 | 10 | 30 |
| | Sub Total | 25 | 25 | 30 | 30 | 110 |
| Deputies | Public schools | 4 | 4 | 4 | 4 | 16 |
| | Private schools | 1 | 1 | 2 | 2 | 6 |
| | Sub Total | 5 | 5 | 6 | 6 | 22 |
| Principals | Public schools | 4 | 4 | 4 | 4 | 16 |
| | Private schools | 1 | 1 | 2 | 2 | 6 |
| | Sub Total | 5 | 5 | 6 | 6 | 22 |
| BOM/Directors | Public schools | 4 | 4 | 4 | 4 | 16 |
| | Private schools | 1 | 1 | 2 | 2 | 6 |
| | Sub Total | 5 | 5 | 6 | 6 | 22 |
| Grand Total | | 160 | 160 | 192 | 192 | 704 |

3.5 Research Instruments

This study employed a descriptive survey technique to gather data, with questionnaires provided to teachers and students, interview schedules offered to deputy principals, principals, BOM

chairpersons, and private school directors, and document analysis was used to fill up any gaps. The replies of students and teachers were gathered via questionnaires that they completed themselves.

The easiest and most cost-effective way to collect information for a survey is to use a questionnaire. The surveys focused on students' and student leaders' engagement in the (Election of student leaders) using both closed and open-ended questions (school BOM meetings, peer counseling, and school open forums). The effect of student leaders on school management was a prominent emphasis of the polls.

Semi-structured interviews with public school BOM chairpersons, private school directors, principals, and their deputies were created and conducted in English for efficiency. Finally, the researcher examined all relevant documents thoroughly and methodically. Class registers, punishment books, guidance and counseling accessible records, a copy of the Ministry of Education's policies (BEA, 2013), where applicable, and minutes from the Board of Management and student leadership meetings were all included.

Through scheduled interviews and relevant document analysis, the researcher was able to probe and get viewpoints, first-hand experience, and more detailed data on the study's elements. The information was utilized to conduct secondary verification of the questionnaire responses. When participants gave their consent, interviews were recorded on tape for later content analysis. In addition, the school's policies on student leaders' elections (timelines, qualifications, procedures training, and induction) and peer counseling and open forum reports were examined through Document analysis, as were the number of disciplinary cases and the severity of those cases reported by students, the student leaders' involvement in BOM/Directors meetings, and the student leaders' engagement in those meetings.

3.6. Pilot Study

A pilot study is a preliminary inquiry undertaken on a smaller scale to determine the viability of the major study (Orodho, 2005). A small subgroup of the population was investigated to ensure that the results were representative of the total population. According to Orodho (2005), the sample size for pilot research should be fairly modest, around 1 percent of the entire sample size. In this scenario, two secondary schools were chosen for the pilot study: one public and one private.

The schools that took part in the preliminary survey were not part of the final study's random sample. The correctness and reliability of the inquiry tools were the primary motivations for conducting the pilot research. The pilot study also indicated the study population's accessibility and how the analyst was to accommodate their regular daily agendas, recognition of information gathering strategies, the time necessary to direct the questionnaires, and respondents' enthusiasm to participate in the study. The data collection equipment and procedures were modified in response to the pilot project's findings.

3.6.1. Validity of the Instruments

Amin (2005) defines validity as the degree to which a test correctly assesses its target construct. Copies of the questionnaires, interview schedules, and other required documentation were pilot-tested at two institutions, one public and one private high school, to ensure their reliability. Measurement criteria were jotted down, and questions were evaluated against each one to ensure they were being applied consistently.

The pilot study helped the researcher identify components of the research instruments that were unclear in their ability to capture relevant data through the application of content validity. Improvements were made by making changes to the questionnaires, interview schedules, and a list of supplementary papers that supplement the guidelines. To make sure that the instruments (questionnaires, interview schedule, and document list) include all that has to be looked at, the

researcher sought out advice from the university's supervisors. The study's research instruments were therefore verified for their content validity.

3.6.2 Reliability of the Instruments

A research instrument's level of persistence in producing data results after repeated tries is measured by reliability (Gay & Airasian, 2003). The reliability of the instruments was calculated using Cronbach's alpha. The internal consistency metric Cronbach alpha demonstrates how closely related a set of entities are to one another. Notably, ensure the hidden variable was correctly assessed by the questions presented in the questionnaires. The average inter-correlation between the test items and the number of test items is used to calculate the alpha. The formula is as expressed;

$$\alpha = \frac{Nc}{v + (N - 1)c}$$

N= Number of items

c= average inter-item covariance among the items

v= average variance

The alpha coefficient, which has a value between 0 and 1, was used to demonstrate the dependability of the scales' outcomes. A number that was nearer to 1 denoted a more accurate Likert scale measurement. It was deemed to have an adequate level of dependability and so eligible for analysis if the alpha coefficient was over 0.7. The survey questions were created to gauge how much student leaders participate in school governance and how much of an influence they have on secondary school students' behavior in both public and private schools.

3.7 Data Collection Procedures

The University of Nairobi's Faculty of Education provided the necessary introduction letter for this study to proceed. The National Commission for Science, Technology, and Innovation (NACOSTI)

approved the study and issued a research permit. A copy of the research permission was given to the Machakos County Commissioner and County Director of Education, who then gave approval and introduction letters to the sampled principals.

To get to know the administrations of the sampled public and private schools, the researcher visited the sampled schools. Using trained personnel, the researcher distributed surveys to classroom instructors and students on the scheduled dates. Each respondent was given an envelope with a questionnaire and instructions on how to return their completed surveys. As a result, this action was taken to ensure the respondents' trust. The researcher trained the helping teachers on how to deliver the surveys to the children, cautioning them to guarantee confidentiality, in schools where the principals preferred that the teachers do so owing to the COVID-19 laws.

The researcher organized interviews with the principals and deputy principals of the schools. The researcher asked the principals for assistance in organizing interviews with the chairman of the school's Board of Management (BOM) and the directors of the private schools. The researcher collected completed questionnaires from classroom teachers and students on the designated interview days. The researcher performed all interviews and document assessments with utmost confidentiality.

The researcher acquired qualitative responses from Key Informant Interviews (KII) by hand-writing comments and noting what the key respondents permitted for further content analysis. Additionally, the researcher asked for and carefully examined authorization to access the specified relevant materials to check and investigate input by teachers and students using questionnaires and data from the KII. At last, the researcher had a complete set of research outcomes and debriefed the research helpers.

3.8 Data Analysis Techniques

Data collection was finalized after the questionnaires were reviewed for accuracy, completeness, and relevance. The researcher then rated, processed, and sorted the qualitative data into thematic categories that made sense in light of the research aims. Statistical analysis was performed on the coded data using SPSS version 21 on a computer. The quantitative data obtained was analyzed using descriptive statistics, frequency distributions, and percentages.

Prescribed interviews and document analysis yielded qualitative data, which was combined with manually keyed information, organized according to themes derived from the study topic, and presented with descriptive text and in-text citations. At the 95 percent confidence interval level, the researcher tested the hypotheses on whether or not student leaders' involvement in school governance would influence learners' discipline. Based on the data analysis, informed conclusions were drawn and expert recommendations were made with the stated objectives in mind.

3.9 Ethical Considerations

Problems with ethics arise from the nature of the challenges studied by social scientists and the methods they employ to get reliable data (Nachmias, 2004). To protect the researcher's well-being and fulfill the study's legal requirements, this study was designed by Kenyan research ethics standards. To accomplish this, the researcher first obtained a research license from NACOSTI by social scientists and the methods they employ to get reliable data (Nachmias, 2004).

In addition, all respondents were made aware that they were given the option to either accept to take part in the research, withdraw from it at any time, or request that their data not be utilized, as well as being informed of the study's goal. A consent form was signed by each participant before they took part in the study. To protect their anonymity, respondents were instructed not to provide identifying information on the questionnaires. Instead, codes were utilized to determine who had submitted and completed the survey.

The researcher also ensured proper procedure was followed and behavior was appropriate throughout the trial. All questions that arose throughout the study were answered in detail by the researcher. The researcher also promised the respondents that the thesis would be made available to anyone interested in the research outcomes through the NACOSTI.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presented data analysis and the study's findings based on the study objectives and hypotheses. Data analysis and findings are presented based on the study variables which included; the election of student leaders, student leaders' participation in school management meetings, peer counseling, and school open forums. Based on data analysis, study conclusions and recommendations were made.

4.2 Respondents response rate

A total of 528 questionnaires were distributed: 384 to students in public secondary schools and 144 to students in private secondary schools. Secondly, 110 teachers, 80 and 30 from public and private secondary schools respectively were given questionnaires to fill out in the secondary schools in the Machakos sub-county that were included in the sample. In addition, 22 KII were chosen as deputy principals, principals, BOM chairpersons, and directors from the sampled public and private secondary schools. Table 4.1 shows the response rates and interview schedule distribution across all respondents who participated in the study.

Table 4. 1 Instruments Return Rate

| Respondents | Sample | | Response (n) | | Percentage (%) | |
|----------------------------|--------|---------|--------------|---------|----------------|---------|
| | Public | Private | Public | Private | Public | Private |
| Students | 384 | 144 | 376 | 144 | 98.95 | 100 |
| Teachers | 80 | 30 | 72 | 28 | 90.00 | 93.3 |
| Deputy principals | 16 | 6 | 15 | 6 | 93.80 | 100 |
| Principals | 16 | 6 | 15 | 6 | 93.80 | 100 |
| BOM chairpersons/Directors | 16 | 6 | 15 | 6 | 93.80 | 100 |

Data contained in Table 4.1, revealed that a total of 376 out of 384 public secondary school students sampled took part in the research. A return rate of 98.95 percent is considered satisfactory in the scientific community. In contrast, 100 percent of the 144 private secondary school learners

randomly selected took part in the survey. The data also shows that 72 teachers from public secondary schools (90.00 percent) and 28 teachers from private secondary schools (93.3 percent) participated in the study. Deputy Principals, principals, and BOM chairpersons from the public secondary schools participated (93.80 percent), whereas 100 percent of their equivalents from private secondary schools participated.

According to the researcher, the return rate was sufficient and meaningful for the comparative study. Kothari (2019) defines a minimum acceptable rate of return as 60 percent. The researcher personally distributed and collected the questionnaires, gave clear instructions, exhibited patience, built rapport with the respondents, and then, with the assistance of well-briefed research assistants, collected the research instruments after they were finished to prevent their loss. This helped to explain how the researcher received such a high response rate. The researcher also went to each of the schools in the sample, made appointments with the key informants, and patiently interviewed them. In the end, the researcher was successful in gaining authorization from the school administrators to do the necessary document analysis.

4.3 Respondents' demographic information

This study was conducted to collect more information about the traits of educators at all levels, including secondary school managers in the public and private sectors as well as teachers, principals, and deputy principals. A student's institution, year of study, gender, and age were among the demographic data. The information gathered was put to use to examine the connection between the involvement of student leaders in school government and students' disciplinary actions. Some of their replies are included below:

4.3.1 Category of Schools

The study goal was to categorize the respondents' educational experiences. This was done to guarantee that a representative sample of secondary schools, both public and private, was included in the research on how student leaders' participation in school governance influenced students' adherence to school regulations. Secondary school students, teachers, BOM chairs from public secondary schools, and directors from private secondary schools all provided information for the study. Results from secondary schools in Machakos Sub County's public and Private schools are shown in Table 4.2.

Table 4. 2 School Categorization (level)

| School Level | Private Schools | Public Schools | Total | Percentage |
|-----------------|-----------------|----------------|-----------|--------------|
| | (n) | (n) | (n) | (%) |
| National | - | 1 | 1 | 4.5% |
| Extra county | - | 5 | 5 | 22.7% |
| County | - | 6 | 6 | 27.3% |
| Sub-county | - | 4 | 4 | 18.2% |
| Private Schools | 6 | - | 6 | 27.3% |
| Total | 6 | 16 | 22 | 100.0 |

Data captured in Table 4.2 showed that 72.7 percent of the sampled secondary schools were public institutions, while 27.3 percent were private secondary schools. The results showed that in Machakos Sub County, there were more public secondary schools than private ones. This implied that student behavior in public and private secondary schools as well as the degrees of student leadership in school administration might be compared using this information. The data further, indicate the public secondary schools were divided into groups.

The analysis included students from all grade levels of public secondary schools. The statistics show that most (27.3 percent) of the sampled schools were county schools, while 18.2 percent of them were sub-county schools, 22.7 percent were extra-county schools, and only 4.5 percent were the only National school in the sub-county. The results indicated that, according to MOE

regulations on secondary school organization, every secondary school student in Machakos Sub County either attended a school that catered to just one gender or accepted students of both sexes.

By TSC policy on the deployment and promotion of public secondary school leaders, there is a wide range of data available for comparative research due to the varying approaches used by principals at different levels of secondary education. Moreover, students are admitted to different levels of schools based on recorded achievement in the Kenya Certificate of Primary Education (KCPE), so some schools admit higher achievers while others admit lower achievers; this contributes to a disparity in how students perceive and value their role in school governance. This would yield rich and varied information on student leaders' involvement in school administration and their influence on student conduct throughout the sub-county.

4.3.2 Gender of the Respondents

In both public and private secondary schools, the survey intended to determine the gender of the respondents. The outcomes are shown in Table 4.3 below.

Table 4. 3 Gender of the Respondents

| Respondent Category | Male | | Female | | Total | |
|---------------------|------|------|--------|------|-------|-----|
| | n | % | n | % | n | % |
| Students | | | | | | |
| Public | 184 | 48.9 | 192 | 51.1 | 376 | 100 |
| Private | 72 | 50.0 | 72 | 50.0 | 144 | 100 |
| Teachers | | | | | | |
| Public | 26 | 36.1 | 46 | 63.9 | 72 | 100 |
| Private | 14 | 50.0 | 14 | 50.0 | 28 | 100 |
| Deputy Principals | | | | | | |
| Public | 7 | 46.7 | 8 | 53.3 | 15 | 100 |
| Private | 3 | 50.0 | 3 | 50.0 | 6 | 100 |
| Principals | | | | | | |
| Public | 11 | 73.3 | 4 | 26.7 | 15 | 100 |
| Private | 4 | 66.7 | 2 | 33.3 | 6 | 100 |
| BOM/Directors | | | | | | |
| Public | 12 | 80.0 | 3 | 20.0 | 15 | 100 |
| Private | 3 | 50.0 | 3 | 50.0 | 6 | 100 |

Student enrollment in public secondary schools was 51.1 percent female and 48.9 percent male; while enrollment in private secondary schools was equal at 50 percent male and female (see Table

4.3 for details). Based on these findings, it appears that both sexes are equally represented in secondary school enrollment at private institutions, whereas the gender gap between public and private institutions is very narrow. The available data indicate, both public and private secondary schools actively recruited male and female students.

There was also representation from both male and female educators, as seen in Table 4.3. There were 36.1 percent male teachers and 63.9 percent female teachers in public secondary schools. Although there was a significant gender gap in public secondary schools, with female teachers being more willing to share data on student leaders' participation in school governance than their male counterparts, the gender ratio in private secondary schools was equal at 50 percent male and female teachers, suggesting that both sexes were equally represented in the classroom and general school activities.

In addition, there were much fewer male teachers than female teachers in public secondary schools, suggesting that women are more drawn to careers in education. There appeared to be a dearth of male teachers in public secondary schools in Kenya, the data indicate that the Teachers Service Commission (TSC) should set up mechanisms to recruit more men into the profession. This would help achieve a better gender balance in the classroom and give Kenya's male students a more positive role model.

Additionally, both male and female private school principals and their deputies, BOM chairpersons, and directors took part in the research. In public high schools, males made up 46.7 percent of the deputy principals and females 53.3 percent. Yet in private secondary schools, men and women made up an equal number of deputy principal positions. This suggested that both male and female deputy principals took part in the research, suggesting that both genders interacted with

learners who were having behavioral problems. As a result of their tight relationship with student councils, deputy principals also had extensive knowledge about student leaders' involvement in school administration.

There were 20.0 percent female principals and 80.0 percent male principals in public secondary schools. However, there were 66.7 percent more male principals in private secondary schools than female principals (33.3 percent). Public secondary school principals in Machakos Sub County were more likely to be males than private school principals, indicating that at the time of the survey, men dominated the leadership of most boys' schools and some coed institutions. The remaining schools were run by women. According to the data, male principals appear to prevail in public secondary schools; as a result, the TSC should give female candidates for these posts more consideration and support.

Eighty percent of BOM chairpersons at public secondary schools were male, whereas just twenty percent were female. As opposed to public secondary schools, private schools have an equal representation of men and women in leadership positions. It may be inferred from the gender disparity in public secondary schools that male BOM chairpersons are preferred over female BOM chairpersons at all levels and types of public secondary schools. Why there are so few women in leadership roles can be attributed to the general notion that males make better leaders. On the other side, private secondary schools in Machakos Sub County had an equal number of male and female directors, or 50 percent demonstrating that finance for private secondary schools came from both sexes equally.

The research suggested that public secondary schools should prioritize the interests of the BOM chairpersons over their gender to achieve set goals and standards as well as timely implementation

of government policies on education and, ultimately, to foster a peaceful learning environment manifested in the discipline of its students.

4.3.3 Class Level of Students

The study sought to ascertain the participants' class standing. Table 4.4 displays the outcome.

According to the breakdown in Table 4.4 participants in the study were secondary school students in the four phases of learning from both public and private institutions.

Table 4. 4 Return Rate per Class Level of Students

| Student Level | Public Schools | | Private Schools | |
|---------------|----------------|------------|-----------------|------------|
| | n | % | n | % |
| Form One | 96 | 25.5 | 36 | 25 |
| Form Two | 92 | 24.5 | 36 | 25 |
| Form Three | 93 | 24.7 | 36 | 25 |
| Form Four | 95 | 25.3 | 36 | 25 |
| Total | 376 | 100 | 144 | 100 |

Table 4.4 showed that out of 384 questionnaires sent out to students in public secondary schools, 97.9 percent (376) were returned. In contrast, 144 which translate to 100 percent of secondary school students in private schools completed and returned their surveys, pointing to tight oversight and well-coordinated efforts across all subjects.

In addition, it suggested a tight-knit family in which students listen carefully to their mentors and, likely, their student leaders and act accordingly. In contrast, public school return rates were more variable, with a whopping 25.5 percent of form-one students returning their surveys (out of a possible 100). This is a brand-new secondary school class, eager to receive guidance and instruction in morality. Since 24.5 percent of second graders had a return rate indicative of deviance, the leadership structure must be expanded to include daily information and updates on student behavior. As a further indicator of poor coordination and indiscipline, the Form 3 and 4

students registered 24.7 percent and 25.3 percent return rates, respectively; yet, a greater return rate from the Form 3 and 4 students compared to the Form 2 students indicates some amount of maturity. The research recommends implementing better student participation in school administration and well-structured mentorship programs to instill and maintain the correct values among learners when they report in Form One, which will reduce the prevalence of deviance among students later in secondary school.

4.3.4 Student respondents by school Type

The data was analyzed based on the school type, and Table 4.5 indicates the respondents' categorization based on the type of school.

Table 4. 5 Respondents return rate by School Type

| School Type | Students | | | | Teachers | | | |
|----------------------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| | Public schools | | Private schools | | Public schools | | Private schools | |
| | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Mixed day | 92 | 24.5 | 36 | 25.0 | 17 | 23.6 | 7 | 14.2 |
| Mixed day & boarding | 94 | 25.0 | 36 | 25.0 | 17 | 23.6 | 7 | 14.2 |
| Boys boarding | 94 | 25.0 | 36 | 25.0 | 18 | 25.0 | 7 | 35.7 |
| Girls Boarding | 96 | 25.5 | 36 | 25.0 | 20 | 27.8 | 7 | 35.7 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 |

Data presented in Table 4.5 indicated secondary school students and instructors from the four types of both public and private secondary schools participated in the study. The data results indicate the students and teachers who participated in the study were averagely distributed in the four types of public secondary schools with the girl's boarding school indicating the highest return rate of 25.5 percent and 27.8 percent for students and teachers respectively while the mixed day school indicated the lowest return rate of 24.5 percent and 23.6 percent for students and teachers respectively. In Contrast, the return rate was evenly distributed for both students and teachers in

the private secondary schools. The results indicated all the school types of both public and private secondary schools participated in the study. The participation made it possible to receive a variety of responses, which made it possible to thoroughly compare outcomes

4.3.5 Age of Respondents (Teachers, deputy principals, principals, BOM chairs/directors)

The study also sought to determine the respondents' ages. Their age served as a crucial determinant of their experience, amount of support, and openness to student leaders' engagement in school government. The age range had to be indicated by the teachers, deputy principals, principals, BOM chairpersons, and directors of private schools. The age of the students was presumed to be within the MOE recommended age group of 14 to 18 years. The results are displayed in Table 4.6

Table 4. 6 Age of teachers and school administrators

| Age bracket | Teachers | | Deputy principals | | Principals | | BOM chairpersons/directors | |
|----------------|------------|------------|-------------------|------------|------------|------------|----------------------------|------------|
| | n | % | n | % | n | % | n | % |
| 21 to 30 years | 20 | 20 | - | - | - | - | - | - |
| 31 to 40 years | 33 | 33 | 6 | 28.6 | 2 | 9.5 | - | - |
| 41 to 50 years | 32 | 32 | 11 | 52.4 | 10 | 47.6 | 6 | 28.6 |
| Above 50 years | 15 | 15 | 4 | 19.0 | 9 | 42.9 | 15 | 71.4 |
| Total | 100 | 100 | 21 | 100 | 21 | 100 | 21 | 100 |

According to Table 4.6, 20 percent of all teachers were in the youngest age group (between the ages of 21 and 30), 33 percent were in the middle age group (between the ages of 31 and 40), 32 percent were in the oldest group (between the ages of 41 and 50), and 15 percent were in the oldest group (over 50 years). This showed that the majority of teachers were of working age (between 21 and 50 years old), indicating that they had valuable knowledge and experience of the difficulties in maintaining student discipline in different areas of the school's infrastructure and the effects of student leaders' involvement on learners' discipline.

None of the deputy principals were between the ages of 21 and 30, while 28.6 percent were in that age range, 52.4 percent were in the 41–50 age range, and 19.0 percent were older than 50. This meant that most of the deputy principals were between 41 and 50 years of age, indicating adequate

teaching and administrative experience, making them familiar with student discipline patterns, contemporary student discipline trends, and corrective measures.

Furthermore, most of them had seen the transition from the perfect system to the implementation of the student leaders' councils as stipulated by The Basic Education Act No.14 of 2013, placing them in a position to provide relevant information on the study. Most of the deputy principals were also beyond the age of 40, which was explained by the TSC progression policy on teacher advancement, which linked years of service and performance to promotion to the office of a deputy principal.

There were no principals in the group aged 21–30, 10 percent were in the 31–40 range, 45 percent in the 41–50 range, and 45 percent in the 50–60 range. This suggested that the majority of principals were knowledgeable about the trends in student behavior throughout their employment and had experienced the perfect system of government before the introduction of the student councils. As a result, they could offer pertinent comparative data on the study focusing on changes over time.

Last but not least, among BOM chairpersons and private school directors, 25 percent were aged 41–50, and 75 percent were aged 51–60. This indicated that some BOM chairpersons and directors of private schools were citizens with a wealth of experience in observing the ebb and flow of student discipline change patterns and participation in school governance over the years, making them a credible source of data on learner discipline issues and the influence of student leaders' participation in school governance on learner discipline.

4.3.7 Academic Qualifications of Teachers and School Administrators

The research also attempted to establish the academic backgrounds of the teachers, principals, and their deputies, BOM chairs, and directors of private schools. The purpose of this data was to demonstrate the respondents' proficiency in disciplining students as well as the participation of student leaders in this process. The respondents had to state if they held a diploma in education (DE), a bachelor's degree in education (B.Ed. Arts, Science), a bachelor's degree in education technology (B.Ed. IT), a master's degree in education (M.Ed.), or a doctorate in philosophy (Ph.D.). According to Table 4.7, the replies were given.

Table 4. 7 Academic Qualifications of Teachers and Administrators

| Qualification | Teachers | | Deputy principals | | Principals | | BOM chairpersons/directors | |
|---------------------|------------|------------|-------------------|------------|------------|------------|----------------------------|------------|
| | n | % | n | % | n | % | n | % |
| Diploma | 8 | 8 | 1 | 4.8 | 1 | 4.8 | 0 | |
| B. Ed. | 80 | 80 | 17 | 81.0 | 14 | 66.7 | 15 | 71.4 |
| Master in Education | 10 | 10 | 2 | 9.4 | 4 | 19.0 | 4 | 19.1 |
| PhD | 2 | 20 | 1 | 4.8 | 2 | 9.5 | 2 | 9.5 |
| Total | 100 | 100 | 21 | 100 | 21 | 100 | 21 | 100 |

Based on the data presented in Table 4.7, it is clear that only 8 percent of teachers, 4.8 percent of deputy principals, and none of the principals, BOM chairs, and private school directors possessed a diploma in education. Eighty percent of secondary school teachers in this study have Bachelor of Education degrees. The same was true for deputy principals; 81 percent of them held B.Ed. degrees. Additionally, 66.7 percent of the school's principals and 71.4 percent of the board chairs and private school directors all held Bachelor of Education degrees. Further, 10 percent of all educators and 9.4 percent of all deputy principals held a Master of Education degree. Also, 19.0 percent of principals and 19.1 percent of BOM chairpersons and private secondary school directors had a master's degree, according to the report.

According to the report, all of Machakos Sub County's secondary school principals, BOM chairpersons, and private school directors met the minimum standards set by the TSC policy for

teaching, mentoring students, and administering secondary schools. Teachers, deputy principals, and administrators had the knowledge and information to investigate disciplinary problems in secondary schools and the effect of student leaders on learner discipline. Additionally, they would be able to provide technical support and expert advice to the students on a wide range of challenges that they face as adolescents. The investigation also aimed to verify the educators' years in the classroom.

4.3.8 Teaching Experience

The study also sought to learn the duration the teachers had been practicing. The teacher's experience was assessed to determine their level of teaching skill and the progression of student behavior problems over time. Similarly, the deputy principals and principals in both categories of schools were requested to identify their years of service as secondary school administrators to establish their experience and skill in dealing with students' disciplinary concerns. This was done in light of the shift in secondary school governance that occurred as a result of the introduction of student councils, which signaled the end of the prefects' system. The results are shown in Table 4.8 and Table 4.9.

Table 4. 8 Teaching Experience

| Experience | Public School | | Private School | | Total | |
|------------------|---------------|------------|----------------|------------|------------|------------|
| | n | % | n | % | n | % |
| Less than a year | 3 | 4.0 | 6 | 25.0 | 9 | 9.0 |
| 1-3 years | 2 | 2.6 | 3 | 12.5 | 5 | 5.0 |
| 7-10 years | 19 | 25.0 | 7 | 29.1 | 26 | 26.0 |
| Over 10 years | 52 | 68.4 | 8 | 33.3 | 60 | 60.0 |
| Total | 76 | 100 | 24 | 100 | 100 | 100 |

According to the data in Table 4.8, just 4 percent of secondary school instructors in public schools have been in the profession for less than a year, but this number rises to 25 percent in private schools. This indicated that in comparison to public secondary schools, private secondary schools relied more heavily on the continuity of the school directors being the proprietors of the schools. This is because of the higher turnover rate of teachers in search of better opportunities or secured

employment in public secondary schools. Furthermore, this explained why student discipline is better in private schools in the sub-county than in public secondary schools, where the BOM chairpersons rarely visited the schools and primarily relied on reports from the school administrators. Most of the school logbooks indicated most BOM members visited the school during scheduled meetings.

Rather, the MOE staggered employment policy and teacher transfer policy required new teachers to work for at least five years before applying for a transfer, therefore public secondary schools were not getting many new instructors compared to private secondary schools.

In addition, 2.6 percent of teachers in public secondary schools had been employed there for one to three years, 25 percent for seven to ten years, and 68.4 percent for more than ten years. On the contrary, the study findings discovered that 12.5 percent of teachers in private secondary schools stayed for between one and three years, 29.1 percent stayed between seven and ten years, and only 33.3 percent stayed for more than ten years. The majority of secondary school instructors employed by the public sector had been in the profession for more than ten years due to their TSC employment and transfer policy.

The period of service provides considerable expertise and exposure to the role that student leaders play in school governance and its consequences on students' behavior. The teachers had seen the shift from an ideal prefect administrative structure to one where student leaders were elected by their peers through a student council. The depth of their knowledge of student discipline was made possible by their extensive experience.

The research also aimed to establish the tenure of the principals and deputy principals. Table 4.9 provides the results.

Table 4. 9 Period of Service for Deputy Principals and Principals

| Period of Service | Deputy principals | | | | Principals | | | |
|-------------------|-------------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| | Public schools | | Private schools | | Public schools | | Private schools | |
| | n | % | n | % | n | % | n | % |
| 0 to 3 years | 4 | 26.7 | 3 | 50.0 | 1 | 6.7 | 3 | 50.0 |
| 4 to 6 years | 2 | 13.3 | 2 | 33.3 | 2 | 13.3 | 1 | 16.67 |
| 7 to 10 years | 8 | 53.3 | 1 | 16.7 | 6 | 40.0 | 2 | 33.33 |
| Over 10 years | 1 | 6.7 | | | 6 | 40.0 | | |
| Total | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Table 4.9 showed that about a third of public secondary school deputies have served in that capacity for three years or less, another third have served for four to six years, and 53.3 percent have served for seven to ten years; only 6.7 percent have served for more than ten years. This indicated that most public secondary school deputy principals would have sufficient expertise in handling student discipline concerns and remedies and would contribute useful data to the study. Instead, 50 percent of private secondary school deputy principals had been in their roles for no more than three years, 33 percent for four to six years, 16.7 percent for seven to ten years, and none for more than ten.

This indicated that the directors of private schools were the schools' primary pillars and that the continuity of deputy principals and teachers was low. The data also showed that whereas the majority of public secondary school principals had served for 7-10 years or more, only 33.3 percent of private secondary school principals had done so, with the majority serving for 0-3 years. This indicated that private secondary school principals lacked the necessary experience in school governance and student discipline concerns compared to their public school counterparts. Given this, they would be well-equipped to deal with the new challenge of students' representation in school administration. After collecting and analyzing demographic information on the respondents, this study looked at the data to determine how public and private secondary schools

in Machakos Sub County were doing in terms of student leaders' involvement in school governance.

4.4 Data analysis on the level of student participation in school governance

The study sought to establish the existence of student leaders' councils, whose interests the student leaders serve, the level of learners' discipline and frequency of student unrest in the past three years, and the overall participation of students in school governance among the public and private secondary schools in Machakos Sub County.

4.4.1 Operational council of student leaders

To compare public and private secondary schools and enable for comparison, this subsection sought to establish whether student leadership councils had been established in both categories of schools. The study's objectives included determining which schools had functioning and effective student leadership councils and determining whether these councils had been constituted by the Ministry of Education's Basic Education Act of 2013. Table 4.10 shows the results broken down by students, teachers, and school administrators.

Table 4. 10 Students, Teachers, and Administrators Views on Availability of Operational Student Councils in Secondary Schools

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals | | | |
|--------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Yes | 280 | 74.5 | 130 | 90.3 | 69 | 95.8 | 26 | 95 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |
| No | 96 | 25.5 | 14 | 9.7 | 3 | 4.2 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Data presented in Table 4.10 showed that 74.5 percent of public secondary school students reported having active student councils. However, 25.5 percent of respondents asserted that there were no active student councils at their schools. In contrast, 9.7 percent of students at private secondary schools said there were no active student councils, while 90.3 percent of them said there

were active student councils. Similarly, just 4.2 percent of instructors said that their schools lacked effective student councils, compared to 95.8 percent of public school teachers who agreed on the existence of operational student councils. In addition, 95.0 percent of secondary school teachers at private secondary institutions confirmed the existence of student councils, while just 5.0 percent denied their existence.

The findings suggested that private secondary school student councils were more functional than their public counterparts. Moreover, educators in public secondary schools assumed student councils were functional, even though a sizable subset of students in these institutions correctly guessed that student councils were not useful. Differences in opinion suggested that most educators believed student participation in school leadership should be restricted and closely monitored. As a result, whether or not the student council was functional was of little consequence, so long as it was formed to adhere to the Basic Education Act No. 14 of 2013. This is consistent with the findings of research by Kiprop (2012), who found that most principals treat pupils with an air of superiority or inferiority based on their position in the hierarchy of the school.

Student and teacher absences from the research also suggested that student councils had not been widely accepted in Machakos Sub County. There were more of them in public secondary institutions than in private ones. This could explain why public secondary schools in the sub-county consistently reported higher rates of student disruption than private secondary schools. This was further corroborated by the fact that only the national secondary school and a few additional sub-county secondary schools in the sub-county had records of student leaders convening, even though student councils likely existed in the vast majority of public secondary schools. On the other hand, most of the private secondary schools possessed evidence documents that showed regular meetings of student leaders.

Further data as captured in Table 4.10 demonstrated that all principals and deputy principals in both categories of secondary schools confirmed having active student councils. This went against the information provided by students and teachers. The gap in the views was recorded more in the public secondary schools than the private secondary schools. This demonstrated that while school administrators were aware of MOE policy and expectations for student involvement in school government through the election of student leaders, they lacked enthusiasm regarding the volume and effectiveness of student leaders' participation in school governance.

These findings are supported by studies by Rudd, Colligan, and Naik (2007) who claimed that despite advancements in education, students are still infrequently heard from or consulted. Since the MOE mandated that all secondary schools have a council of student leaders, the answer may have been an attempt to cover up the problem. It was assumed that administrators did not care much about student councils once they were formed, regardless of whether or not they did anything. It seemed that in public secondary schools, there was more disagreement between the administrators' views and those of students and teachers than in private secondary schools.

4.4.2 Students, Teachers, and Administrators View to whose interest student leaders serve

The purpose of the research was to identify the group(s) whose needs were being met by the student leaders. Student councils were examined to see if they played a significant role in representing students' perspectives, interests, grievances, worries, and feelings as a means of enforcing discipline among students. Respondents were asked to weigh in on whether or not student councils represented the needs of students or those of the teachers and school administration. Students' and educators' results are shown in Table 4.11.

Table 4. 11 Students, Teachers, and Administrators View to whose Interest Student Leaders Serve

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals | | | |
|----------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Students | 88 | 23.4 | 40 | 27.8 | 15 | 20.8 | 24 | 85.7 | 10 | 66.7 | 5 | 83.3 | 12 | 80 | 5 | 83.3 |
| Administrators | 200 | 53.2 | 46 | 31.9 | 50 | 69.5 | 1 | 3.6 | 4 | 26.7 | - | - | - | - | - | - |
| Both | 88 | 23.4 | 58 | 40.3 | 7 | 9.7 | 3 | 10.7 | 1 | 6.6 | 1 | 16.7 | 3 | 20 | 1 | 16.7 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Data presented in Table 4.11 showed that whereas just 23.4 percent of students and 20.8 percent of teachers at public secondary schools believed that student council leaders were looking out for their best interests, 27.8 percent of students and 85.7 percent of teachers at private secondary schools had the same view. However, just 31.9 percent of students and 3.6 percent of teachers at private secondary schools believed that the student councils served the interests of the school administrators, compared to 53.2 percent of students and 69.5 percent of teachers at public secondary schools.

Finally, in public secondary schools, 23.4 percent of students and 9.7 percent of teachers said student councils benefited both students and the school staff. However, at private secondary schools, 40.3 percent of teachers and 10.7 percent of students respectively said that student leaders' councils were beneficial for both students and administrators. Perhaps this explains why private secondary schools have fewer disciplinary cases on record than public secondary schools.

The study findings indicated student leaders' councils were present in both public and private secondary schools, suggesting student leaders' engagement in school governance. Also, the statistics showed that student councils functioned better in private secondary schools than in public ones. It appeared that teachers at public secondary schools had different opinions from students on how the council should function in its many aspects. Awiti's (2009) research backed up the claims

that students' voices are mostly ignored and that student leaders prioritize the needs of the school administration over those of their peers.

The analysis of the data also confirmed that student leaders in private secondary schools were more involved in school governance as a tool for controlling learners' discipline and for the smooth running of the school than the student leaders in public secondary schools, which explains why discipline levels are higher in the former.

Data in Table 4.11 further showed that the majority of secondary school principals and deputies believe that student leader' councils are beneficial to the learners they serve. Contrary to this claim, student survey statistics show that the vast majority of secondary school students in public schools believe student councils exist to benefit school staff and administration. Inconsistencies in response suggested disconnect between student councils as established in schools and their actual representation in school administration.

Public school administrators may be forming student councils to appease the MOE rather than actually benefit school administration. Kiprop (2012) suggested that most principals have a master/servant mentality toward their students, which is consistent with these findings. While more disciplinary incidents were reported at public secondary schools, most students, instructors, deputy principals, and principals at private secondary schools all agree that student leaders' councils serve the interest of learners and thus effectively govern learners' discipline.

4.4.3 Students, teachers, and administrators' views on learners' discipline

The researcher also hoped to get a sense of the student's level of self-control in the secondary institutions they looked at. Table 4.12 shows the outcomes. Participants were asked to rate the

quality of student discipline at their schools and report on the frequency of student strikes during the previous three years. Table 4.12 shows the outcomes.

Table 4. 12 Students, Teachers, and Administrators Views on Learners’ Discipline

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals | | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------------|------------|----------|------------|------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Very good | 46 | 12.2 | 45 | 31.2 | 12 | 16.7 | 16 | 57.1 | - | - | 1 | 16.6 | - | - | - | - |
| Good | 41 | 10.9 | 56 | 38.9 | 14 | 19.4 | 8 | 28.6 | 4 | 26.6 | 4 | 66.7 | 3 | 20 | 3 | 50 |
| Fair | 101 | 26.9 | 36 | 25 | 28 | 38.9 | 4 | 14.3 | 10 | 66.7 | 1 | 16.7 | 11 | 73.3 | 3 | 50 |
| Poor | 188 | 50 | 7 | 4.9 | 18 | 25.0 | 0 | 0 | 1 | 6.7 | 0 | 0 | 1 | 6.7 | 0 | 0 |
| Total | 376 | 100 | 144 | 100 | 376 | 100 | 144 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Data in Table 4.12 showed that half of public secondary school students rated the discipline at their school as poor, 26.9 percent as fair, 10.9 percent as good, and 12.2 percent as very good. Similarly, 25 percent of teachers in public secondary schools reported students' discipline as poor, 39.8 percent as fair, 19.4 percent as good, and 16.7 percent as very good. According to the findings, both students and educators in public secondary schools agreed that student discipline levels were below expectations

One reason for this is that student leaders were not appointed or elected in an open and inclusive procedure, and the student leaders' councils were not adequately trained and used to serve the interests of the students, rather than those of the school administration. In support of these findings, Chemutai and Chumba (2014) argued that a well-organized student council can better represent the interests of the student body as a whole, enrich a favorable learning environment, and reduce the frequency with which disturbances occur in secondary schools. Contrarily, only 4.9 percent of pupils at private secondary schools rated the degree of discipline there as low, with 25 percent rating it as fair, 38.9 percent as good, and 31.2 percent as very good.

Similarly, only 14.3 percent of instructors at private secondary schools deemed the level of discipline to be "adequate," while 28.6 percent reported "good" and 57.1 percent "excellent." This

may be a result of student leaders' genuine and elaborate involvement in school administration, with their focus on the welfare of their fellow students rather than that of the administration; the research findings corroborate the research results of a study by Brasof (2011), who argued that solutions developed in collaboration with students are more likely to be well received by the student body as a whole. The disciplinary records of private secondary schools are superior to those of public secondary schools.

Further, data presented in Table 4.12 showed that most public secondary school principals (73.3 percent of those sampled) and deputy principals (66.7 percent of those sampled) reported that discipline is generally good at their schools. However, 66.7 percent of deputy principals and 50 percent of principals in private secondary schools reported high levels of student discipline. Overall, the results corroborate what both students and teachers reported about the students' degree of discipline. Discipline levels were found to be higher in private schools than in public schools.

Low enrollment in private secondary schools and increased involvement of students and student leaders in school administration may explain the recommended discipline levels. Bertness, et al. (2016) found that student participation in school leadership improves school cohesion, efficiency, and communication between students and the school staff. In addition, the punishment book showed more occurrences of indiscipline cases in public than in private secondary schools.

4.4.4 Respondents' views on the occurrence of student strikes in the last three years in - secondary schools

The research aimed to determine the prevalence of student unrest and strikes in private and public secondary schools over the past three years. To do this, respondents were asked to indicate yes or no to the question regarding the existence of such unrest or strikes. The findings of the survey are presented in Table 4.13.

Table 4. 13 Students and Teachers' views on the occurrence of student strikes

| | Students | | | | Teachers | | | |
|-------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| | Public schools | | Private schools | | Public schools | | Private schools | |
| | N | % | n | % | n | % | n | % |
| Yes | 120 | 31.9 | 0 | 0 | 25 | 34.8 | 0 | 0 |
| No | 256 | 68.1 | 144 | 100 | 47 | 65.2 | 28 | 100 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 |

Data as captured in Table 4.13 indicated that only public secondary schools had student disturbance, with 31.9 percent of students and 34.8 percent of teachers reporting the occurrence of student strikes. There were no incidents of disruption at private secondary schools. As was mentioned before, this is because there are powerful student leaders who advocate for students' rights by letting them voice their opinions and address their problems, rather than those of the school's administration. The student body's ability to maintain order could benefit from the combination of a properly inclusive constitution and the authority granted to student councils. Interview replies from the school administrators corroborated data obtained from teachers and students.

One public secondary school principal who had never experienced student strikes praised student leaders for serving as a "tangible link" between teachers and students through their involvement in school governance. The respondent also noted that student leaders had helped improve student-teacher dialogue. The heads of private schools and the chairs of BOMs all saw eye to eye with the school administrators.

In addition, analysis of archival documents demonstrated that regular reports from student leaders' meetings in the vast majority of private secondary schools and a few public secondary schools, primarily the National and a few extra county schools, were treated favorably and acted upon accordingly to avert any emerging crises. Poor discipline levels were recorded in public secondary schools compared to private secondary schools, but most county and sub-county public schools lacked documented student election policies, student leaders' induction, and training process, and student leaders' meeting minutes.

4.5 Data analysis on the influence of students' participation in the election of student leaders on learners' discipline in private and public secondary schools

The first research objective examined the influence of student participation in the election of student leaders on the degree of discipline among learners in school. The study evaluated the level of learners' involvement in student leader elections, as well as the influence of this participation on school disciplinary ranking, for better comprehension.

4.5.1 Extent of students' participation in the election of student leaders

The study intended to establish the extent to which all learners participated in the election of student leaders by asking students and teachers to identify their replies as EP denoting "Extensive participation", M denoting "Moderate participation", and N denoting "No participation". Table 4.14 displays the results.

Table 4. 14 Views of Students and Teachers on the Extent of Students' Participation in the Election of Student Leaders

| | | Students | | | | Teachers | | | |
|--|-------------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | % | n | % | |
| Form 1-4 learners involved in the nomination and election process | No participation | 96 | 25.6 | 1 | 0.8 | - | - | - | - |
| | Moderate participation | 114 | 30.4 | 28 | 19.7 | 20 | 27.8 | 6 | 21.4 |
| | Extensive participation | 166 | 44.0 | 115 | 79.5 | 52 | 72.2 | 22 | 78.6 |
| Only form 3-4 learners are involved in the nomination and election process | No participation | - | - | 92 | 63.8 | 63 | 87.5 | 25 | 89.3 |
| | Moderate participation | 20 | 5.2 | 40 | 27.8 | 9 | 12.5 | 3 | 10.7 |
| | Extensive participation | 356 | 94.8 | 12 | 8.3 | - | - | - | - |
| School administration controls the entire election process | No participation | - | - | 46 | 31.9 | - | - | 6 | 21.4 |
| | Moderate participation | 50 | 13.3 | 58 | 40.3 | 14 | 19.4 | 16 | 57.2 |
| | Extensive participation | 326 | 86.7 | 40 | 27.8 | 58 | 80.6 | 6 | 21.4 |

Data captured in Table 4.14 revealed that the level of student participation in the election of student leaders varies between public and private secondary schools. Among the public secondary school

students, 44.0 percent 30.4 percent and 25.6 percent believed that all students have extensive, moderate, and no participation respectively in the election of student leaders, while in private secondary schools, 79.5 percent, 19.7 percent, and 0.8 percent of students hold these beliefs.

However, in public secondary schools, 94.8 percent of students, 5.2 percent of students, and none of students indicated only form 3 and 4 students extensively and moderately participated in the nomination and election of student leaders, while in private secondary schools, 8.3 percent of students, 27.8 percent of students, and 63.8 percent of students indicated only senior classes extensively, moderately, and no participation. Additionally, 86.7 percent, 13.3 percent, and none of secondary school students in public schools and 31.9 percent, 40.3 percent, and 27.8 percent of students in private schools said that school administrators had considerable, moderate, or no role in the nomination and election process, respectively.

These findings suggested that student involvement in the election of student leaders process is more practicable in private than in public secondary schools. Higher levels of student discipline and fewer strikes were reported at private secondary schools, which may be attributed to the more open nature of the constitution of the student leaders' councils compared to those in public secondary schools.

This is consistent with the research of Fletcher (2009), which found that administrators collaborate with student leaders rather than serving as their agents. Thus, teachers and principals at public secondary schools should collaborate with student government to enhance student behavior. Additionally, Table 4.14 also indicates that 72.2 percent, 27.8 percent, and none of public secondary school teachers whereas 78 percent, 21.4 percent, and none of private secondary school

instructors believed that all students participate extensively, somewhat, or not at all in the election of student leaders.

On the contrary, in private secondary schools, 89.3 percent of teachers reported student participation in the election of student leaders, while in public secondary schools, none of the teachers, 12.5 percent, and 87.5 percent of teachers reported only senior classes participated extensively, moderately, or not at all. Moreover, 81.6 percent, 19.4 percent, and none of secondary school teachers in public schools and 21.4 percent, 57.2 percent, and 21.4 percent of private school instructors in public schools said that school officials were heavily involved, somewhat involved, or not involved at all in the election of student leaders.

The level of oversight in secondary schools, both public and private, is high. As school board elections have become more formalized in public schools, schools should consider implementing and cultivating guided democracy among students to elect responsible student leaders who serve as a connection between school administration and students, resulting in improved student behavior.

Teachers' reports of increased student participation, increased diversity, and low administrative interference in student leadership elections counter to students' perceptions. Nayak (2011), who mentioned that group self-discipline is achieved when learners are allowed to elect their leaders constitutionally, lends further support to the idea that high discipline levels in private secondary schools can be attributed to greater involvement of all students in the student leaders' election.

Teachers and students' opinions agreed that student engagement in the appointment of student leaders was more doable and elaborate in private than in public secondary schools. The differences

between the students' and the teachers' perspectives lend credence to the notion that students contribute little to school governance because they have nothing of value to offer.

Deputies, principals, BOM chairs, and private school directors all agreed with the students' and instructors' points of view during the interviews. A large majority of private and public secondary school principals and the deputies emphasized that their schools' student elections were held fairly and by MOE policy requirements. While the National School and several extra county public secondary schools have clear, well-documented election school policy guidelines, this was only the case for the National School based on the document analysis.

Nominations and election dates were recorded in the school logbook, and an election committee with clear responsibilities was formed. The majority of private schools possessed records that backed up student elections, such as minutes from staff meetings where the process was confirmed to be discussed and where it was clearly stated. While the directors of private schools provided an independent, detailed report that demonstrated their dedication to the day-to-day operations of their schools, the BOM chairpersons of public secondary schools provided responses that were carbon copies of the principals' reports, indicating that they primarily relied on the principals for information.

4.5.2 Influence of learners' participation in the election of student leaders on school discipline

It was important to examine the influence of student-elected leaders on students' self-control due to the students' role in electing those leaders. Consequently, this study sought the views of stakeholders such as students, teachers, deputy principals, school board chairpersons, principals, and private school directors. The results of the investigation can be seen in Table 4.15.

Table 4. 15 Views of students and teachers on the influence of students’ participation in the election of student leaders on learners’ discipline

| | Students | | | | Teachers | | | |
|--------------------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| | Public schools | | Private schools | | Public schools | | Private schools | |
| | n | % | N | % | n | % | n | % |
| No influence | 15 | 4.0 | 9 | 6.3 | 16 | 22.2 | 2 | 7.1 |
| Low influence | 35 | 9.3 | 19 | 13.2 | 28 | 38.9 | 6 | 21.4 |
| Moderate influence | 150 | 39.9 | 56 | 38.8 | 16 | 22.2 | 12 | 42.9 |
| High Influence | 176 | 46.8 | 60 | 41.7 | 12 | 16.7 | 8 | 28.6 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 |

Data in Table 4.15 showed that among secondary school students in both public and private settings, nearly half (46.8 percent) believed that student participation in the election of student leaders had a significant influence on students’ discipline, while (41.7 percent) believed the same among private secondary school students. The data showed that a majority of public and private schools believed that student involvement in the election of student leaders had a significant influence on the discipline of their students, while a minority of students (4.0 percent) and(6.3 percent) of public and private secondary schools respectively held the opposite view.

The findings corroborated those of research by Kamau (2007), which found that student councils play a crucial role in enforcing student compliance with school policies. Of the instructors at public secondary schools, 16.7 percent said it had a “great deal of influence,” while 38.9 percent said the same about "some influence," 22.2 percent said it had "little influence," and 22.2 percent said it had "no influence" on their students' discipline. In addition, among instructors at private secondary schools, 28.6 percent said students' participation in the election of student leaders was very influential, 42.9 percent said they were influential, 21.4 percent said they were less influential, and 7.1 percent said they were not influential at all on students' discipline.

Results from instructors showed a lower proportion than those from students, suggesting that educators in both categories of schools believe their pupils are unable to make sound choices on

their own. This is consistent with the findings of research by Mati, et al. (2016) on student participation in decision-making and academic accomplishment in public secondary schools in Embu West Sub-County, Kenya. The truth is that the vast majority of adults in authority positions still believe that student leaders contribute little value to school governance.

In addition, the data showed that a larger proportion of public school instructors, compared to private secondary school teachers, do not believe that student involvement in student leaders' elections has a major influence on learners' discipline. The majority of the administrators at public secondary schools agreed with the teachers in an interview, saying that electing student leaders necessitated a great deal of oversight and intervention from the administration. There was consensus between the BOM chairpersons and the directors of private schools, as well as between the deputy principals and the principals. The scrutiny of documents revealed that both public and private secondary schools with explicit student election procedures took the election seriously and had a history of excellent discipline levels, which may be ascribed to the engagement of student leaders in school governance. Results from this study corroborate those of Nayak (2011), who found that letting students vote on who would lead them helped foster a climate of self-discipline.

4.5.3 Students and teachers' views on how students' participation in the election of student leaders influence discipline Behaviors

The study looked at how much student participation in the election of student leaders influences 10 key indicators of discipline. The indicators involve punctuality, lesson attendance, cleanliness, and accountability, completion of assignments, decent language, decent dressing, positive attitude, progression, and mentorship. The data is captured in Table 4.16

Table 4. 16 Students and Teachers' Views on the Influence of Students' Participation in the Election of Student Leaders on learners' discipline related behaviors

| Variable | Measure | Students | | | | Teachers | | | |
|---------------------------|--------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | N | % | n | % | n | % |
| Punctuality | No influence | 26 | 6.9 | 35 | 24.3 | 15 | 20.8 | 3 | 10.7 |
| | Moderate influence | 184 | 48.9 | 100 | 69.4 | 26 | 36.1 | 14 | 50 |
| | High influence | 166 | 44.1 | 9 | 6.2 | 31 | 43.1 | 11 | 39.3 |
| Lesson attendance | No influence | 35 | 9.3 | 29 | 20.1 | 11 | 15.3 | 11 | 39.3 |
| | Moderate influence | 191 | 50.8 | 89 | 61.8 | 28 | 38.9 | 10 | 35.7 |
| | High influence | 150 | 39.9 | 26 | 18.1 | 33 | 45.8 | 7 | 25 |
| Cleanliness | No influence | 49 | 13 | 35 | 24.3 | 3 | 4.2 | 1 | 3.6 |
| | Moderate influence | 116 | 30.9 | 34 | 23.6 | 32 | 44.4 | 10 | 35.7 |
| | High influence | 211 | 56.1 | 75 | 52.1 | 37 | 51.4 | 17 | 60.7 |
| Accountability | No influence | 79 | 21 | 29 | 20.1 | 17 | 23.6 | 6 | 21.4 |
| | Moderate influence | 128 | 34 | 44 | 30.6 | 23 | 31.9 | 12 | 42.9 |
| | High influence | 169 | 44.9 | 71 | 49.3 | 32 | 44.4 | 10 | 35.7 |
| Completion of assignments | No influence | 119 | 31.6 | 47 | 32.6 | 26 | 36.1 | 2 | 7.1 |
| | Moderate influence | 139 | 37 | 45 | 31.2 | 23 | 31.9 | 15 | 53.6 |
| | High influence | 118 | 31.4 | 52 | 36.1 | 16 | 21.9 | 11 | 39.3 |
| Use of decent language | No influence | 127 | 33.8 | 41 | 28.5 | 19 | 26.4 | 3 | 10.7 |
| | Moderate influence | 124 | 33 | 68 | 47.2 | 29 | 40.3 | 7 | 25 |
| | High influence | 125 | 33.2 | 35 | 24.3 | 24 | 33.3 | 18 | 64.3 |
| Decent dressing | No influence | 117 | 31.1 | 59 | 41 | 24 | 33.3 | 10 | 35.7 |
| | Moderate influence | 138 | 36.7 | 46 | 31.9 | 20 | 27.8 | 14 | 50 |
| | High influence | 121 | 32.2 | 39 | 27.1 | 28 | 38.9 | 4 | 14.3 |
| Positive attitude | No influence | 135 | 35.9 | 39 | 27.1 | 24 | 33.3 | 13 | 46.4 |
| | Moderate influence | 159 | 42.3 | 47 | 32.6 | 22 | 30.6 | 13 | 46.4 |
| | High influence | 82 | 21.8 | 58 | 40.3 | 26 | 36.1 | 2 | 7.1 |
| Progression | No influence | 167 | 44.4 | 48 | 33.3 | 42 | 58.3 | 5 | 17.9 |
| | Moderate influence | 126 | 33.5 | 41 | 28.5 | 15 | 20.8 | 14 | 50 |
| | High influence | 83 | 22.1 | 55 | 38.2 | 15 | 20.8 | 9 | 32.1 |
| Mentorship | No influence | 48 | 12.8 | 28 | 19.4 | 17 | 23.6 | 12 | 42.9 |
| | Moderate influence | 188 | 50 | 56 | 38.9 | 23 | 31.9 | 4 | 14.3 |
| | High influence | 140 | 37.2 | 60 | 41.7 | 32 | 44.4 | 12 | 42.9 |

Statistics in Table 4.16 demonstrated that there is agreement between student and teacher assessments of the extent of students' participation in the election of student leaders and the influence of such participation on students' behavior. The majority of secondary school students and teachers from both public and private schools concurred that the democratic election of student

leaders by fellow students has a positive influence on important discipline metrics like punctuality, lesson attendance, cleanliness, and general student attitude, in addition to progress for students and teachers in public institutions.

Most indices of student conduct showed a greater influence in private secondary schools than in public ones. Earlier findings from this study suggested that the difference might be attributed to the greater involvement of students in the election of student leaders. This is to the findings of research by Bertness, Holt, and Borzel (2016), who suggested that student participation in school leadership constitution would improve school cohesion and efficiency. A meaningful bond is formed between the students and the administration.

Additional KII data from secondary public and private schools confirmed the idea that elected student leaders' involvement in school governance had a big influence on learners' behavior. Less influence from instructors was shown in public secondary schools as compared to students' opinions, confirming prior findings in this study indicating teachers are not concerned about the election and active participation of student leaders in school governance. Principals and deputies at public secondary schools corroborated these findings, saying that elected student leaders at their institutions mostly focused on enforcing punctuality and cleanliness among their fellow students rather than addressing more pressing concerns related to school administration.

According to one of the deputy principals in a public secondary school, the election of student leaders required a great deal of oversight, both in terms of candidate screening and the actual voting process, because it could cause havoc in the schools otherwise. To further improve student discipline in secondary schools, the responder emphasized the importance of setting up a transparent procedure that would produce responsible and accountable student councils.

The responder went on to recommend that secondary schools, both public and private, institute rigorous mentoring programs among students of all grade levels and provide instruction on the relevance of student leaders' governance as a preparatory ground for student leaders' election. According to the data, it is true that most public secondary schools do not have sufficient evidence to prove that students actively participated in the election of student leaders, in contrast to private secondary schools, where students were more likely to participate and maintain order during the election process. In addition, there was limited information on the election process and no mention of student training programs before the student leaders were elected in the materials provided in both categories of schools.

4.5.4 Testing of Hypothesis HO₁:

Students' participation in the election of student leaders' does not statistically influence learners' discipline in public and private secondary schools. The study purposed to determine whether and how voting for student leaders affects students' adherence to classroom rules and general school discipline. To do this, the data was statistically analyzed, taking into consideration the opinions of both students and teachers. The association between student discipline and two factors the kind of school and student participation in choosing class leaders was examined using nominal logistic regression. Logistic regression was used since the ordinal model could not meet the condition of the parallel line.

Assuming that there is no fluctuation in the correlation between the dependent and independent variables across various classes of the dependent variable, this strategy works best when the proportionate odds or parallel lines assumption is correct. Following this investigation, it was discovered that there was no remarkable association between student behavior and the kind of

school, but that there was a substantial correlation between student behavior and participation in choosing class officers. The information was shown in Tabular Data 4.17 and 4.18

Table 4. 17 Participation of Students in Election of Student Leaders (Students' Perspective)

| | | Pseudo R^2 (Nagelkerke) | | | | | No Obs. | | |
|--------------------------|------------------------|---------------------------|------------|--------|----|------|-----------------------|------------------------------------|-------------|
| | | | | | | | LRchi2 (6) | 520 | |
| | | | | | | | Prob>chi ² | 42.529 | |
| | | | | | | | | .000 | |
| | | | | | | | | .084 | |
| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | .013 | .490 | .001 | 1 | .979 | | | |
| | Elections | -.170 | .092 | 3.408 | 1 | .065 | .844 | .704 | 1.011 |
| | [School Category=1.00] | -.095 | .281 | .114 | 1 | .736 | .909 | .524 | 1.577 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -1.219 | .511 | 5.678 | 1 | .017 | | | |
| | Elections | -.052 | .090 | .335 | 1 | .563 | .949 | .796 | 1.132 |
| | [School Category=1.00] | 1.013 | .315 | 10.349 | 1 | .001 | 2.753 | 1.485 | 5.103 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -2.059 | .513 | 16.107 | 1 | .000 | | | |
| | Elections | .154 | .091 | 2.833 | 1 | .092 | 1.166 | .975 | 1.395 |
| | [School Category=1.00] | 1.377 | .290 | 22.543 | 1 | .000 | 3.961 | 2.244 | 6.993 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |

a. The reference category is Poor.

b. This parameter is set to zero because it is redundant.

Analysis of data revealed a statistically significant difference in the students' perceptions of school discipline depending on how involved students are in electing student leaders. The results of the Nagelkerke test indicated that the model had an 8.Improvement in fit over the null model [2 (6, N = 520) = 42.529, p. 05]. Furthermore, Wald 2(1) = 10.349, p = 0.001, showed that pupils in public schools are more likely to rate school discipline as "good" than "poor", with a 95 percent confidence interval of 1.485 to 5.103. Additionally, an odds ratio of 3.961 (95 percent confidence interval [CI], 2.244 to 6.993) indicated that compared to pupils at private schools, those at public schools are far more likely to rate school discipline as "fair" instead of "poor". Therefore, the data suggest that students in public schools are more likely to rate their school as having well or fair

discipline than students in private schools, even though there was no significant difference in the amount of student involvement.

Table 4. 18 Model Accuracy for Students’ Participation in Elections (Students’ Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|-------------|-------------|--------------|--------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 0 | 0 | 32 | 59 | 0.0% |
| Good | 0 | 0 | 54 | 43 | 0.0% |
| Fair | 0 | 0 | 95 | 42 | 69.3% |
| Poor | 0 | 0 | 81 | 114 | 58.5% |
| Overall Percentage | 0.0% | 0.0% | 50.4% | 49.6% | 40.2% |

The results of a nominal logistic regression were examined to determine if differences in school category and student engagement affected classroom behavior. The nominal logistic regression was chosen instead of the ordinal model, which did not fulfill the parallel regression assumption. Tables 4.18 and 4.19 show that the model predicted an overall "Fair" rating for school discipline with 69.3 percent accuracy, and accurately predicted "Poor" ratings 58.5 percent of the time. However, the model's overall accuracy was only 40.2 percent. This suggested that while the model was successful in determining which school would be placed in the "Fair" category, it was less effective in determining the overall rating.

Table 4. 19 Participation of Learners in Elections (Teachers' Perspective)

| | | | | | | | No Obs. | | |
|---------------------------------------|---------------------|----------------|-----------|-------|----|------|------------------------------------|------------------------------------|-------------|
| | | | | | | | LRchi2 (6) | 100 | |
| | | | | | | | Prob>chi ² | 20.630 | |
| | | | | | | | Pseudo R ² (Nagelkerke) | .002 | |
| | | | | | | | | .199 | |
| School Discipline rating ^s | | B | Std.Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | 1.239 | .923 | 1.805 | 1 | .179 | | | |
| | Elections | .098 | .185 | .280 | 1 | .597 | 1.103 | .768 | 1.585 |
| | [School Category=0] | - | .855 | 2.514 | 1 | .113 | .258 | .048 | 1.377 |
| | [School Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -.506 | 1.080 | .219 | 1 | .640 | | | |
| | Elections | .489 | .211 | 5.368 | 1 | .021 | 1.631 | 1.078 | 2.468 |
| | [School Category=0] | - | .913 | 1.672 | 1 | .196 | .307 | .051 | 1.838 |
| | [School Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | 2.235 | .894 | 6.250 | 1 | .012 | | | |
| | Elections | -.236 | .189 | 1.559 | 1 | .212 | .790 | .545 | 1.144 |
| | [School Category=0] | - | .842 | 2.657 | 1 | .103 | .253 | .049 | 1.320 |
| | [School Category=1] | 0 ^b | . | . | 0 | . | . | . | . |

a. The reference category is Poor.

b. This parameter is set to zero because it is redundant.

The results of a log-likelihood test revealed that the model was significantly better fitted than the null model [$X^2(6, N = 100) = 20.630, p = .002$], showing a 19.9 percent increase in fit over the null model as established by the Nagelkerke test. There was no statistically significant relationship found between school type and disciplinary measures ($p > 0.05$); however, learners' participation in student elections affected the schools' categorization of disciplinary problems. The log-odd that a school has "Good" discipline (compared to "Poor" discipline) is expected to rise by 0.489 units for every 1 unit increase in student involvement in elections ($b = .489, SE = .211, Wald = 5.368, p = 0.021$). This means that learners' likelihood of being classified as "Good" increases proportionally with their score on the extent to which they took part in the election of student leaders [$EXP(B) = 1.631, 95\% \text{ CI} (1.078, 2.468)$]. The data suggests that teachers are more

likely to rate a school's discipline as "Good" if more students actively participate in choosing their student leaders.

Table 4. 20 Model Accuracy for Students' Participation in Elections (Teachers' Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|--------------|--------------|--------------|-------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 6 | 11 | 11 | 0 | 21.4% |
| Good | 7 | 13 | 2 | 0 | 59.1% |
| Fair | 6 | 6 | 20 | 0 | 62.5% |
| Poor | 8 | 4 | 6 | 0 | 0.0% |
| Overall Percentage | 27.0% | 34.0% | 39.0% | 0.0% | 39.0% |

The model's outcomes demonstrated that 59.1 percent of schools were accurately classified as belonging to the "Good" category for classroom management. In addition, 62.5 percent of schools were accurately classified as "Fair" schools, while 21.4 percent of schools were appropriately classified as "Very Good" schools. The model's total accuracy was 39.0 percent it may be said that the model performed well in identifying the schools that were classified as "Good and fair," but less well in predicting the overall rating.

4.6 Data Analysis on the Influence of student leader's participation in School management meetings on learners' Discipline

The second study objective sought to determine the influence of student leaders' participation in school management meetings on learners' discipline. The study investigated whether the participation was evident, the extent of participation, and its influence on learners' discipline in both public and private secondary schools. Table 4.21 displays the final results

Table 4. 21 Students, Teachers, and Administrators views on Participation of students' leaders in school management meetings

| Responses | Students | | | | Teachers | | | | Deputy principals | | | | Principals/Directors | | | |
|--------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|----------------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| Yes | 14 | 3.7 | 136 | 94.4 | 6 | 8.3 | 24 | 85.7 | 2 | 13.3 | 5 | 88.3 | 2 | 13.3 | 5 | 83.3 |
| No | 362 | 96.3 | 8 | 5.6 | 66 | 91.7 | 4 | 14.3 | 13 | 86.7 | 1 | 16.7 | 13 | 86.7 | 1 | 16.7 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Based on the statistics in Table 4.21, just 3.7 percent of public secondary school students believed student leaders attended BOM meetings. As a result, 96.3 percent of students said they felt excluded from BOM discussions led by the school administrators and managers. However, at private secondary schools, 94.4 percent of students said student leaders attend board of directors' meetings, while only 5.6 percent said they did not. Furthermore, only 8.3 percent of public school teachers said student leaders attended BOM meetings, whereas 91.7 percent of private secondary school teachers said student leaders attended directors' meetings.

The results of this study revealed that contrary to widespread assumptions and the Ministry of Education's policy directives, student leaders in public secondary schools were not actively participating in BOM meetings. Student leadership is underrepresented in public secondary schools. Student leaders in private secondary schools had ample opportunity to express the feelings and needs of all the learners during the directors' meetings, in contrast to the public schools where these opportunities were limited, which may explain the poor discipline levels in public secondary schools compared to the private secondary schools.

Further, based on statistics in Table 4.21, it seemed that 13.3 percent of public secondary school deputy principals', principals, and directors believed that student leaders attend BOM meetings. As opposed to the, 86.7 percent claimed that student leaders do not contribute significantly at BOM forums. However, 83.3 percent of private secondary school deputy principals and principals/directors said student leaders attended directors' meetings, while 16.7 percent said they didn't.

These findings corroborated the views of both student and teacher members on student leaders' attendance at school BOM/directors' meetings. In private secondary schools, student leaders

actively participated in the board of directors' meetings, but in public secondary schools, this was not the case. The findings accounted for why private secondary schools had better discipline than public secondary schools.

This lends credence to the findings of research by Kamau (2017) that student leaders play a crucial role in enforcing compliance with school rules and regulations, further demonstrating the relevance of student leaders' involvement in governance at schools. Secondary schools, both public and private, would benefit greatly from having student leaders present in BOM meetings as this would provide a forum for hearing students' perspectives and concerns about school climate and provide a chance to respond to these concerns promptly.

4.6.1 Students and Teachers views on extent of student leaders' participation in BOM / directors' meetings

The purpose of this research was to find out how often student leaders attend Board of Management (BOM) and Board of Directors (BOD) meetings by having the students and teachers rate this variable. Participants were asked to identify their level of engagement with the study using the following indicators: EP = Extremely Participatory, M = Moderate and N = Not Participating. Table 4.23 displays the final results

Table 4. 22 Students and Teachers' views on the extent of students' leader's participation in management meetings

| Extent of Participation | | Students | | | | Teachers | | | |
|--|-------------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % |
| Student leaders participate in all BOM meetings | No participation | 290 | 77.1 | 1 | 0.5 | 68 | 94.4 | 0 | 0 |
| | Moderate participation | 40 | 10.6 | 49 | 34.2 | 4 | 5.6 | 4 | 14.3 |
| | Extensive participation | 46 | 12.2 | 94 | 65.3 | 0 | 0 | 24 | 85.7 |
| Student leaders participate in selected BOM meetings | No participation | 330 | 87.8 | 94 | 65.2 | 47 | 65.3 | 15 | 53.6 |
| | Moderate participation | 5 | 1.3 | 6 | 4.2 | 9 | 12.5 | 11 | 39.3 |
| | Extensive participation | 41 | 10.9 | 44 | 30.6 | 16 | 22.2 | 2 | 7.1 |
| Student leaders freely collect learners' views before attending BOM meetings | No participation | 324 | 86.2 | 56 | 38.9 | 52 | 72.2 | 4 | 14.3 |
| | Moderate participation | 33 | 8.8 | 68 | 47.2 | 8 | 11.1 | 18 | 64.3 |
| | Extensive participation | 19 | 5.1 | 20 | 13.9 | 12 | 16.7 | 6 | 21.4 |
| Student leaders are given adequate time to present their views at BOM meetings | No participation | 312 | 83 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Moderate participation | 28 | 7.4 | 98 | 68.1 | 58 | 80.6 | 12 | 42.9 |
| | Extensive participation | 36 | 9.6 | 46 | 31.9 | 14 | 19.4 | 16 | 57.1 |

Analysis of data captured in Table 4:22 has revealed that the involvement of student leaders in the board of management meetings is much higher in private secondary schools than in public ones. In public secondary schools, only 10.6 percent of students believed student leaders attended all BOM meetings, whereas at private secondary schools, 65.3 percent and 34.2 percent of students believed student leaders participated extensively and modestly in all directors' meetings. Furthermore, 87.8 percent of students at public schools had heard rumors that student leaders seldom attended some BOM meetings, and just 5.1 percent of students said that student leaders extensively gathered learners' perspectives before attending BOM meetings. In private schools, 13.9 percent, 47.2 percent, and 38.9 percent of respondents stated that student leaders substantially, somewhat, and did not engage in gathering learners' perspectives before attending stakeholder meetings.

Regarding time allotted to student leaders to present their views at BOM meetings, only 19.4 percent of public secondary school student leaders were given sufficient time, compared to 57 percent of student leaders at private secondary schools. Furthermore, interviews with key informants such as school deputies, principals, and BOM chairpersons revealed that student

leaders' participation in BOM meetings in public secondary schools was low, due to reasons such as the waste of time and the lack of professional background of learners. In contrast, these key informants welcomed student leaders' participation in directors' meetings in private schools.

Overall, it is clear that student leaders are heavily involved in private secondary schools' board of directors' meetings, whereas they are noticeably absent from public secondary schools' board of directors' meetings. To include students in school governance, public secondary schools should implement student leaders' attendance at BOM meetings, devise means through which the student leader may solicit the opinions of other students in advance of the meetings, and have a clear policy in place for providing feedback following Board of management and/or director meetings.

4.6.2 Students and Teachers views on the influence of student leaders' participation in BOM/Directors meetings on learners' discipline

It was crucial to look at how student leaders' attendance at the Board of Managers/Directors' meetings influenced the self-control of their fellow students. As a result, this research aimed to collect the perspectives of students, teachers, deputy principals, and principals' BOM chairpersons and directors of private secondary schools on the effect that student leaders' attendance at BOM/Directors meetings had on their efforts to improve students' conduct. As stipulated in Table 4.23, their replies were as follows.

Table 4. 23 Students, Teachers, and Administrators views on Influence of students' leaders' participation in BOM/ Directors meetings on learners' discipline

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals/Directors | | | |
|--------------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|----------------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No influence | 15 | 4.0 | 4 | 2.8 | 5 | 7.0 | 4 | 14.3 | - | - | 2 | 33.3 | - | - | 3 | 50.0 |
| Low influence | 35 | 9.3 | 10 | 6.9 | 15 | 20.8 | 4 | 14.3 | 2 | 13.3 | 3 | 50.0 | 3 | 20 | 2 | 33.3 |
| Moderate influence | 140 | 37.2 | 56 | 38.9 | 24 | 33.3 | 12 | 42.8 | 10 | 66.7 | 1 | 16.7 | 9 | 60 | 1 | 16.7 |
| High Influence | 186 | 49.5 | 74 | 51.4 | 28 | 38.9 | 8 | 28.6 | 3 | 20.0 | - | - | 3 | 20 | - | - |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Table 4.23, revealed that 49.5 percent and 51.4 percent of students in public and private secondary schools respectively believed that the presence of student leaders at these meetings had a substantial effect on students' excellent behavior in school. While 38.9 percent and 28.6 percent of teachers in both public and private secondary schools respectively agreed that student leader involvement in BOM meetings had a modest influence on students' discipline, the proportion of teachers who agreed was lower than the proportion of students who agreed. Furthermore, a tiny percentage of students from both public and private secondary schools thought that the presence of student leaders had little or no influence on students' conduct.

In terms of overall agreement, it is obvious that both public and private school students value the presence of student leaders in BOM/Directors meetings to facilitate the implementation of school regulations. This is supported by the findings of research done by Hannam (2001), which revealed that student leaders' participation in school governance in both public and private secondary schools improved learners' school attendance, self-esteem, motivation, and general achievement. On the contrary, teachers in both public and private secondary schools indicated student leaders' participation in BOM/Directors meetings had less influence on learners' discipline.

The findings of this research support the argument made in a study by Rudd, et al. (2007) that, despite changes in the educational system, students are still infrequently heard from or consulted. Teachers in both public and private secondary schools reported that students' attendance at BOM/directors meetings had little influence on students' behavior.

Further, statistics presented in Table 4.23 show that while 13.3 percent of deputy principals of public secondary schools believed that student leaders' presence had a low influence on students' behavior, the majority of those sampled (66.7 percent) thought it had a moderate influence, and 20

percent thought it had substantial influence. Contrarily, 50.0 percent, 33.3 percent, and 16.7 percent of private secondary school assistant principals pointed out that student leaders' participation in directors' meetings had a low influence, no influence, and moderate influence respectively on learners' discipline with none indicating high influence. Similarly, 20 percent, 60 percent, and 20 percent of the principals in public secondary schools believed that student leaders' participation in school BOM meetings had low influence, moderate influence, and high influence, respectively, on learners' discipline with none indicating no influence.

According to these findings, deputy principals and principals of public secondary schools are less likely to support student leadership participation in BOM meetings because they believe it has little effect on learners' disciplinary issues. This is likely a result of their perception that the opinions of student leaders don't count when it comes to enforcing regulations and order in the classroom. Contrarily, private secondary school principals and deputies are more likely to be in favor of this involvement because they think it will give their students a valuable chance to learn more about a variety of issues that have an influence on their school life, including disciplinary issues.

4.6.3 Teachers and Students views on how the extent of participation of student leaders in BOM/directors meetings influences learners discipline related behaviors

The level of discipline is indicated by several indicators. The study investigated the extent to which participation of student leaders in BOM/directors meetings influences learners' punctuality, lesson attendance, cleanliness, accountability, completion of assignments, decent language, decent dressing, positive attitude, progression, and mentorship. The results are captured in Table 4.24.

Table 4. 24 Teachers and Students Views: Influence of Student Leaders' Participation in BOM /directors Meetings on learners' discipline-related behavior.

| Variable | Measure | Students | | | | Teachers | | | |
|---------------------------|--------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % |
| Punctuality | No influence | 284 | 75.5 | 50 | 34.7 | 27 | 37.5 | 19 | 67.9 |
| | Moderate influence | 55 | 14.6 | 39 | 27.1 | 24 | 33.3 | 8 | 28.6 |
| | High influence | 37 | 9.8 | 55 | 38.2 | 21 | 29.2 | 1 | 3.6 |
| Lesson attendance | No influence | 211 | 56.1 | 100 | 69.4 | 46 | 63.9 | 3 | 10.7 |
| | Moderate influence | 95 | 25.3 | 15 | 10.4 | 19 | 26.4 | 12 | 42.9 |
| | High influence | 70 | 18.6 | 29 | 20.1 | 7 | 9.7 | 13 | 46.4 |
| Cleanliness | No influence | 197 | 52.4 | 101 | 70.1 | 42 | 58.3 | 10 | 35.7 |
| | Moderate influence | 79 | 21 | 19 | 13.2 | 20 | 27.8 | 0 | 0 |
| | High influence | 100 | 26.6 | 24 | 16.7 | 10 | 13.9 | 18 | 64.3 |
| Accountability | No influence | 126 | 33.5 | 28 | 19.4 | 28 | 38.9 | 4 | 14.3 |
| | Moderate influence | 134 | 35.6 | 42 | 29.2 | 18 | 25 | 14 | 50 |
| | High influence | 116 | 30.9 | 74 | 51.4 | 26 | 36.1 | 10 | 35.7 |
| Completion of assignments | No influence | 125 | 33.2 | 39 | 27.1 | 52 | 72.2 | 4 | 14.3 |
| | Moderate influence | 120 | 31.9 | 58 | 40.3 | 8 | 11.1 | 15 | 53.6 |
| | High influence | 131 | 34.8 | 47 | 32.6 | 12 | 16.7 | 9 | 32.1 |
| Use of decent language | No influence | 115 | 30.6 | 46 | 31.9 | 58 | 80.6 | 21 | 75.0 |
| | Moderate influence | 135 | 35.9 | 64 | 44.4 | 6 | 8.3 | 5 | 17.9 |
| | High influence | 126 | 33.5 | 34 | 23.6 | 8 | 11.1 | 2 | 7.1 |
| Decent dressing | No influence | 157 | 41.8 | 7 | 4.9 | 44 | 61.1 | 6 | 21.4 |
| | Moderate influence | 122 | 32.4 | 66 | 45.8 | 15 | 20.8 | 9 | 32.1 |
| | High influence | 97 | 25.8 | 71 | 49.3 | 13 | 18.1 | 13 | 46.4 |
| Positive attitude | No influence | 129 | 34.3 | 45 | 31.2 | 40 | 55.6 | 16 | 57.1 |
| | Moderate influence | 149 | 39.6 | 47 | 32.6 | 15 | 20.9 | 5 | 17.9 |
| | High influence | 98 | 26.1 | 52 | 36.1 | 17 | 23.6 | 7 | 25 |
| Progression | No influence | 120 | 31.9 | 51 | 35.4 | 36 | 50 | 28 | 100 |
| | Moderate influence | 146 | 38.8 | 53 | 36.8 | 17 | 23.6 | 0 | 0 |
| | High influence | 110 | 29.3 | 39 | 27.3 | 19 | 26.4 | 0 | 0 |
| Mentorship | No influence | 64 | 17 | 20 | 13.9 | 24 | 33.3 | 20 | 71.4 |
| | Moderate influence | 156 | 41.5 | 66 | 45.8 | 19 | 26.4 | 4 | 14.3 |
| | High influence | 156 | 41.5 | 58 | 40.3 | 29 | 40.3 | 4 | 14.3 |

Data as captured in Table 4.24 demonstrated that students and teachers in public and private secondary schools generally concurred that student leaders' presence at BOM/Directors meetings had minimal effect on students' discipline. For instance, 75.5 percent, 56.1 percent, 52.4 percent, and 41.8 percent of students from public secondary schools stated that student leaders' participation

in BOM meetings did not influence learners' punctuality, lesson attendance, cleanliness, and decent dressing, respectively. In contrast, students from private secondary schools reported a higher level of influence, with 70.1 percent and 69.4 percent noting no effect on learners' punctuality and lesson attendance. The same results were found for accountability, completion of assignments, use of decent language, decent dressing, positive attitude, and progression.

Furthermore, the majority of teachers (37.5 percent, 63.5 percent, 58.3 percent, 38.9 percent, 72.2 percent, 80.6 percent, 61.1 percent, 55.6 percent, 50.0 percent and 33.3 percent) in public secondary schools and similarly, 67.9 percent and 10.7 percent, 35.7 percent, 14.3 percent, 75.0 percent, 21.4 percent, 57.1 percent, 100 percent and 71.4 percent of students claimed that student leaders' involvement in BOM meetings was not associated with improvements in students' punctuality, class attendance, cleanliness, accountability, assignment completion, use of decent language, decent dressing, positive attitude, or academic progress.

Educators in private secondary schools had doubts about the influence of student leaders' attendance at directors' meetings on students' discipline, with 69 percent, 75 percent, 57 percent, 100 percent, and 71.4 percent of respondents claiming that attendance, language, attitude, progress, and mentorship were not affected. This was supported by administrators and deputy principals, who noted that student leaders need extensive guidance and support from instructors to effectively implement the established school policies on learners' discipline. Additionally, an analysis of the minutes from Board of Management meetings at public secondary schools showed limited evidence for active engagement by student leaders in BOM meetings compared to student leaders' participation in directors' meetings.

4.6.4 Testing of Hypothesis HO₂:

Student leaders' participation in School Board of Management/directors meetings does not statistically influence learners' discipline. The study investigated how student attendance in school Board of Management/Directors Meetings affected those meetings' policies and practices regarding student conduct. Surveys of both students and teachers were conducted to compile data for statistical analysis. A nominal logistic regression was run. The information was shown in Tabular Data 4.25, 4.26 and 4.27

Table 4. 25 Participation of Student Leaders in School Management Meetings (Students' Perspective)

| | | | | | | No Obs. | | | |
|---------------------------------------|------------------------|----------------|------------|--------|----|------------------------------------|--------|------------------------------------|-------------|
| | | | | | | LRchi2 (6) | 520 | | |
| | | | | | | Prob>chi ² | 32.740 | | |
| | | | | | | Pseudo R ² (Nagelkerke) | .000 | | |
| | | | | | | | .066 | | |
| School Discipline rating ^s | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | -.625 | .478 | 1.707 | 1 | .191 | | | |
| | BOM | -.175 | .413 | .180 | 1 | .672 | .839 | .373 | 1.887 |
| | [School_Category=1.00] | .075 | .263 | .080 | 1 | .777 | 1.078 | .643 | 1.806 |
| | [School_Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | - | .509 | 5.813 | 1 | .016 | | | |
| | BOM | 1.228 | .418 | .311 | 1 | .577 | .792 | .349 | 1.796 |
| | [School_Category=1.00] | -.233 | .305 | 12.062 | 1 | .001 | 2.887 | 1.587 | 5.252 |
| | [School_Category=2.00] | 1.060 | .305 | 12.062 | 1 | .001 | 2.887 | 1.587 | 5.252 |
| Fair | Intercept | 0 ^b | . | . | 0 | . | . | . | . |
| | BOM | -.881 | .498 | 3.131 | 1 | .077 | | | |
| | [School_Category=1.00] | -.413 | .418 | .974 | 1 | .324 | .662 | .292 | 1.502 |
| | [School_Category=2.00] | 1.279 | .284 | 20.342 | 1 | .000 | 3.595 | 2.062 | 6.268 |

a. The reference category is Poor.

b. This parameter is set to zero because it is redundant.

A comparison of the null model to the fitted model revealed a notable improvement (2[6, N = 520] = 32.740, $p < 0.05$). The Nagelkerke test indicated that the model was 6.6 percent more fitting than the null hypothesis. The data revealed no statistically significant correlation ($p > 0.05$) between the level of student leaders' participation in school board meetings and school discipline (Wald 2[1] = 12.062, $p = 0.001$). The effect size for this difference was 2.887 (95 percent CI, 1.587 to 5.252). The percentage of students in public and private schools who judged school discipline as

"Good" or "Poor" also differed statistically significantly (OR 3.595, 95 percent CI 2.062 to 6.268, $p < 0.05$). This implied that compared to kids in private schools, pupils in public schools were more likely to rank their school's discipline as good or fair.

Table 4. 26 Model Accuracy for Student Leaders' Participation in School Management Meetings (Students' Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|-------------|-------------|-------------|---------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 0 | 0 | 0 | 91 | 0.0% |
| Good | 0 | 0 | 0 | 97 | 0.0% |
| Fair | 0 | 0 | 0 | 137 | 0.0% |
| Poor | 0 | 0 | 0 | 195 | 100.0% |
| Overall Percentage | 0.0% | 0.0% | 0.0% | 100.0% | 37.5% |

The multinomial logit model's outcomes demonstrated that 100 percent properly predicted the school disciplinary rating of "Poor." The entire model's overall accuracy was found to be 37.5 percent. It was shown that the effect of school category and the extent of student leaders' engagement in BOM meetings are significant in influencing a school's disciplinary ranking.

Table 4. 27 Participation of Students Leaders in school management meetings (Teachers' Perspective)

| | | | | | | | <i>No Obs.</i> | | |
|--------------------------|---------------------|----------------|------------|-------|----|------|------------------------------------|------------------------------------|-------------|
| | | | | | | | LRchi2 (6) | 100 | |
| | | | | | | | Prob>chi ² | 14.042 | |
| | | | | | | | Pseudo R ² (Nagelkerke) | .029 | |
| | | | | | | | | .140 | |
| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | -.836 | 1.316 | .403 | 1 | .525 | | | |
| | BOM_Meetings | .533 | .243 | 4.786 | 1 | .029 | 1.703 | 1.057 | 2.745 |
| | [School_Category=0] | -.875 | .886 | .974 | 1 | .324 | .417 | .073 | 2.368 |
| | [School_Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -.137 | 1.298 | .011 | 1 | .916 | | | |
| | BOM_Meetings | .288 | .236 | 1.482 | 1 | .223 | 1.333 | .839 | 2.119 |
| | [School_Category=0] | -.811 | .923 | .772 | 1 | .380 | .445 | .073 | 2.712 |
| | [School_Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -1.513 | 1.367 | 1.224 | 1 | .268 | | | |
| | BOM_Meetings | .721 | .256 | 7.945 | 1 | .005 | 2.057 | 1.246 | 3.395 |
| | [School_Category=0] | -.884 | .875 | 1.021 | 1 | .312 | .413 | .074 | 2.295 |
| | [School_Category=1] | 0 ^b | . | . | 0 | . | . | . | . |

- a. The reference category is Poor.
- b. This parameter is set to zero because it is redundant.

According to the log-likelihood test, the model significantly outperformed the null model in terms of fit [$\chi^2(6, N = 100) = 14.042, p = .029$]. The model exhibits a 14.0 percent increase in fit over the null model, according to the Nagelkerke test findings.

According to the results, the degree of school discipline was not substantially influenced by school type as a predictor ($p > 0.05$). However, the degree of school discipline was influenced by the extent of student leaders' involvement at BOM meetings. The log-odds of the school having "Very Good" discipline (compared to "Poor" discipline) is projected to rise by 0.533 units for every unit increase in the degree of student leaders' engagement in BOM ($b = .533, SE = .243, Wald = 4.786, p = 0.029$). The odds ratio is 1.703 [$EXP(B) = 1.703, 95\text{ percent CI}(1.057, 2.745)$], showing that the likelihood of falling into the "Very Good" category increases by a factor of 1.703 with an increase in the rating on the degree of students' leaders' engagement in BOM meetings.

The results indicated that more student leaders participating in BOM meetings raise the standard of student conduct constructively. Second, the log-odds of the school having "Fair" discipline (compared to "Poor" discipline) is expected to rise by 0.721 units for each unit increase in the degree of student leaders' engagement in BOM ($b = .721, SE = .256, Wald = 7.945, p = 0.005$). The odds ratio is 2.057 [$EXP(B) = 2.057, 95\text{ percent CI}(1.246, 3.395)$], showing that the likelihood of falling into the "Fair" category increases by a factor of 2.057 with a rise in the score on the amount of student leaders' engagement in BOM meetings.

In other words, a rise in student leaders' attendance in BOM meetings raised the standard of discipline in schools. That is, better overall student discipline results from participatory administration of schools. Overall, the findings imply that schools with high student leader engagement levels in BOM/Directors meetings are more likely to receive a "Very Good or Fair"

disciplinary rating from teachers than schools with lower student leader participation levels in BOM meetings

Table 4. 28 Model Accuracy for Student Leaders' Participation in School Management Meetings (Teachers' Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|-------------|-------------|--------------|--------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 2 | 0 | 19 | 7 | 7.1% |
| Good | 1 | 0 | 11 | 10 | 0.0% |
| Fair | 1 | 0 | 24 | 7 | 75.0% |
| Poor | 2 | 0 | 5 | 11 | 61.1% |
| Overall Percentage | 6.0% | 0.0% | 59.0% | 35.0% | 37.0% |

The model correctly identified student conduct, classifying it as "Very Good" (7.1 percent). Additionally, it predicted the "Fair" category with an accuracy of 75.0 percent and the "Poor" category with an accuracy of 61.1 percent. The model's total accuracy was 37.0 percent. This suggested that while the model did not do as well overall in categorization, it was successful in identifying schools that would receive a "Fair" rating.

4.7 Data Analysis on the influence of Student Leaders' participation in peer counseling programs on learners' discipline in public and private secondary schools

The third study objective sought to determine how student leaders' participation in school peer counseling programs influences disciplinary outcomes in schools. The study investigated whether the participation was evident, the extent of participation, and its influence on learners' punctuality, lesson attendance, completion of assignments, decent dressing, and language among other discipline parameters. Table 4.29 illustrates the findings

Table 4. 29 Students and teachers' views on participation of students' leaders in peer counseling programs

| | Students | | | | Teachers | | | |
|--------------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| | Public schools | | Private schools | | Public schools | | Private schools | |
| | N | % | N | % | n | % | n | % |
| Yes | 362 | 96.3 | 139 | 96.5 | 68 | 94.4 | 26 | 92.9 |
| No | 14 | 3.7 | 5 | 3.5 | 4 | 5.6 | 2 | 7.1 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 |

According to Table 4.29, nearly all students (96.3 percent in public schools and 96.5 percent in private schools) believed that student leaders take part in peer counseling programs at their schools, with just 3.7 percent and 3.5 percent of students in public and private schools voicing a different opinion, respectively. Similarly, 94.3 percent and 92 percent of secondary school educators in public and private schools agreed that student leaders participated in school peer counseling programs, with only 5.7 percent and 7.1 percent of educators in these sectors holding the opposite view.

This indicated that the vast majority of public and private institutions have implemented peer counseling programs among students, as per a Ministry of Education mandate. Allen (2010) argued in favor of this position, noting that student managers take on tasks including personal mentorship, peer mentoring, reading support groups, and overseeing the homework club. The Kenyan Institute of Education agreed with the students and faculty of both categories of schools that peer counseling programs should be expanded throughout all of Kenya's secondary institutions.

4.7.1 Students and teachers' views on the extent of Student Leaders' Participation in Peer Counseling Programs

By asking the students to rate how much the school administration regulates peer counseling sessions, the study aimed to determine the level of engagement of student leaders in school peer counseling programs. Table 4.30 illustrates the findings.

Table 4. 30 Students and teachers views on the Extent of Student Leaders’ Participation

| Extent of Participation | | Students | | | | Teachers | | | |
|---|-------------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % |
| The school administration controls peer counseling sessions | No participation | 61 | 16.1 | 14 | 9.7 | 0 | 0 | 4 | 14.3 |
| | Moderate participation | 77 | 20.8 | 42 | 29.2 | 8 | 11.1 | 14 | 50.0 |
| | Extensive participation | 237 | 63.1 | 88 | 61.1 | 64 | 88.9 | 10 | 35.7 |
| Student leaders control peer counseling sessions | No participation | 89 | 23.7 | 14 | 9.7 | 16 | 22.2 | 5 | 17.8 |
| | Moderate participation | 99 | 26.3 | 38 | 26.4 | 46 | 63.9 | 8 | 28.6 |
| | Extensive participation | 188 | 50.0 | 92 | 63.9 | 10 | 13.9 | 15 | 53.6 |
| Student leaders freely share their concerns without fear of victimization | No participation | 98 | 26.1 | 46 | 31.9 | 24 | 33.3 | 4 | 14.3 |
| | Moderate participation | 232 | 61.7 | 54 | 37.5 | 36 | 50.0 | 9 | 32.1 |
| | Extensive participation | 46 | 12.2 | 44 | 30.6 | 12 | 16.7 | 15 | 53.6 |
| All students free to share their concerns | No participation | 250 | 66.5 | 10 | 6.9 | 46 | 63.9 | 3 | 10.7 |
| | Moderate participation | 78 | 20.7 | 38 | 26.4 | 18 | 25 | 11 | 39.3 |
| | Extensive participation | 48 | 12.8 | 96 | 66.7 | 8 | 11.1 | 14 | 50.0 |

Statistics presented in Table 4.30 show that 63.1 percent and 20.8 percent of learners at public secondary schools said that administrators had substantial and limited control over the school's peer counseling programs, while 16.1 percent claimed that administrators had no control over the program. Similarly, 61.1 percent 29.2 percent, and 9.7 percent of those in private schools said that the school administration had substantial, little, and no control respectively over the peer counseling programs.

Another 50.0 percent of secondary school students in public institutions said that student leaders had considerable influence over school peer counseling sessions, while 26.3 percent thought that they had moderate authority over them, and 23.7 percent indicated that they had no control at all.

In line with this, student leaders dominated peer counseling sessions, according to 63.9 percent, 26.4 percent and 9.7 percent of students in private secondary schools had considerable, moderate, and no control respectively on school peer counseling programs. Further, 12.2 percent of

secondary students in private schools and 61.7 percent of those in public schools said that student leaders disclosed their issues during peer counseling sessions at their schools, while 26.1 percent said they were not involved. Similar percentages (30.6 percent) of teenagers in public schools and somewhat higher percentages (37.5 percent) of secondary school students attending private institutions agreed that student leaders felt at ease addressing delicate topics and concerns during these informal group sessions.

Finally, only 12.8 percent of secondary school students in private institutions and 20 percent of those in public ones reported that all students were honest about their problems during peer counseling sessions. Six percent reported no free student involvement, whereas sixty-seven percent of public secondary school students and twenty-four percent of private secondary school students, respectively, said that all students openly shared their problems during peer counseling sessions.

The results suggested that both public and private secondary schools welcomed student leaders into peer counseling programs, with the latter showing a greater involvement rate. These findings corroborate those of research by Santrock (2010), which found that teenage happiness was higher when teens spent time with their friends and communicated more often with their peers than with adults.

Similarly, a greater proportion of students in private secondary schools than in public secondary schools reported being involved in peer counseling programs and freely communicating issues there. The findings appeared to explain why private schools often reported more well-behaved students than public secondary schools. Students can voice their opinions, sentiments, and worries in a safe space thanks to peer counseling programs at schools. Teachers and the school

administration can address new areas of concern and implement effective solutions thanks to the data made available.

In public secondary schools, Table 4.30 indicates that 88.9 percent and 63.9 percent of teachers, figure out school management has substantial influence over peer counseling programs. Similarly, among teachers at private secondary schools, 35.7 percent believed that school administration extensively controlled peer counseling programs, 50.0 percent believed that school administration moderately controlled peer counseling programs and 14.3 percent indicated that school administration had no control over peer counseling programs. Furthermore, 13.9 percent and 63.9 percent of public secondary school instructors stated that student leaders extensively and somewhat managed peer counseling programs in secondary schools, with 22.2 percent suggesting no student leaders' influence on peer counseling programs.

Similarly, 53.6 percent of instructors at private secondary schools said that student leaders had substantial influence over peer counseling programs, whereas 28.6 percent held that opinion. Only 17.8 percent of teachers reported that no such programs existed at their schools. Teachers at 16.7 percent of public secondary schools and 50.0 percent of private secondary schools said that student leaders readily discussed their issues during peer counseling programs, while 33.3 percent reported no engagement.

Teachers at private secondary schools were split between 53.6 percent believing that student leaders openly discussed their issues during peer counseling programs and 32.1 percent believing the opposite. Finally, just 11.1 percent and 25 percent of instructors in public secondary schools respectively believed that all students intensively and somewhat discussed emerging issues during peer counseling programs, with 63.9 percent reporting students did not freely share their worries

during peer counseling. Similarly, in private secondary schools, 50.0 percent and 39.3 percent of instructors said that all students extensively or somewhat communicated their issues during peer counseling programs, while just 10.7 percent indicated that no free student sharing of concerns took place during sessions. Baginsky's (2000) research, which found that peer counseling contributes to a notable improvement in the conduct of secondary school students, was cited by the instructors as supporting the students' claims.

The results indicated that both public and private secondary schools welcomed student leaders to participate in peer counseling sessions, with private schools showing a greater participation rate than public schools. Similarly, a greater proportion of students at private secondary schools reported participation in peer counseling sessions and freely voicing their worries than students in public secondary schools. Peer counseling sessions give a safe space for students to share their thoughts and feelings with their peers, which may help explain why private schools often have better student discipline than public schools. The private school directors, deputy principals, principals, and BOM chairs all agreed with the students' and teachers' points of view during the interviews. Public and private secondary school principals and vice principals were unanimous in their approval of and gratitude for student leaders who participated in school peer counseling sessions.

Document analysis showed that most schools provided functional peer counseling sessions, an opinion echoed by BOM chairpersons, private school directors, deputy principals, and principals. Most schools made the calendar of peer counseling sessions available in the minutes of staff meetings, and some even publicly displayed the specific days and hours for these sessions. Guidance and counseling department programming provided more specific information, including session frequency and methods of delivery. All of the replies from the BOM chairs were nearly

identical to the principals' report, showing that the BOM relied heavily on the principals as a source of information. Teachers and administrators in both public and private secondary schools benefited from the data available to them since it allowed them to more effectively address the problems of concern and implement the necessary procedures to improve student discipline.

4.7.2 Students and teachers' views on the influence of student leaders' participation in school peer counseling programs on learners' discipline

Investigating how student leaders' attendance at peer counseling meetings at both public and private secondary schools affected students' behavior was important to their involvement in peer counseling sessions. To better understand how student leaders' involvement in peer counseling sessions affected their efforts to improve students' behavior, the study asked students, teachers, deputy principals, and principals for their opinions. The replies they provided are shown in Table 4.31.

Table 4. 31 Students, teachers, and administrators' views on the Influence of students' leaders' participation in Peer counseling programs on learners' discipline

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals/Directors | | | |
|--------------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|----------------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No influence | 2 | 0.5 | 0 | 0.0 | 1 | 1.3 | 0 | 0.0 | 4 | 26.7 | 3 | 50.0 | 5 | 33.3 | 3 | 50.0 |
| Low influence | 18 | 4.9 | 8 | 5.5 | 3 | 4.2 | 4 | 14.3 | 6 | 40.0 | 3 | 50.0 | 6 | 40.0 | 3 | 50.0 |
| Moderate influence | 80 | 21.2 | 42 | 29.2 | 30 | 41.7 | 8 | 28.6 | 5 | 33.3 | - | - | 4 | 26.7 | - | - |
| High Influence | 276 | 73.4 | 94 | 65.3 | 38 | 52.8 | 16 | 57.1 | - | - | - | - | - | - | - | - |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

Data in Table 4.31 showed that among students in public secondary schools, 73.4 percent indicated that student leaders' participation in peer counseling sessions had a high influence, 21.2 percent believed it had a moderate influence, 4.9 percent believed it had a low influence, and 0.5 percent believed it had no influence. This is in contrast to the 65.3 percent, 29.2 percent, 5.55 percent, and none of the pupils in private secondary schools who held these views. Also, 57.1 percent, 28.6

percent, 14.3 percent, and none of the teachers in private secondary schools agreed that student leaders' involvement in peer counseling was very influential, influential, less influential, or not influential respectively in improving students' discipline, 52.8 percent, 41.7 percent, 4.2 percent, and 1.3 percent of teachers in public secondary schools reached the same conclusions.

The findings suggested that both public and private secondary schools enthusiastically welcome student leaders in peer counseling programs, with the latter having a greater involvement rate than the former. Students' behavior at private secondary schools improved more as a result of higher student leaders' involvement than in public secondary schools. These findings corroborated those of research by Santrock (2010), which found that teenage happiness was higher when teens spent time with their friends and communicated more frequently with their peers than with adults. Melgosa (2001), who argued that children and adolescents are influenced more by their peers than by their parents, confirmed that the contact enhances learners' discipline. Therefore, as a means of enhancing student discipline, public secondary schools should implement widespread systems of student leaders' engagement in school governance.

Further, data in Table 4.31 demonstrated that, while 50.0 percent of deputy principals at private secondary schools believe that student leaders' participation in peer counseling sessions has a very significant influence on the efforts to address students' disciplinary issues, 40 percent believed that it has a significant influence, and 33 percent believe that it has a less significant influence. The participation of student leaders in peer counseling sessions, on the other hand, was cited by 50 percent of principals of public secondary schools and 50 percent of those of private secondary schools as being very influential, influential, and less influential, respectively, in achieving better discipline levels among secondary school students.

The findings indicate that since more student leaders participate in peer counseling efforts, private secondary schools have better student discipline. To improve student behavior in public high schools, student leaders must actively participate in peer counseling programs. The results suggested that peer counseling played an important role in both public and private secondary schools in addressing and managing situations of student indiscipline. The majority of the school administrators in both categories of schools found that having student leaders present during peer counseling sessions improved students' behavior. Both the chairs of the boards of management and the owners of private schools have voiced their support for peer counseling programs in secondary schools, emphasizing the necessity of providing adequate training for the peer counselors who will be facilitating these initiatives.

This study was backed by findings from (Betty, Kiprop & Bomett, 2011) that showed people with similar personalities and ages exerted greater influence on one another. This suggested that in both public and private secondary institutions, peer counseling is a vital conduit for addressing students' behavioral concerns with the school administration.

4.7.3 Students and teachers' views on how the extent of participation of student leaders in peer counseling programs influences learners' discipline-related behaviors.

The study investigated the extent to which participation of student leaders in peer counseling program influence indicators of discipline including punctuality, lesson attendance, and cleanliness, and accountability, completion of assignments, decent language, decent dressing, positive attitude, progression, and mentorship. The results are captured in Table 4.32.

Table 4. 32 Students and Teachers' Views on the Influence of Student Leaders' Participation in Peer Counseling Programs on Learners' Discipline Behaviors

| Variable | Measure | Students | | | | Teachers | | | |
|---------------------------|--------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % |
| Punctuality | No influence | 15 | 4.0 | 31 | 21.5 | 0 | 0 | 8 | 28.6 |
| | Moderate influence | 106 | 28.2 | 38 | 26.4 | 30 | 41.7 | 4 | 14.3 |
| | High influence | 255 | 67.8 | 75 | 52.1 | 42 | 58.3 | 16 | 57.1 |
| Lesson attendance | No influence | 48 | 12.8 | 16 | 11.1 | 7 | 9.7 | 11 | 39.3 |
| | Moderate influence | 30 | 8 | 18 | 12.5 | 29 | 40.3 | 0 | 0 |
| | High influence | 298 | 79.3 | 110 | 76.4 | 36 | 50 | 17 | 60.7 |
| Cleanliness | No influence | 1 | 0.3 | 28 | 19.4 | 2 | 2.8 | 0 | 0 |
| | Moderate influence | 63 | 16.8 | 48 | 33.3 | 22 | 30.6 | 12 | 42.9 |
| | High influence | 312 | 83 | 68 | 47.2 | 48 | 66.7 | 16 | 57.1 |
| Accountability | No influence | 45 | 12 | 9 | 6.2 | 13 | 18.1 | 0 | 0 |
| | Moderate influence | 95 | 25.3 | 55 | 38.2 | 28 | 38.9 | 9 | 32.1 |
| | High influence | 236 | 62.8 | 80 | 55.6 | 31 | 43.1 | 19 | 67.9 |
| Completion of assignments | No influence | 48 | 12.8 | 2 | 1.4 | 8 | 11.1 | 8 | 28.6 |
| | Moderate influence | 92 | 24.5 | 50 | 34.7 | 29 | 40.3 | 7 | 25 |
| | High influence | 236 | 62.8 | 92 | 63.9 | 35 | 48.6 | 13 | 46.4 |
| Use of decent language | No influence | 45 | 12 | 28 | 19.4 | 3 | 4.2 | 9 | 32.1 |
| | Moderate influence | 98 | 26.1 | 57 | 39.6 | 31 | 43.1 | 7 | 25 |
| | High influence | 233 | 62 | 59 | 41 | 38 | 52.8 | 12 | 42.9 |
| Decent dressing | No influence | 23 | 6.1 | 28 | 19.4 | 20 | 27.8 | 2 | 7.1 |
| | Moderate influence | 83 | 22.1 | 57 | 39.6 | 22 | 30.6 | 14 | 50 |
| | High influence | 270 | 71.8 | 59 | 41 | 30 | 41.7 | 12 | 42.9 |
| Positive attitude | No influence | 33 | 8.8 | 30 | 20.8 | 14 | 19.4 | 0 | 0 |
| | Moderate influence | 74 | 19.7 | 48 | 33.3 | 23 | 31.9 | 13 | 46.4 |
| | High influence | 269 | 71.5 | 66 | 45.8 | 35 | 48.6 | 15 | 53.6 |
| Progression | No influence | 69 | 18.4 | 5 | 3.5 | 10 | 13.9 | 8 | 28.6 |
| | Moderate influence | 98 | 26.1 | 43 | 29.9 | 26 | 36.1 | 12 | 42.9 |
| | High influence | 209 | 55.6 | 96 | 66.7 | 36 | 50 | 8 | 28.6 |
| Mentorship | No influence | 18 | 4.8 | 2 | 1.4 | 8 | 11.1 | 4 | 14.3 |
| | Moderate influence | 99 | 26.3 | 6 | 4.2 | 13 | 18.1 | 15 | 53.6 |
| | High influence | 259 | 68.9 | 136 | 94.4 | 51 | 70.8 | 9 | 32.1 |

Statistics presented in Table 4.32 showed that the learners' disciplinary parameters in this study were significantly affected by student leaders' attendance at school peer counseling sessions in public secondary schools. Eighty-three percent of students reported having a significant influence on the tidiness of their fellow pupils, while only three percent reported no influence at all. Teachers

shared the students' assessment that the program had a good effect on several aspects of classroom discipline.

Results from the KII survey revealed that student leaders' involvement in peer counseling sessions had a positive impression on student behavior in both public and private secondary schools. The research showed that the influence was greater in private secondary schools, with 18.4 percent of students and 13.9 percent of teachers from public secondary schools reporting progress, while 19.4 percent of students and 19.1 percent of teachers from private secondary schools reported decent dress. This finding is consistent with the research of Bertness, et al. (2016), who argued that student participation in school leadership roles would lead to better school cohesion and efficiency. Additionally, the data showed that teachers in private secondary schools had a stronger opinion regarding the efficacy of student leaders' involvement in peer counseling sessions than those in public schools. This could be explained by the fact that peer election of student leaders at private schools fosters a sense of ownership and accountability for the established customs and practices. Document analysis further supported these conclusions, demonstrating the presence of peer counseling groups in both public and private secondary schools.

4.7.4 Testing of Hypothesis HO₃:

Student leaders' participation in school peer counseling programs does not statistically influence learners' discipline. To ascertain if the degree of student leaders' engagement in peer counseling programs affected school discipline, a nominal logistic regression was used. The study purposed to determine whether and how student leaders' participation in school peer counseling sessions affects students' adherence to school rules and regulations. To do this, the data was statistically analyzed, taking into consideration the opinions of both students and teachers. Following this investigation, it was discovered that there was a substantial correlation between student behavior

and the participation of student leaders in school peer counseling programs. The information was shown in Tabular Data 4.33, 4.34, 4.35 and 4.36

Table 4. 33 Participation of Student Leaders in Peer Counseling Programmes (Students' Perspective)

| | | | | | | No Obs. | | | |
|--------------------------|------------------------|----------------|------------|--------|----|------------------------------------|--------|------------------------------------|-------------|
| | | | | | | 520 | | | |
| | | | | | | LRchi2 (6) | 40.028 | | |
| | | | | | | Prob>chi ² | .000 | | |
| | | | | | | Pseudo R ² (Nagelkerke) | .080 | | |
| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | -.964 | .396 | 5.938 | 1 | .015 | | | |
| | Counseling | .036 | .078 | .218 | 1 | .640 | 1.037 | .891 | 1.207 |
| | [School_Category=1.00] | .106 | .273 | .151 | 1 | .698 | 1.112 | .651 | 1.898 |
| | [School_Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -2.124 | .441 | 23.223 | 1 | .000 | | | |
| | Counseling | .148 | .078 | 3.607 | 1 | .058 | 1.160 | .995 | 1.351 |
| | [School_Category=1.00] | 1.183 | .313 | 14.279 | 1 | .000 | 3.263 | 1.767 | 6.025 |
| | [School_Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -2.128 | .408 | 27.202 | 1 | .000 | | | |
| | Counseling | .185 | .071 | 6.747 | 1 | .009 | 1.203 | 1.046 | 1.383 |
| | [School_Category=1.00] | 1.426 | .291 | 24.028 | 1 | .000 | 4.163 | 2.354 | 7.364 |
| | [School_Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |

a. The reference category is Poor.

b. This parameter is set to zero because it is redundant.

The findings from the research showed that student leaders' involvement in peer counseling sessions did not significantly influence students' perceptions of school discipline ($p > 0.05$). However, comparing students from public and private schools, the results indicated a statistically significant difference between the two groups in their views of school discipline. The Wald 2(1) test revealed that public school students were more likely to rate school discipline as either "Good" or "Fair" than "Poor" (Wald 2(1) = 14.279, $p < 0.05$ and Wald 2(1) = 24.028, $p < 0.05$ respectively). The Nagelkerke test also demonstrated that the fitted model was an 8.0% increase in fit over the null model ($\chi^2(6, N = 520) = 40.028, p < 0.05$).

Table 4. 34 Model Accuracy for Student Leaders' Participation in Peer Counseling Programmes (Students' Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|-------------|-------------|--------------|--------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 0 | 0 | 23 | 68 | 0.0% |
| Good | 0 | 0 | 53 | 44 | 0.0% |
| Fair | 0 | 0 | 76 | 61 | 55.5% |
| Poor | 0 | 0 | 65 | 130 | 66.7% |
| Overall Percentage | 0.0% | 0.0% | 41.7% | 58.3% | 39.6% |

This study explored the influence of student leaders' participation in peer counseling sessions on learners' discipline. Data was collected from a variety of schools and nominal logistic regression was used to analyze the results. The model predicted an overall "Fair" ranking for school discipline 55.5 percent of the time and the model's prediction that students had "Poor" discipline was correct 66.7 percent of the time. However, the overall accuracy of the model was only 39.6 percent.

Table 4. 35 Participation of Student Leaders in Peer Counseling Programmes (Teachers' Perspective)

| | | | | | | | No Obs. | | |
|--------------------------|---------------------|----------------|------------|-------|----|------|------------------------------------|------------------------------------|-------------|
| | | | | | | | LRchi2 (6) | 11.195 | |
| | | | | | | | Prob>chi ² | .083 | |
| | | | | | | | Pseudo R ² (Nagelkerke) | .113 | |
| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | -.477 | 1.174 | .165 | 1 | .684 | | | |
| | Peer Counselling | .751 | .336 | 4.998 | 1 | .025 | 2.120 | 1.097 | 4.095 |
| | [School_Category=0] | -1.006 | .878 | 1.314 | 1 | .252 | .366 | .065 | 2.042 |
| | [School_Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -.908 | 1.242 | .535 | 1 | .465 | | | |
| | Peer Counselling | .760 | .354 | 4.609 | 1 | .032 | 2.139 | 1.068 | 4.282 |
| | [School_Category=0] | -.770 | .915 | .708 | 1 | .400 | .463 | .077 | 2.783 |
| | [School_Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -.177 | 1.137 | .024 | 1 | .877 | | | |
| | Peer Counselling | .716 | .325 | 4.854 | 1 | .028 | 2.046 | 1.082 | 3.866 |
| | [School_Category=0] | -1.117 | .862 | 1.677 | 1 | .195 | .327 | .060 | 1.774 |
| | [School_Category=1] | 0 ^b | . | . | 0 | . | . | . | . |

- The reference category is Poor.
- This parameter is set to zero because it is redundant.

The log-likelihood test results [$\chi^2(6, N = 100) = 11.195, p=.083$] and the Nagelkerke test showed that the model's fit was only slightly better than the null hypothesis and 11.3 percent better than

the null model. School type and disciplinary actions did not have a statistically significant link ($p>0.05$). However, there was a discernible influence of student leaders' attendance at peer counseling sessions on classroom management.

When student leaders participated in peer counseling sessions, both public and private universities experienced an improvement in discipline. The log-odd that a school has "Very Good" discipline (compared to "Poor" discipline) was found to increase by 0.751 units for every unit increase in student leader engagement in peer counseling sessions ($b = .751$, $SE = .336$, $Wald = 4.998$, $p = 0.025$). This would lead to a 2.120 times higher likelihood of being rated as "Very Good" [EXP (B) = 2.120, 95 percent CI (1.097, 4.095)].

Similar to this, it was shown that for every unit increase in the level of student leaders' engagement in peer counseling sessions, the log-odd that a school had "Fair" discipline (as opposed to "Poor" discipline) increased by 0.716 units ($b = .716$, $SE = .325$, $Wald = 4.854$, $p = 0.028$). This would lead to a 2.046 times higher likelihood of being classified as "Fair" [EXP (B) = 2.046, 95 percent CI (1.068, 4.282)]. Thus, it can be concluded that schools with a higher score on the amount of student leader engagement in peer counseling sessions have a higher chance of being rated as "Very Good or Fair" than those with a lower level of involvement.

Table 4. 36 Model Accuracy for Student Leaders' Participation in Peer Counseling Programmes (Teachers' Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|-------------|-------------|--------------|--------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 0 | 0 | 23 | 5 | 0.0% |
| Good | 0 | 0 | 18 | 4 | 0.0% |
| Fair | 0 | 0 | 26 | 6 | 81.2% |
| Poor | 0 | 0 | 10 | 8 | 44.4% |
| Overall Percentage | 0.0% | 0.0% | 77.0% | 23.0% | 34.0% |

The model was able to estimate school discipline rankings within the "Fair" category with 81.2 percent accuracy and within the "Poor" category with 44.4 percent. When considering the entire model, the accuracy rate was 34 percent.

4.8 Data Analysis on the influence of Student Leaders' participation in school open forums on Learners discipline in public and private secondary schools

The fourth study objective sought to establish the influence of student leaders' participation in school open forums on learners' discipline. The study investigated whether the participation was evident, the extent of participation, and its influence on learners' discipline in both public and private secondary schools. First, the students and teachers were questioned about the participation of student leaders in school open forums. Table 4.37 illustrates the findings.

Table 4. 37 Teachers and Students' views on the Participation of students' leaders in school open forum programs

| | Students | | | | Teachers | | | |
|--------------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| | Public schools | | Private schools | | Public schools | | Private schools | |
| | N | % | N | % | n | % | n | % |
| Yes | 362 | 96.3 | 139 | 96.5 | 68 | 94.4 | 26 | 92.9 |
| No | 14 | 3.7 | 5 | 3.5 | 4 | 5.6 | 2 | 7.1 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 |

Based on the data captured in Table 4.37, nearly all secondary school students indicated that student leaders take part in open forum programs at their schools; just 3.7 percent of public school students and 3.5 percent of private school students disagree. Equally impressive, 94.4 percent of public and 92.9 percent of private secondary school instructors agreed that student leaders engage in school open forum programs, with only 5.6 percent and 7.1 percent of teachers in both categories disagreeing.

4.8.1 Students and teachers' views on the Extent of Student Leaders' Participation In School Open Forum programs

Students and teachers were asked to identify the extent of student leaders' engagement in school open fora. The findings are illustrated in Table 4.38.

Table 4. 38 Students and teachers' views on the extent of Student Leaders' Participation in School Open Forum programs

| Extent of Participation | | Students | | | | Teachers | | | |
|---|-------------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % |
| School administration controls school open forum sessions | No participation | 70 | 18.6 | 14 | 9.7 | 0 | 0 | 0 | 0 |
| | Moderate participation | 60 | 16.0 | 41 | 28.5 | 24 | 33.3 | 16 | 57.1 |
| | Extensive participation | 246 | 65.4 | 89 | 61.8 | 48 | 66.7 | 12 | 42.9 |
| Student leaders control school open forum sessions | No participation | 98 | 26.1 | 14 | 9.7 | 52 | 72.2 | 0 | 0 |
| | Moderate participation | 96 | 25.5 | 44 | 30.6 | 12 | 16.7 | 6 | 21.4 |
| | Extensive participation | 182 | 48.4 | 86 | 59.7 | 8 | 11.1 | 22 | 78.6 |
| Student leaders freely share their concerns without fear of victimization | No participation | 98 | 26.1 | 36 | 25.0 | 0 | 0 | 0 | 0 |
| | Moderate participation | 234 | 62.2 | 56 | 38.9 | 38 | 52.8 | 4 | 14.3 |
| | Extensive participation | 44 | 11.7 | 52 | 36.1 | 34 | 47.2 | 24 | 85.7 |
| All students free to share their concerns | No participation | 252 | 67.0 | 10 | 6.9 | 34 | 47.2 | 0 | 0 |
| | Moderate participation | 74 | 19.7 | 42 | 29.2 | 20 | 27.8 | 6 | 21.4 |
| | Extensive participation | 50 | 13.3 | 92 | 63.9 | 18 | 25.0 | 22 | 78.6 |

Statistics in Table 4.38 showed that 65.4 percent and 16.0 percent of students in public secondary schools were of the view that the school administration extensively and moderately controlled school open forums, with only 18.6 percent indicating the school administration did not control the sessions, compared to 61.8 percent and 28.5 percent of students in the private secondary schools of the opinion that the school administration extensively and moderately controlled school open forums with only 9.7 percent indicating no school administration control. Further, 48.4 percent and 25.5 percent of students in public secondary schools were of the view that the student leaders extensively and moderately controlled school open forums, with 26.1 percent indicating the student leaders did not control the open forums compared to 59.7 percent, 30.6 percent, and 9.7 percent respectively of students in private secondary schools of the same opinion.

Additionally, 11.7 percent and 62.2 percent of students in public secondary schools indicated student leaders extensively and moderately, respectively, freely shared their concerns during open school forums, with 26.1 percent indicating student leaders did not freely give their views. On the contrary, 36.1 percent and 38.9 percent of students in private secondary schools indicated student leaders extensively and moderately, respectively, freely shared their concerns during open school forums, with 25.0 percent indicating student leaders did not freely give their views during open school forums. Lastly, 13.3 percent and 19.7 percent of students in public secondary schools indicated all students extensively and moderately, respectively, freely shared their concerns during open school forums, with 67.0 percent indicating all student leaders did not freely share their concerns.

On the contrary, 63.9 percent and 29.2 percent of students in private secondary schools indicated all students extensively and moderately, respectively, freely shared their concerns during open school forums, with 26.9 percent indicating all students did not freely give their views during school open forums sessions. The results indicated that public and private secondary schools have embraced open forums as a channel for learners to air their views, with the public schools controlling the sessions more than private schools. The results agree with a study by Alimi (2014), which concluded that students' participation in the maintenance of school discipline allows them to solve their problems and develop proper conduct, self-control, cooperative efficiency, and fairness, among other things.

Similarly, Brasof (2011) argued that solutions created with students are successful since they tend to have more students' buy-in. This explains the fewer school unrests in private schools compared to public schools; the reason is through the open forums, the students in private schools freely air their feelings and concerns, unlike the public secondary schools where the control hinders the

learners from airing all their views. From the teachers' perspective, data in Table 4.38 showed that 66.7 percent and 33.3 percent of teachers in public secondary schools believed that the school administration extensively and moderately controlled school open forum sessions, with none indicating no school administration control.

On the contrary, 42.9 percent and 57.1 percent of teachers in private secondary schools believed that the school administration extensively and moderately controlled school open forum sessions, with none indicating no school administration control. Further, 11.1 percent and 16.7 percent of teachers in public secondary schools believed that student leaders extensively and moderately controlled open forum sessions in the schools, with 72.2 percent indicating no student leaders' control of open forum sessions. On the contrary, 78.6 percent and 21.4 percent of teachers in private secondary schools believed that the student leaders extensively and moderately controlled open forum sessions in the schools, with none indicating no participation. Additionally, 47.2 percent and 52.8 percent of teachers in public secondary schools indicated that student leaders extensively and moderately freely shared their concerns during open forum sessions, with none indicating no participation.

On the contrary, 85.7 percent and 14.3 percent of teachers in private secondary schools opined that student leaders extensively and moderately freely shared their concerns during open forum sessions. Lastly, 25 percent and 27.8 percent of teachers in public secondary schools thought that all students extensively and moderately shared their concerns during open forum sessions, with 47.2 percent indicating students did not freely share their concerns during open forum sessions. On the contrary, 78.6 percent and 21.4 percent of teachers in private secondary schools believed that all learners extensively and moderately shared their concerns during open forum sessions, with none indicating no free student sharing of their concerns during open forum sessions.

The teachers' views were in agreement with the student's views. This was an implication that student leaders' participation in peer counseling sessions was embraced in public and private secondary schools, with private schools indicating a higher percentage of participation than public schools. Similarly, student leaders and other learners' participation and free sharing of concerns in open forum sessions recorded a higher percentage in private secondary schools than in public secondary schools. The results indicate that student leaders and the other learners are free to air grievances.

An explanation for why private schools recorded better discipline of learners compared to public schools is due to the accessible environment. This was provided through open forum sessions hence an avenue for learners to express their views and concerns. The teachers' results agreed with the students indicating consistency in public and private secondary schools. According to surveys of both students and educators, open forums have become increasingly popular at both public and private secondary schools in recent years. Both students and instructors agree with Brasof's (2011) claim that ideas developed in collaboration with students are more likely to be adopted by the whole student body. Most deputy principals and principals across both categories of schools agreed with students' and teachers' assessments that open forums were an effective means of communication for better discipline levels.

Additionally, most schools had operational suggestion boxes and encouraged learners to share their views without fear of victimization. The document analysis confirmed the existence of term programs indicating set days of class open forum sessions and the general school open forum days. In one of the private schools, the principal reported they had joined open forum sessions for parents and their daughters and sons, indicating such forums are essential in a school wishing to record meaningful learners' discipline.

In conclusion, the research indicated that open forums in both public and private secondary schools are necessary for students to express their opinions and concerns. In comparison to public secondary schools, private secondary schools appear to make more room for student leaders and regular students to voice their opinions without fear of repercussion. This could explain why private schools often have more orderly student bodies than public schools. The findings supported the notion that open forums can be a useful tool for schools to maintain discipline and provide solutions to student grievances.

4.8.2 Students, teachers, and administrators' views on the influence of student leaders' participation in school open forums on learners' discipline

Investigating how student leaders' participation in school open forums at both public and private secondary schools affected students' behavior was important for their involvement in school governance. To better understand student leaders' involvement in school open forums, this study asked students, teachers, deputy principals, and principals for their opinions. The replies they provided are shown in Table 4.39.

Table 4. 39 Students, teachers, and administrators views on the Influence of student leaders' participation in School Open Forums on learners' discipline

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals/Directors | | | |
|--------------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|----------------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No influence | - | - | - | - | 1 | 1.4 | - | - | 10 | 66.7 | 5 | 83.3 | 8 | 53.3 | 4 | 66.7 |
| Low influence | 16 | 4.3 | 4 | 2.7 | 4 | 5.6 | 2 | 7.1 | 3 | 20.0 | 1 | 16.7 | 7 | 46.7 | 2 | 33.3 |
| Moderate influence | 82 | 21.8 | 44 | 30.6 | 31 | 43.0 | 8 | 28.6 | 2 | 13.3 | - | - | - | - | - | - |
| High Influence | 278 | 73.9 | 96 | 66.7 | 36 | 50.0 | 18 | 64.3 | - | - | - | - | - | - | - | - |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

According to Table 4.39, 73.9 percent, 21.8 percent, 4.3 percent, and none of the students in public secondary schools were of the view that student leaders' participation in school open forum sessions was highly influential, moderately influential, lowly influential, and not influential respectively on the efforts to address discipline issues in schools. This is compared to 66.7 percent, 30.6 percent, 2.7 percent, and none of the students in private secondary schools who respectively had the same view. Similarly, 50.0 percent, 43.0 percent, 5.6 percent, and 1.4 percent of the teachers in public secondary schools said that student leader's participation in school open forums was very influential, influential, less influential, and not influential respectively towards the achievement of better discipline levels among the learners in secondary schools, compared to 64.3 percent, 28.6 percent, 7.1 percent and none of the teachers in private secondary schools who respectively had the same view.

Further, the data contained in Table 4.39 showed that 66.7 percent, 20.0 percent, 13.3 percent, and none of the deputy principals in public secondary schools were of the view that student leaders' participation in school open forum sessions was highly influential, moderately influential, and lowly influential respectively, with none indicating they were not influential on the efforts to address discipline issues in schools. This is compared to 83.3 percent and 16.7 percent of deputy principals in private secondary schools who believed that student leaders' participation in school open forum sessions was highly influential and moderately influential respectively on learners' discipline, with none indicating less influential and not influential, respectively.

Similarly, 53.3 percent and 46.7 percent of the principals in public secondary schools said that student leader's participation in school open forum sessions was very influential and influential, respectively, with none indicating less influential and not influential towards the achievement of

better discipline levels among the learners in secondary schools, compared to 66.7 percent and 33.3 percent of principals in private secondary schools who indicated that student leaders participation in open forum sessions were very influential and influential respectively on learners discipline with none indicating less influential and not influential respectively.

This was an implication that the participation of student leaders in open forum sessions was embraced in both public and private secondary schools. The open forum sessions are a vital communication channel between the students and school administration in both school categories, with the majority of the deputy principals and principals in both categories of schools indicating that participation of student leaders in school open forum sessions had a significant influence on learners' discipline.

4.8.3 Students and teachers' views on how the extent of participation of student leaders in school open forums influences learners discipline related behaviors

The study investigated the extent to which participation of student leaders in school open forums influences indicators of discipline including punctuality, lesson attendance, cleanliness, and accountability, completion of assignments, decent language, decent dressing, positive attitude, progression, and mentorship. The results are captured in Table 4.40.

Table 4. 40 Students and teachers' views on the influence of student leaders' participation in school open forum on learners' discipline-related behaviors

| Variable | Measure | Students | | | | Teachers | | | |
|-------------------|--------------------|----------|------|---------|------|----------|------|---------|------|
| | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % |
| Punctuality | No influence | 0 | 0 | 0 | 0 | 2 | 2.8 | 2 | 7.1 |
| | Moderate influence | 73 | 19.4 | 29 | 20.1 | 20 | 27.8 | 9 | 32.1 |
| | High influence | 326 | 86.6 | 115 | 79.9 | 50 | 69.4 | 17 | 60.7 |
| Lesson attendance | No influence | 42 | 11.2 | 6 | 4.2 | 4 | 5.6 | 2 | 7.1 |
| | Moderate influence | 83 | 22.1 | 7 | 4.9 | 30 | 41.7 | 0 | 0 |
| | High influence | 251 | 66.8 | 131 | 91 | 38 | 52.8 | 26 | 92.9 |
| Cleanliness | No influence | 19 | 5.1 | 2 | 1.4 | 2 | 2.8 | 0 | 0 |

| | | | | | | | | | |
|---------------------------|--------------------|-----|------|-----|------|----|------|----|------|
| | Moderate influence | 69 | 18.4 | 27 | 18.8 | 22 | 30.6 | 0 | 0 |
| | High influence | 288 | 76.6 | 115 | 79.9 | 48 | 66.7 | 28 | 100 |
| Accountability | No influence | 0 | 0 | 20 | 13.9 | 0 | 0 | 2 | 7.1 |
| | Moderate influence | 73 | 19.4 | 35 | 24.3 | 22 | 30.6 | 9 | 32.1 |
| | High influence | 303 | 80.6 | 89 | 61.8 | 50 | 69.4 | 17 | 60.7 |
| Completion of assignments | No influence | 19 | 5.1 | 2 | 1.4 | 4 | 5.6 | 2 | 7.1 |
| | Moderate influence | 69 | 18.4 | 22 | 15.3 | 24 | 33.3 | 9 | 32.1 |
| | High influence | 288 | 76.6 | 120 | 83.3 | 44 | 61.1 | 17 | 60.7 |
| Use of decent language | No influence | 16 | 4.3 | 12 | 8.3 | 2 | 2.8 | 0 | 0 |
| | Moderate influence | 64 | 17 | 6 | 4.2 | 22 | 30.6 | 4 | 14.3 |
| | High influence | 296 | 78.7 | 126 | 87.5 | 48 | 66.7 | 24 | 85.7 |
| Decent dressing | No influence | 48 | 12.8 | 9 | 6.2 | 6 | 8.3 | 10 | 35.7 |
| | Moderate influence | 56 | 14.9 | 33 | 22.9 | 26 | 36.1 | 8 | 28.6 |
| | High influence | 272 | 72.3 | 102 | 70.8 | 40 | 55.6 | 10 | 35.7 |
| Positive attitude | No influence | 27 | 7.2 | 11 | 7.6 | 1 | 1.4 | 3 | 10.7 |
| | Moderate influence | 42 | 11.2 | 29 | 20.1 | 29 | 40.3 | 2 | 7.1 |
| | High influence | 307 | 81.6 | 104 | 72.2 | 42 | 58.3 | 23 | 82.1 |
| Progression | No influence | 1 | 0.3 | 41 | 28.5 | 34 | 47.2 | 13 | 46.4 |
| | Moderate influence | 60 | 16 | 44 | 30.6 | 27 | 37.5 | 2 | 7.1 |
| | High influence | 314 | 83.6 | 59 | 41 | 11 | 15.3 | 13 | 46.4 |
| Mentorship | No influence | 7 | 1.9 | 0 | 0 | 25 | 34.7 | 4 | 14.3 |
| | Moderate influence | 90 | 23.9 | 15 | 10.4 | 11 | 15.3 | 16 | 57.1 |
| | High influence | 279 | 74.2 | 129 | 89.6 | 36 | 50 | 8 | 28.6 |

The information contained in Table 4.40 showed that student discipline was significantly influenced by student leaders' participation in school open forum sessions at public and private secondary schools. Not a single public secondary school student who participated in the study claimed that participation in open forums by student leaders did not influence matters like punctuality, accountability, and language use. The research's findings also demonstrate that all disciplinary actions were significantly influenced by student leaders' participation in public school students' open discussions. Both student and teacher opinions were in agreement that providing students with a secure space to voice their concerns is beneficial to all entities involved, as it allows for a more comprehensive understanding of the problems today's students face and the development of strategies to address them.

In this study, findings suggested that private secondary schools have a larger influence on student conduct than public ones. This can be attributed to the more extensive involvement of student leaders in open school forums in the former. Research by Alimi (2014) supported this idea, showing how student involvement in school discipline helped to foster appropriate behavior, self-control, and justice. Data from public secondary school instructors, however, indicated that teachers have reservations about students playing an active role in school discipline, believing that the students' voices carry more weight than their own. But in terms of the Machakos sub-county, private secondary schools had a greater effect than public ones, resulting in fewer strikes and the manifestation of strong discipline among learners.

KII data further linked student leadership to improved classroom discipline in both categories of schools. This is because students are taking ownership of the school's norms and routines, leading to the enforcement of established discipline restrictions. The material gathered corroborated this perspective, showing that open forum session counseling is employed in both public and private secondary schools, though indicating varying degrees of level of success

4.8.4 Testing of Hypothesis HO4:

Student leaders' participation in school open forums does not statistically influence learners' discipline. To ascertain if the degree of student leaders' participation in school open forums influenced learners' discipline, a nominal logistic regression was run to establish the statistical effect. The study purposed to determine whether and how student leaders' participation in school open forums affected students' discipline-related behavior. To do this, the data was statistically analyzed, taking into consideration the opinions of both students and teachers. Following this investigation, it was discovered that there was a substantial correlation between student behavior

and the participation of student leaders in school open forums. The information was shown in Tabular Data 4.41, 4.42, 4.43 and 4.44.

Table 4. 41 Participation of Student Leaders in Open School Forums (Students' Perspective)

| | | | | | | | No Obs. | | |
|--------------------------|------------------------|----------------|------------|--------|----|------|------------------------------------|------------------------------------|-------------|
| | | | | | | | LRchi2 (6) | 520 | |
| | | | | | | | Prob>chi ² | 42.452 | |
| | | | | | | | Pseudo R ² (Nagelkerke) | .000 | |
| | | | | | | | | .084 | |
| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | -.933 | .324 | 8.266 | 1 | .004 | | | |
| | Open For a | .040 | .079 | .259 | 1 | .611 | 1.041 | .892 | 1.216 |
| | [School Category=1.00] | .055 | .266 | .043 | 1 | .836 | 1.057 | .628 | 1.778 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -2.233 | .398 | 31.520 | 1 | .000 | | | |
| | Open For a | .229 | .084 | 7.436 | 1 | .006 | 1.257 | 1.066 | 1.482 |
| | [School Category=1.00] | .954 | .309 | 9.532 | 1 | .002 | 2.595 | 1.417 | 4.755 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -1.897 | .354 | 28.687 | 1 | .000 | | | |
| | Open For a | .180 | .073 | 5.980 | 1 | .014 | 1.197 | 1.036 | 1.382 |
| | [School Category=1.00] | 1.194 | .286 | 17.426 | 1 | .000 | 3.301 | 1.884 | 5.784 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |

- a. The reference category is Poor.
- b. This parameter is set to zero because it is redundant.

When compared to the null model, the model showed a significantly better fit [χ^2 (6, N = 520) = 42.452, $p < .05$]. The model was also 8.4 percent more accurate than the null model, according to the Nagelkerke test. Results showed that students' perceptions of school discipline did not significantly change as a result of student leaders' participation in open school forums ($p > .05$). However, with a log-odds ratio of 1.257 [EXP (B) = 1.257, 95 percent CI], the odds of the school having "Good" discipline (as opposed to "Poor") improved by 0.229 units ($b = 0.299$, $SE = .084$, $Wald = 7.436$, $p = 0.006$) (1.066, 1.482). Similar to this, the odds ratio for the school having "Fair" discipline (compared to "Poor") increased by 0.180 units for every unit rises in the amount of student leaders' engagement in open forum, with an odds ratio of 1.197 [EXP (B) = 1.197, 95 percent CI] (1.036, 1.382).

According to research, public school students are 2.595 (95 percent CI, 1.417 to 4.755) times more likely than private school students to rate school discipline as "Good" as opposed to "Poor," which is a statistically significant difference. Additionally, compared to private school kids, public school students had 3.301 (95 percent CI, 1.884 to 5.784) times the chances of perceiving school discipline to be "Fair" vs "Poor," a statistically significant influence Wald $\chi^2(1) = 17.426$, $p < 0.05$.

The findings of this study implied that when student leaders actively participated in open school forums, there was a higher likelihood that students would rate the school's disciplinary policies as excellent or fair. Additionally, it was shown that public school pupils perceived school punishment differently from private school students. As a result, public schools ought to think about boosting the involvement of student leaders in decision-making

Table 4. 42 Model Accuracy for Student’s Leaders’ Open School Forums (Students’ Perspective)

| Observed | Predicted | | | | Percent Correct |
|---------------------------|-------------|-------------|--------------|--------------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 0 | 0 | 30 | 61 | 0.0% |
| Good | 0 | 0 | 58 | 39 | 0.0% |
| Fair | 0 | 0 | 75 | 62 | 54.7% |
| Poor | 0 | 0 | 55 | 140 | 71.8% |
| Overall Percentage | 0.0% | 0.0% | 41.9% | 58.1% | 41.3% |

The findings demonstrated that the model was able to predict the "Fair" and "Poor" ratings for school discipline with an accuracy of 54.7 percent and 71.8 percent, respectively. The model's total accuracy was 41.3 percent. Because the ordinal model failed to fulfill the parallel regression hypothesis, nominal logistic regression was used to explore the influence of school type and level of student leader involvement in open school forums on school discipline. According to the results of the inquiry, the model had an overall accuracy of 41.3 percent and could categorize school

disciplinary rankings of "Fair" and "Poor" with accuracy rates of 54.7 percent and 71.8 percent, respectively.

Table 4. 43 Participation of Student Leaders in Open School Forums (From the Teachers' Point of View).

| | | | | | | | No Obs. | | |
|--------------------------|---------------------|----------------|------------|-------|----|------|------------------------------------|------------------------------------|-------------|
| | | | | | | | LRchi2 (6) | 100 | |
| | | | | | | | Prob>chi ² | 16.424 | |
| | | | | | | | Pseudo R ² (Nagelkerke) | .012 | |
| | | | | | | | | .162 | |
| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
| | | | | | | | | Lower Bound | Upper Bound |
| Very good | Intercept | -3.756 | 2.038 | 3.397 | 1 | .065 | | | |
| | Open For a | 1.630 | .605 | 7.271 | 1 | .007 | 5.106 | 1.561 | 16.698 |
| | [School Category=0] | -.994 | .877 | 1.283 | 1 | .257 | .370 | .066 | 2.066 |
| | [School Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -3.531 | 2.079 | 2.885 | 1 | .089 | | | |
| | Open For a | 1.454 | .613 | 5.617 | 1 | .018 | 4.278 | 1.286 | 14.233 |
| | [School Category=0] | -.795 | .908 | .766 | 1 | .381 | .452 | .076 | 2.678 |
| | [School Category=1] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -1.771 | 1.927 | .844 | 1 | .358 | | | |
| | Open For a | 1.113 | .577 | 3.722 | 1 | .054 | 3.043 | .982 | 9.427 |
| | [School Category=0] | -1.186 | .850 | 1.947 | 1 | .163 | .306 | .058 | 1.615 |
| | [School Category=1] | 0 ^b | . | . | 0 | . | . | . | . |

a. The reference category is Poor.

b. This parameter is set to zero because it is redundant.

This model beats the current null model in the log-likelihood test [χ^2 (6, N = 100) = 16.424, p=.012]. The model exhibits a fit improvement of 16.2 percent over the null model, according to the Nagelkerke test.

The results showed that there was no statistically significant relationship between normal school and disciplinary processes (p>0.05). However, the number of student representatives present in open-office forums affected the problems with student behavior. For every unit increase in student responsibility in school open forums, the log-odd of a school receiving a "Very Good" rating for discipline (vs. a "Poor" rating) is anticipated to increase by 1.630 units (b =1.630, SE=.605, Wald=7.271, p=0.007). An institution's likelihood of receiving a "Very Good" rating increases by

a factor of 5.106 when more student leaders participate in open forums at their schools (95 percent confidence interval [CI]: 1.561, 16.698).

For every unit increase in the participation of student leaders in school open forums, the log odds of a school being rated as having "Good" discipline are anticipated to rise by 1.454 units. The odds ratio is 4.278, which indicates that as student leader involvement scores rise, the likelihood of obtaining a "Very Good or Good" rating raises as well. Therefore, it is evident that schools tend to have a better disciplinary rating when student leaders are more active in school open forums.

Research indicated that schools with a greater amount of student leader involvement in school discussion boards tend to have higher ratings when it comes to disciplinary issues from instructors. This suggests that student leadership can have a positive influence on learners' discipline.

Table 4. 44 Model Accuracy for Student's Leaders' Open School Forums (Teachers' Perspective)

| Observed | Predicted | | | | Percent Correct |
|--------------------|-----------|------|-------|------|-----------------|
| | Very good | Good | Fair | Poor | |
| Very good | 7 | 0 | 21 | 0 | 25.0% |
| Good | 5 | 0 | 16 | 1 | 0.0% |
| Fair | 3 | 0 | 29 | 0 | 90.6% |
| Poor | 0 | 0 | 15 | 3 | 16.7% |
| Overall Percentage | 15.0% | 0.0% | 81.0% | 4.0% | 39.0% |

Twenty-five percent of the time, the model accurately predicted "Very Good" category school disciplinary rankings. Furthermore, the model correctly predicted a score of 90.6 percent for the overall school discipline rating for the category "Fair". The program properly detected the classroom management "Poor" rating of 16.7 percent. The total accuracy of the model was 39.0 percent.

4.9 Data analysis on the combined influence of student leaders' participation in school governance on learners' discipline

The fifth study objective sought to determine the combined influence of students' participation in the election of student leaders, student leaders' participation in school BOM/directors meetings, peer counseling, and school open forum programs influence disciplinary outcomes in schools. The objective was to explore if there was a major disparity between the two categories of schools in terms of student involvement in school governance. Towards this, both students and teachers were asked if student leaders were elected by the student population and if student leaders attended meetings of the Board of Managers or Directors, offered peer counseling, or hosted open forums. Furthermore, interviews were conducted with public and private secondary school deputy principals, principals, BOM chairpersons, and directors, all of them being asked the same questions. As a complementary measure, relevant records were reviewed to gain further knowledge. Table 4.45 captures the results, providing both students and educators with useful information.

Table 4. 45 Views of Students, Teachers, and Deputy Principals on the Extent of Students' Participation in the Election of Student Leaders, student leaders' participation in BOM/directors meetings, school peer counseling, and open forum programs

| | | Students | | | | Teachers | | | | Deputy principals | | | |
|-------------------------------|-----|----------|------|---------|------|----------|------|---------|------|-------------------|-----|---------|-----|
| | | Public | | Private | | Public | | Private | | Public | | Private | |
| | | n | % | n | % | n | % | n | % | n | % | n | % |
| Election of Students leaders | Yes | 347 | 92.3 | 125 | 86.8 | 68 | 94.4 | 26 | 92.8 | 15 | 100 | 6 | 100 |
| | No | 29 | 7.7 | 19 | 13.2 | 4 | 5.6 | 2 | 7.2 | 0 | 0 | 0 | 0 |
| School BOM/Directors Meetings | Yes | 50 | 13.3 | 72 | 50.0 | 6 | 8.3 | 24 | 85.7 | 0 | 0 | 6 | 100 |
| | No | 326 | 86.7 | 72 | 50.0 | 66 | 91.7 | 4 | 14.3 | 15 | 100 | 0 | 0 |
| Peer counseling session | Yes | 362 | 96.3 | 139 | 96.5 | 68 | 94.4 | 26 | 92.9 | 15 | 100 | 6 | 100 |
| | No | 14 | 3.7 | 5 | 3.5 | 4 | 5.6 | 2 | 7.1 | 0 | 0 | 0 | 0 |
| School open forum | Yes | 359 | 95.5 | 141 | 97.9 | 69 | 95.8 | 27 | 96.4 | 15 | 100 | 6 | 100 |
| | No | 17 | 4.5 | 3 | 2.1 | 3 | 4.2 | 1 | 3.6 | 0 | 0 | 0 | 0 |

According to Table 4.45, the vast majority of students 92.3 percent and 86.8 percent at both public and private secondary schools respectively vote in elections for student leaders. However,

7.7 percent and 13.2 percent of students at both public and private secondary schools indicate no participation. Contrarily, only 13.3 percent of students in public secondary schools and 50.0 percent of students in private secondary schools said that student leaders attended school BOM and directors' meetings. Furthermore, 96.3 percent of students in public secondary schools and 96.5 percent of students in private secondary schools reported student leaders' participation in school peer counseling sessions, with only 3.7 percent and 3.5 percent reporting no participation, respectively. Finally, 95.5 percent and 97.9 percent of secondary school students in public and private schools, respectively, said student leaders participate in open school fora, with only 4.5 percent and 2.1 percent saying they do not.

Table 4.45 further showed that, when asked about student engagement in the election of student leaders, the vast majority of teachers (94.4 percent) and (92.8 percent) at both public and private secondary schools respectively reported student participation. Only 8.3 percent of public secondary school teachers and 85.7 percent of private secondary school teachers said that student leaders attended school, BOM/Directors meetings, with the vast majority of public secondary school teachers (91.7 percent) saying that student leaders did not attend. In addition, 94.4 percent of public secondary school teachers and 92.9 percent of private secondary school teachers reported that their student leaders participated in peer counseling sessions.

However, 5.6 percent and 7.1 percent of teachers reported that their student leaders did not participate. Finally, 95.8 percent of public secondary school teachers and 96.4 percent of private secondary school teachers said that student leaders participate in open school fora, with 4.2 percent and 3.0 percent of teachers saying that student leaders do not participate, respectively.

Table 4.45 further showed that all the deputy principals in both public and private secondary schools reported students participated in the election of student leaders. Contrarily, all deputy principals in public secondary schools indicated student leaders did not participate in school BOM meetings with all deputy principals in private secondary schools indicating student leaders participated in directors' meetings. Finally, all the deputy principals in both school categories said student leaders participated in school peer counseling and open forum sessions.

Principals, BOM chairs, and directors all agreed with the students, teachers, and deputies' points of view during the interviews. Despite some doubts about student leaders' participation in BOM/Directors meetings, most principals and deputy principals in both private and public secondary schools indicated that student leaders actively participated in school governance. Chemutai and Chumba (2014) found that members of the student council were not directly involved in decision-making relating to the payment of school dues as well as the school budget, among other things, in their investigation into the involvement of student councils in decision-making in public secondary schools in the Kericho West sub-county. They do, however, have a legal right to participate in BOM decisions as per the Basic Education Act of 2013.

Document review revealed that only the national school and a few more extra county public secondary schools had a transparent and elaborate procedure for electing student leaders, with nomination and election dates recorded in the school logbook and a well-structured election committee in existence. Staff meeting minutes confirmed that the student election procedure was discussed at some public secondary schools compared to most private secondary schools, indicating the existence of corroborating records on students' elections. Further, document analysis did not indicate the presence of student leaders in the BOM meetings in most public secondary schools compared to the private secondary school directors' meetings.

Finally, document analysis confirmed that student leaders' participation was higher in school peer counseling sessions and open forums. In contrast to the directors of private schools, whose responses were extensive and indicative of control over the schools, those of public secondary school BOM chairpersons were carbon copies of the principals' reports, showing reliance on the principals for information.

The findings showed that secondary schools, both public and private, have welcomed the participation of student leaders in school governance by Ministry of Education requirements. However, participation is higher in private than in state secondary institutions. In both categories, student leaders were least likely to take part in school BOM / Directors meetings with higher participation identified in the private secondary schools compared to the public ones. The student leaders' participation was higher in school peer counseling sessions and open forums. In conclusion, secondary schools, both public and private, would benefit from a strong connection between students and the administration to improve students' discipline if student leaders were actively involved in all elements of school governance.

4.9.1 Students, teachers, and administrators' views on the combined influence of student leaders' participation in school governance on learners' discipline

Investigating how student leaders' participation in the election of student leaders, student leaders' participation in school BOM/directors meetings, school peer counseling, and open forms at both public and private secondary schools affected students' behavior was important in their involvement in school governance. To better understand student leaders' involvement in school governance, this study asked students, teachers, deputy principals, and principals for their opinions. The replies they provided are shown in Table 4.46.

Table 4. 46 Students, teachers, and administrators' views on the combined Influence of students' leaders' participation in school governance on learners' discipline

| | Students | | | | Teachers | | | | Deputy principals | | | | Principals/Directors | | | |
|--------------------|------------|------------|------------|------------|-----------|------------|-----------|------------|-------------------|------------|----------|------------|----------------------|------------|----------|------------|
| | Public | | Private | | Public | | Private | | Public | | Private | | Public | | Private | |
| | n | % | n | % | n | % | n | % | n | % | n | % | n | % | n | % |
| No influence | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Low influence | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Moderate influence | 16 | 4.3 | 4 | 2.8 | 12 | 16.7 | 2 | 7.1 | 3 | 20.0 | - | - | 3 | 20.0 | - | - |
| High Influence | 360 | 95.7 | 140 | 97.2 | 60 | 83.3 | 26 | 92.9 | 12 | 80.0 | 6 | 100 | 12 | 80.0 | 6 | 100 |
| Total | 376 | 100 | 144 | 100 | 72 | 100 | 28 | 100 | 15 | 100 | 6 | 100 | 15 | 100 | 6 | 100 |

The information contained in Table 4.46 showed that student discipline was significantly influenced by the combined influence of student leaders' participation in school governance both at public and private secondary schools. Not a single respondent who participated in the study claimed that combined participation in school governance by student leaders had no influence or low influence on learners' discipline. The majority of the respondents indicated high influence, the least indicating 80 percent. Very few respondents indicated moderate influence, the highest indicating 20 percent. Further, the findings suggested that private secondary schools have a higher influence on student conduct than public ones. This can be attributed to the more extensive involvement of student leaders in school governance. Research by Alimi (2014) supported this idea, showing how student involvement in school governance helps to foster appropriate behavior, self-control, and justice.

4.9.2 Testing of Hypothesis HO₅:

The combined effect of election of student leaders, student leaders' involvement in school Management meetings, peer counseling, and school open forums do not significantly influence learners' discipline in public and private schools in the Machakos Sub-County. To ascertain if the degree of student leaders' participation in school governance influenced school discipline, a nominal logistic regression was run to establish the statistical effect. The study purposed to

determine whether and how the participation of student leaders in school governance influenced the learner's discipline-related outcomes. The study discovered that there was a substantial correlation between student behavior and the participation of student leaders in school governance. The information was shown in Tabular Data 4.47

Table 4. 47 Participation of Students Leaders in School Governance (Students' Perspective)

| School Discipline rating | | B | Std. Error | Wald | df | Sig. | Exp(B) | 95% Confidence Interval for Exp(B) | |
|--------------------------|------------------------|----------------|------------|--------|----|------|------------------------------------|------------------------------------|-------------|
| | | | | | | | | Lower Bound | Upper Bound |
| | | | | | | | No Obs. | 520 | |
| | | | | | | | LRchi2 (6) | 48.552 | |
| | | | | | | | Prob>chi ² | .000 | |
| | | | | | | | Pseudo R ² (Nagelkerke) | .096 | |
| Very good | Intercept | -.701 | .509 | 1.895 | 1 | .169 | | | |
| | Governance | -.031 | .137 | .052 | 1 | .819 | .969 | .741 | 1.267 |
| | [School Category=1.00] | .058 | .270 | .046 | 1 | .830 | 1.060 | .624 | 1.801 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Good | Intercept | -2.591 | .566 | 20.975 | 1 | .000 | | | |
| | Governance | .320 | .140 | 5.212 | 1 | .022 | 1.377 | 1.046 | 1.812 |
| | [School Category=1.00] | 1.180 | .311 | 14.388 | 1 | .000 | 3.255 | 1.769 | 5.990 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |
| Fair | Intercept | -2.891 | .531 | 29.694 | 1 | .000 | | | |
| | Governance | .448 | .130 | 11.899 | 1 | .001 | 1.565 | 1.213 | 2.018 |
| | [School Category=1.00] | 1.436 | .290 | 24.527 | 1 | .000 | 4.205 | 2.382 | 7.424 |
| | [School Category=2.00] | 0 ^b | . | . | 0 | . | . | . | . |

a. The reference category is Poor.

b. This parameter is set to zero because it is redundant.

When compared to the null model, the combined model showed a significantly better fit [$\chi^2(6, N = 520) = 48.552, p < .05$]. Meaning that at least one population slope is non-zero. The model was also 9.6 percent more accurate than the null model, according to the Nagelkerke test. Wald (2)1=0.046, p=0.830 indicated that compared to private schools, students in public schools are less likely to rank their school discipline as very good as opposed to poor despite increased involvement in of student leaders in school governance. That is, whereas students in private schools are more likely to rank their school discipline as very good as opposed to poor due to participation in school governance, students from public schools are less likely.

Furthermore, Wald $2(1) = 14.388$, $p = 0.001$, showed that students in public schools are more likely to rate school discipline as "good" than "poor", with a 95 percent confidence interval of 1.769 to 5.999. Additionally, an odds ratio of 4.205 (95 percent confidence interval [CI], 2.382 to 7.424) indicated that compared to students at private schools, those in public schools are far more likely to rate school discipline as "fair" instead of "poor". Therefore, the data suggested that students in public schools are more likely to rate their school as having well or fair discipline than students in private schools.

The findings of this study implied that when student leaders are actively involved in school governance, they serve as a strong link for effective communication. There is a higher likelihood that students would give a better rating of school discipline. However, student leaders' involvement in school governance is more embraced in private secondary schools, recording a positive impact on school discipline than in public schools. As a result, all schools ought to think about boosting the involvement of student leaders in decision-making. For public schools, other factors that deem the effect should be considered.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

The chapter includes an overview of the major research findings, conclusions, and relevant suggestions. It also includes recommendations for further research.

5.2 Summary of the study

The purpose of this study was to investigate the influence of student leaders' participation in school governance on learners' discipline in public and private secondary schools in Machakos Sub County, Kenya. The research objectives included evaluating the influence of students' participation in the election of student leaders on students' behavior, determining the influence of student leaders' attendance at meetings of the Board of Management in public secondary schools as well as the directors of private secondary schools on students' behavior, and assessing the influence of student leaders' active participation in school peer counseling and open forum sessions at public and private secondary schools in Machakos sub-county. Relevant research literature reviewed points to the presence of student councils in secondary schools but the lack of integration of student leaders in actual school governance.

The study used a descriptive survey approach and was supported by five null hypotheses. The target population for the study comprised 33,220 respondents, namely 58 principals, 58 deputy principals, 58 BOM chairpersons /directors of private schools, 860 teachers, and 30,800 students from the public and private secondary schools in the sub-county. The study sampled 22 deputy principals, 22 principals, 110 teachers, and 528 students.

The study adopted a stratified sampling technique to sample the schools, simple random sampling was used to choose the students' probability sampling was used to get the teachers, and census sampling was used to get the sample size of the principals, their deputies, and BOM chairpersons

and private schools directors to ensure representative respondents among the respondents of public and private secondary schools in Machakos sub-county.

The research implemented included questionnaires designed for student and teacher respondents as well as interview schedules for deputy principals, principals, BOM Chairpersons of public secondary schools, and directors of private secondary schools. The interviews aided in the in-depth inquiry that was necessary to acquire information from the educators and students. The content validity of the research instruments was established through comparative studies on the research objectives. Additionally, relevant school documents were analyzed to authenticate information provided by the respondents.

The data were examined using both quantitative and qualitative methodologies. To analyze qualitative data, content analysis was performed through detailed comparative studies, with essential information collected methodically and categorized thematically. The quantitative data was processed and analyzed using SPSS software version 21, which was then, summarized using frequency tables and percentages. A significance test at the 0.05 level was performed using the regression analysis model. A widespread and active involvement of student leaders in school governance was discovered to have a positive influence on student discipline.

The study established that students' discipline issues are on the rise in both private and public secondary schools, with the public secondary schools registering higher cases. Students participated in the election of student leaders' though school administration control was manifest in the entire process. Though the student councils were present in the majority of public and private secondary schools, it was established that most of them were not democratically constituted nor were the elected leaders well trained and utilized in the school governance.

Based on the findings of the study, the public secondary schools were more affected compared to the private secondary schools. The explanation was poor connection between the students, the student leaders, and the school administration hence increased reports of school indiscipline issues among learners. In addition, the study found that in most public secondary schools student leaders and chairpersons did not participate in the school BOM meeting with higher participation manifest in the private secondary schools. Further, the study findings established that peer counseling sessions and school open forums give a safe space for students to share their thoughts and feelings with their peers, the teachers and the school administration use the provided information to address new areas of concern and implement effective solutions.

The findings further revealed that active participation of student leaders in school open forums was the most influential, followed by student leaders' participation in peer counseling sessions; learners' election of student leaders took the third position, and student leader's chairperson participation in BOM and Directors meetings taking the fourth position. The results implied the need to create elaborate opportunities for learners to express themselves, Students would be more invested in the norms and regulations of their school if they actively participated in the selection of student leaders and the meetings of the BOM/director, peer counseling sessions, and open forums. As a result, there would be fewer instances of indiscipline in the school, the students would feel more comfortable studying, and their academic performance would rise.

The study also found that student leaders in both public and private secondary schools played a vital role in maintaining student discipline. The study established that adequate introduction and training of student leaders would ensure their confidence and effectiveness. The engagement of student leaders in school governance was endorsed by all secondary school respondents, both public and private, with students at public secondary schools pleading for openness and dedication

in carrying out the governance of the student leaders' council. The key informants in both school categories supported student leaders' participation in school governance.

The study's goal was to determine whether or not student leaders' participation in school governance impacted student conduct policies. Based on the findings of the study it was established that student leaders' participation in school governance through the election of student leaders, Student leaders' participation in school Board of Management/directors meetings, peer counseling sessions, and school open forums impacted learners' conduct.

Based on the findings and conclusions the study recommended that inclusion of students in school governance is a responsibility shared by school administrators and other stakeholders. It is also important for school administrators to tailor the standards and procedures of election to the specific school category, type, and degree of their institution. Further, the appointment of BOM members in public secondary schools should be attached to interest in school education matters, especially addressing learners' issues and not the social and economic status in society.

Additionally, the principals in both private and public secondary schools would do well to empower and necessitate student leaders in overseeing peer counseling and open discussion sessions, which serve as a dependable channel for disseminating information on all issues affecting students' disciplinary behavior in a school setting. Lastly, a contrasting research project should be conducted looking at how student leaders' involvement in the administration of both public and private secondary schools affects the allocation of funds and the condition of school facilities.

The findings validated the importance of student councils in detecting and recommending remedies to concerns influencing learners' discipline, provided they were properly established and administered. The result would be better student behavior in secondary schools across the board, public and private.

5.3.1. Major findings on the Influence of students' participation in the election of student leaders on learners' discipline in private and public secondary schools

Based on the findings of the study as captured in chapter four on data analysis on the influence of students' participation in the election of student leaders on learners' discipline in private and public secondary schools, evidence suggested that participation of students in the election of student leaders has a significant influence on students' behavior in both public and private secondary schools. However, student involvement in the selection of student leaders was found to be strongly regulated by the school administration in public secondary schools where students and teachers indicated 86.7 and 80.6 percent extensive control compared to private secondary schools where students and teachers cited only 27.8 percent and 21.4 percent control respectively.

The regulation was identified in the monitored nomination of the election candidates mostly encouraging the preferred senior students leading to mistrust among the student body in the public schools. The interpretation of the students' body indicated the student leaders were the administration's mouthpiece. The lack of a trusted elected body of student leaders to communicate students' emotional, moral, and intellectual requirements has led to widespread disruption in most public secondary schools because students refuse to accept the guidance of the elected student leaders.

Further, the review of school relevant documents also revealed that the majority of the public secondary schools lacked clear rules and mechanisms for the elections, training, and induction of student leaders. As a result, the student body did not fully accept the newly elected student leaders' body, and there was widespread misunderstanding and mistrust throughout the whole nomination and election process.

Contrarily, the private secondary schools had a greater overall level of learner discipline than the public secondary schools because they had more established procedures for electing and training student leaders. According to the data analysis in this study students at private secondary schools agreed that their schools had an active council of student leaders who served the interests of the students at 90.3 percent, this has led to better student discipline (as evidenced by a lack of strikes). Interviewees who played a critical role in the process of selecting student leaders expressed support for open and fair elections. They were certain that the learners needed some sort of direction through it all.

Consequently, the survey found that most public secondary school principals and deputies only saw student elections as a necessary evil to satisfy the Ministry of Education policy. According to one of the principals in a public secondary school, the election of student leaders required a great deal of oversight, both in terms of candidate screening and the actual voting process, because it could cause havoc in the schools otherwise. Further, the election of student leaders also failed to take into account the need for appropriate planning and execution where the responder emphasized the importance of setting up a transparent procedure that would produce responsible and accountable student councils.

Additionally, the study's results emphasized the significance of raising awareness among school stakeholders about the significance of electing student leaders who were expected to reflect the needs of students and put appropriate measures in place to maintain and enhance learners' discipline. Furthermore, educational leaders and educators should be adaptable and welcoming of societal shifts and differences. Not just in terms of student welfare concerns, but also in terms of basic school administration, it is essential to demonstrate that society is adaptable and welcomes the students' perspectives and ideas.

There should be a favorable attitude toward student government elections as a means of fostering leadership development and establishing a precedent for democratic norms in the larger community. Additionally, 90 percent of principals recommended that the MOE give clear rules for student leader elections based on the category and kind of school. The day schools that house the majority of students with low KCPE scores and who do not appear interested in student engagement in school governance at the sub-county level of secondary schools warrant more attention.

Most BOM chairpersons, at public secondary schools also lacked initiative; they were not keen on the nomination and election procedure in the school. This suggested that most of them were out of touch with the day-to-day happenings in schools and, as a result, unable to provide helpful suggestions for preserving and enhancing students' discipline. On the other hand, the private school's directors were well versed in the nomination and election procedure, citing the need for nurturing students' democracy. The study established participation of students in the election of student leaders significantly influenced learners' discipline.

5.3.2. Major findings on Influence of student leaders' participation in school Management/meetings on learners' discipline in private and public secondary schools

The hypothesis that student leaders' attendance at meetings of the school's board of management and directors has no statistically significant effect on students' behavior is supported in public secondary schools but ignored in private ones. The majority of teachers in public secondary schools said that student leaders' attendance at BOM meetings had little to no effect on students' behavior problems. When asked about the influence of student leaders' attendance in BOM meetings, a larger number of students said their presence was extremely important. The response

suggested that, if given the chance, students would value having their leaders represent them in such a discussion.

The majority of students and teachers at private secondary schools thought that student leaders' attendance at directors' meetings significantly influenced the conduct of students. Additionally, they indicated the student leaders should be accorded adequate time to collect and present views from other learners. It is clear from the findings of this research that public secondary school deputy principals and principals do not value student leaders' participation in BOM meetings. Furthermore, interviews with key informants such as school deputies, principals, and BOM chairpersons revealed that student leaders' participation in BOM meetings in public secondary schools was low, due to reasons such as the waste of time and the lack of professional background of learners.

Additionally, an analysis of the minutes from Board of Management meetings at public secondary schools showed limited evidence for active engagement by student leaders in BOM meetings compared to student leaders' participation in directors' meetings. The response also indicated that a large chasm separated the students and the BOM members. This divide has negatively influenced student relationships and, by extension, school discipline in public secondary education. On the other hand, students' voices were heard and problems were addressed when student leaders attended private secondary school board meetings.

The deputy principals and principals revealed that such gatherings occurred often and were taken very seriously. In addition, the directors set the tone for an open forum in which students may voice their concerns. According to the responses the researcher got from the BOM chairpersons at public secondary schools, most BOM members and chairpersons do show up at the schools when

called upon for general meetings, but this does not seem to have much of an effect on students' conduct. Indicative of this was the researcher's difficulty in scheduling meetings with the chairpersons of most public secondary school BOMs.

The study suggests that public secondary schools should appoint BOM members who have a critical interest in the welfare of the students and can create time to interact with and mentor the learners in BOM meetings and other interactive forums, on various perspectives of life, despite the argument that the private schools proprietors are keen on the schools as their business investments. Moreover, in contrast to the directors of private secondary schools, most BOM chairpersons lacked insight into the disciplinary issues and tangible solutions confronting the students.

5.3.3. Major findings on Influence of Students leaders' participation in school peer counseling on learners' discipline in private and public secondary schools

Public and private secondary schools overlooked evidence suggesting that student leaders' involvement in peer counseling sessions has no statistically significant effect on students' behavior management. Students in both public and private secondary schools (75.3 percent and 65.3 percent respectively) and teachers in both public and private secondary schools (52.8 percent and 57.1 percent respectively) agreed that student leaders' participation in school peer counseling sessions had a significant influence on learners' discipline. What is more, just 26.7 percent of public secondary school teachers reported having a great deal of influence, whereas 50 percent of their private secondary school counterparts said so. Meanwhile, 33.3 percent of students at public secondary schools and 50 percent of students at private secondary schools reported significant influence.

The research outcome established that the presence of student leaders in peer counseling sessions was seen as a positive by students in public secondary schools, leading to an increase in learners' discipline level manifested in learners' punctuality to school activities, decent dressing, and use of

decent language among other discipline parameters. Yet most public secondary school educators, including teachers and administrators, reported relatively modest influence. As a result, it appeared that students were not trusted to make decisions on their own and that there was reluctance to enable students to express their opinions freely.

In this case, the school administration's control of peer counseling sessions was manifest. However, public and private secondary school principals and the deputies were unanimous in their approval of and gratitude for student leaders who participated in school peer counseling sessions. Document analysis showed that most schools provided functional peer counseling sessions, an opinion echoed by BOM chairpersons, private school directors, deputy principals, and principals. Most schools made the calendar of peer counseling sessions available in the minutes of staff meetings, and some even publicly displayed the specific days and hours for these.

Further, teachers, deputy principals, and principals at private secondary schools agreed with the students that having student leaders participate in peer counseling sessions would help to improve students' conduct. While most public school BOM chairs were unsure of the influence, most private school secondary school heads said student leaders' involvement in peer counseling had a big influence on students' behavior. The study established Peer counseling sessions to give a safe space for students to share their thoughts and feelings with their peers, the teachers, and the school administration use the information provided to address new areas of concern and implement effective solutions.

The practice may help explain why private schools often have better student discipline than public schools. Additionally, it is important to provide adequate training for the peer counselors who will be facilitating those initiatives to ensure efficiency and a significant outcome.

5.3.4. Major findings on the Influence of student leaders' participation in school open forums on learners' discipline in private and public secondary schools

In both public and private secondary schools, the study findings do not support the premise that student leaders' involvement in open forums has no statistical effect on students' behavior. In this study, the focus was on how student leaders' presence at school open forums affected students' behavior in class and the school set up at large. It was found that 73.9 percent of students and 66.7 percent of students at public and private secondary schools, respectively, agreed on having an extremely high influence, with 50.0 percent and 64.3 percent of instructors at public and private secondary schools, agreeing with this assessment. Furthermore, 66.7 percent of public secondary school deputy principals and 83.3 percent of private secondary school deputy principals reported having significant influence in their respective schools.

What is more, 53.3 percent of public secondary school principals and 66.7 percent of private secondary school principals both reported having a great deal of influence. According to surveys of both students and educators, open forums have become increasingly popular at both public and private secondary schools in recent years. Additionally, most school principals and deputies across both categories of schools agreed with students' and teachers' assessments that open forums were an effective means of communication. Where students' views and concerns could be shared, leading to the prompt identification of gaps and the provision of appropriate and workable solutions to students' disciplinary and academic problems.

This implied that the strict disciplinary measures and lack of strike action at private secondary schools are the result of a more open approach to student voice. The study established providing students with a secure space to voice their concerns in both public and private secondary schools

is beneficial to all entities involved, as it allows for a more comprehensive understanding of the problems today's students face and the development of appropriate strategies to address them

5.3.5. Major findings on the combined influence of student leaders' participation in school governance on learners' discipline in public and private secondary schools

In both public and private secondary schools, the study findings do not support the premise that student leaders' involvement in the election of student leaders, student leaders' involvement in school Management meetings, peer counseling, and school open forums has no statistical effect on students' behavior. In this study, the focus was on how the combined influence of student leaders' participation in school governance affected students' behavior in the school setup at large. The findings showed that secondary schools, both public and private, have welcomed the participation of student leaders in school governance by Ministry of Education requirements.

However, participation is higher in private than in public secondary institutions. In both categories, students were least likely to take part in the election of student leaders and school BOM / directors meetings, with higher participation identified in the private secondary schools compared to the public ones. The student leaders' participation was higher in school peer counseling sessions and open forums. Not a single respondent who participated in the study claimed that combined participation in school governance by student leaders had no influence or low influence on learners' discipline. The majority of the respondents indicated high influence, the least indicating 80 percent.

The findings validated the importance of student councils in detecting and recommending remedies to concerns influencing learners' discipline, provided they were properly established and administered. In conclusion, secondary schools, both public and private, would benefit from a

strong connection between students and the school administration to improve students' discipline if student leaders were actively involved in all elements of school governance.

5.4 Conclusions of the study

Students' behavior at both private and public secondary schools was shown to be affected by a variety of factors, including the election of student leaders, the inclusion of student council leaders in school BOM and director meetings, learner-to-learner counseling, and school open forum sessions. Just as there are several stakeholders and participants involved in improving students' self-control, the same is true in the schooling system.

The results of the research showed that both public and private secondary schools greatly benefited from increasing the number of student leaders involved in school governance. Student leaders' involvement in school governance was shown to be greater in private than in public secondary schools. As a result, there were fewer incidents of student indiscipline in private secondary schools than in public ones, and this might be attributed to the fact that there were no learners' strikes held at either kind of school.

Students' involvement in the selection of the council leaders played a critical role in learners' discipline. For instance, Students' participation from nomination to the election of student leaders ensures ownership and support of the student body, hence improving students' discipline. However; the teachers and school administrators in public secondary schools highly controlled the nomination and election process of student leaders, who mostly served the agenda of the school administration. Additionally, the selection panels in most public secondary schools were not well constituted and roles well stipulated. Poor election preparation was done in terms of materials, policies, and procedures. Limited learner preparation was done in terms of creating awareness among the students and election candidates. The result was the establishment of weak student

leaders' councils which would not support the school administration in creating a harmonious school climate for learners' academic and discipline excellence.

The attendance of student leaders in school BOM and directors meetings further supported the study's conclusion that student-owned student government leadership is adequately represented in the development of student councils. Improved student discipline was also seen once student leaders began attending BOM meetings, gave the student body views, and took personal responsibility for the rules and regulations enacted.

More so, in secondary schools, both public and private, open, inclusive, and well-structured peer counseling sessions may contribute to a more pleasant learning environment with fewer learner discipline problems. Most public and private secondary schools registered active peer counseling programs. However, the public secondary school administrators indicated more control of the programs limiting the outcome of such forums. Most of the peer counselors were ill-trained and hence lacked the expertise to ensure efficiency and a significant outcome of the program.

Additionally, open forums have become increasingly popular at both public and private secondary schools in recent years. Open forums are an effective means of communication and a strong link between the students, teachers, and the school administration. Well-organized school open forums secure space to voice students' concerns in both public and private secondary schools which is beneficial to all entities involved, as it allows for a more comprehensive understanding of the problems today's students face and the development of strategies to address them

Further, in private and public secondary schools, the kind of educational institution is a crucial factor in students' discipline. Disciplinary problems were shown to be more common in secondary

schools that had students of both sexes compared to single-sex schools, irrespective of being public or private.

5.5. Recommendations of the study

The research concluded with the following policy suggestions based on the data and analysis.

i). Inclusion of students in school governance is a responsibility shared by school administrators and other stakeholders. Students would be more invested in the norms and regulations of their school if they actively participated in the selection of student leaders and the meetings of the BOM, peer counseling sessions, and open forums. As a result, there would be fewer instances of indiscipline in the school, the students would feel more comfortable studying, and their discipline and academic performance would rise.

ii) There is nothing but good that can come from student leaders being involved in running the school. The MOE should provide specific procedures for what roles student leaders and other students can play in school administration based on the category, type, and degree of the institution. It is also important for school administrators to tailor the standards and procedures of election to the specific school category, type, and degree of their institution. Further, the rules will provide guidelines on the composition and roles of school selection panels as well as timelines for the constitution of student councils. The rules will guarantee that the students who are voted to head the student body receive adequate training and an appropriate orientation that will allow them to form effective student councils. Student self-control will naturally increase as a result.

iii) The appointment of BOM members in public secondary schools should be attached to interest in school education matters, especially addressing learners' issues and not the social and economic status in society. BOM members interested in school and student issues will be in touch with the

school happenings and attach importance to opportunities of meeting and mentoring students, just as the private secondary schools' directors. Once a common practice, the student leaders' participation in BOM meetings and other school events will be equally appreciated and given an appropriate opportunity to air the other learners' views and concerns to the BOM members for the appropriate action, hence serving as a critical avenue to improve on the learners' discipline.

iv) The principals in both private and public secondary schools would do well to empower and necessitate student leaders in overseeing peer counseling services and open discussion sessions, which serve as a dependable channel for disseminating information on all issues affecting students' disciplinary behavior in a school setting. The Government of Kenya through the Ministry of Education should invest in training peer counselors to actualize their role in the learning institutions. Schools should also have functional suggestion boxes available for students who are unable to voice their opinions during school peer counseling and open discussion sessions. The provided information should be appreciated and given an open thought. By addressing problems as they arise, teachers and school administrators may help students become more self-disciplined.

v) The same attitude of openness and guided democracy should permeate school board meetings and classroom discussions, student group gatherings, and extracurricular activities. The practice will enable the teachers and school administrators to embrace students' views without taking offense and guiding the learners appropriately. The outcome would be improved learners' discipline.

vi) The student leaders should be guided and trained on how to acquire the respect of their peers. Additionally, information received from the student leaders should be treated with confidentiality to encourage them to provide more information for better management of learners' discipline and

welfare in school. Further, the teachers and school administrators in both categories of secondary schools should embrace a supportive and corrective approach to learners' discipline. The result would be improved learners' discipline.

5.6 Suggestions for Further Studies

The study's results and conclusions lead to the following recommendations for further studies:

- i) According to the study's author, further research should be conducted in different Kenyan sub-counties so that results may be compared. This might help inform strategies for addressing learners' behavioral concerns by providing a snapshot of the needs of students across the country.
- ii) A contrasting research project should be conducted looking at how student leaders' involvement in the administration of both public and private secondary schools affects the allocation of funds and the condition of facilities.
- iii) In addition to student leaders' involvement in school governance, a study should look at other elements that influence student discipline in secondary schools.
- iv) An analysis of student leaders' engagement in school governance across Kenya's secondary education spectrum.
- v) Students' discipline in public and private secondary schools: a comparison of Board of Management's effects.

Students that having student leaders participate in peer counseling sessions would help to improve students' conduct. While most public school BOM chairs were unsure of the influence, most private school secondary school heads said student leaders' involvement in peer counseling had a big influence on students' behavior. The study established Peer counseling sessions give a safe space for students to share their thoughts and feelings with their peers, the teachers and the school

administration use the information provided to address new areas of concern and implement effective solutions.

The practice may help explain why private schools often have better student discipline than public schools. Additionally, it is important to provide adequate training for the peer counselors who will be facilitating those initiatives to ensure efficiency and a significant outcome.

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APPENDICES
APPENDIX I: Letter of Introduction

ROSE M LUTI-MALLEI
P.O.BOX 187
MACHAKOS

THE PRINCIPAL/DIRECTOR,

Dear Sir/Madam,

RE: DATA COLLECTION

As a postgraduate student at the University of Nairobi's Department of Educational Foundations, I am investigating how student leaders' participation in school governance affects learners' behavior in both public and private secondary schools in Kenya's Machakos sub-County. If you could give me permission to get data from your school, I would be forever grateful.

Any information submitted by respondents will only be utilized for research purposes as this study is completely academic. Respondents will remain anonymous, as will their information.

Thank you,
Yours faithfully,
Mallei-Luti Rose Mueni.
E84/52646/2018

APPENDIX II: Questionnaire for Teachers

Student leaders' participation in school governance

This study aims to collect data on how student leaders' participation in school leadership affects students' conduct in public as well as private secondary schools. The results of the study should be put to good use in enhancing student participation in school administration and behavior.

Instructions

Responding to the researcher's inquiries would be much appreciated. The data collected will be kept strictly secret and utilized for study intentions exclusively. Your name should not be included anywhere in this survey. In order to respond to all of the questions, please check the appropriate boxes and briefly explain your selections in the corresponding text boxes.

SECTION A

1. Gender: Female Male
2. Kindly specify your age bracket 21-30 years 31-40yrs 41-50yrs 51-60yrs
3. Kindly specify the period of your service as a teacher of secondary school.
Less than 1 yr 1-3yrs 4-6yrs 7-10yrs over ten yrs
4. Kindly specify your academic qualification? Ph.D. degree Master's degree Bachelor's degree Diploma in Education
5. Kindly indicate your school category? Private school Public school
6. Kindly specify the type of your school? Boys boarding Mixed day Girls boarding Mixed day and boarding
7. What is your school level? Sub county county Extra-county National
- 8a). Does your school have a functioning council of student leaders?
Yes No
- b) If yes state some of their duties
- 9a). would you say student leaders' in your school represent the students' body or the school administration?
Represent school administration represent students body
- b) If the interest of the administration, please give reasons for this?
- c) If the interest of the students' body, state ways in which this practice can be enhanced
- 10a) Has there been any recent student unrest or strikes at this school? Yes No
- b) If yes state the reasons for the unrest

11. How would you rank the discipline of your school's students? Very poor () Poor () Fair () Good () Very good ()

b) Give reasons for your answer above

12a). Students participate in school governance in which areas. Tick yes or No.

| students participation in school governance | Yes | No |
|---|------------|-----------|
| Election of student leaders' | | |
| Student leaders' participation in school BOM/Directors meetings | | |
| Student leaders' participation in school Peer counseling sessions | | |
| Student leaders' participation in school open forums | | |
| Participation in all the above areas | | |

b) Please identify any other area. Give reasons

13.a) In the next question, please indicate by checking the appropriate box how you feel about student involvement in the following areas: selection of student leaders; student leaders' attendance at Board of Managers and Directors meetings; school peer counseling programs; and school open forums. Mark the box corresponding to the number you feel best expresses your view on the level of real involvement (5, 3, 1). The following is a breakdown of how each number on the real participation scale is weighted. **(5-Extensive participation) (3-Moderate participation) (1-No participation)**

| learners participation in election of student leaders' | 5 | 3 | 1 |
|---|----------|----------|----------|
| All learners (form1-4)are included in the nomination and election process | | | |
| Only senior learners are included in the nomination and election process | | | |
| School administration control the nomination and election process | | | |

b) Please identify any other area. Give reasons

| student leaders' participation in school BOM /Directors meetings | 5 | 3 | 1 |
|--|----------|----------|----------|
| student leaders' participate in all BOM/Directors meetings | | | |
| student leaders' participate in selected BOM/Directors meetings | | | |
| student leaders' freely collect learners views before attending BOM/Directors meetings | | | |
| Student leaders' are given adequate time to present their views in BOM /Directors meetings | | | |

b) Please identify any other area. Give reasons

| Student leaders' participation in school peer counseling programmes | 5 | 3 | 1 |
|--|----------|----------|----------|
| Peer counseling Sessions are controlled by the school administration | | | |
| Peer counseling sessions are controlled by the student leaders' | | | |
| Student leaders' freely share their concerns without fear of victimization | | | |

| | | | |
|--|--|--|--|
| All students freely participate in school peer counseling sessions | | | |
|--|--|--|--|

Please identify any other area. Give reasons

| Student leaders' participation in school open forums | 5 | 3 | 1 |
|---|----------|----------|----------|
| Sessions are closely monitored by the school administration | | | |
| Sessions are controlled by the student leaders' | | | |
| Student leaders are free to share their concerns | | | |
| All students are free to share their concerns | | | |

Please identify any other area. Give reasons

14. Please rate how much the following aspects of student leadership involvement in school governance have a good influence on student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High (3-Moderate Influence) (1-No influence)**

| Specified areas of students governance | 5 | 3 | 1 |
|--|----------|----------|----------|
| Election of students leaders | | | |
| Student leaders' participation in BOM /Directors meetings | | | |
| Student leaders' participation in Peer counseling programmes | | | |
| Student leaders' participation in School open forums | | | |
| Participation in all the above areas | | | |

15. Indicate the extent to which student participation in the selection of student leaders has an influence on the following aspects of student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | 5 | 3 | 1 |
|---------------------------|----------|----------|----------|
| Punctuality | | | |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

16. Indicate how much the involvement of student leaders at BOM/Directors meetings affects the following aspects of student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | | | |
|---------------------------|---|---|---|
| Punctuality | 5 | 3 | 1 |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

17. Kindly show the degree to which each of the student leaders' involvement in peer counseling sessions at school has an influence on student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | | | |
|---------------------------|---|---|---|
| Punctuality | 5 | 3 | 1 |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

18. Kindly show the extent to which each of the student leaders' involvement in school open forums has an influence on student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | | | |
|---------------------------|---|---|---|
| Punctuality | 5 | 3 | 1 |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

APPENDIX III: Student leaders' participation in school governance

Questionnaire for the Students

The aim of this questionnaire is to collect data on the effects of student leaders' engagement in school governance on the discipline of students in secondary schools, both public and private. It is predicted that the study's findings will aid in informing and refining students' involvement in educational governance and improving students' discipline.

Instructions

The researcher requests that you respond to the accompanying questions. Your replies will only be utilized for the research intentions and secrecy will be observed. You are instructed not to provide your personal details in this survey. Please respond to all questions by marking () the appropriate boxes and providing brief explanations in the areas given.

SECTION A

1. Gender: Female () Male ()

2. Level: Form 1 () Form 2 () Form 3 () Form 4 ()

3. Type of School: Mixed Day () Girls' Boarding () Mixed Day and Boarding () Boys' Boarding ()

4. Kindly tick the category of your school? Public school () Private school ()

5. How would you rate the discipline of students in your school?
Very poor () Poor () Fair () Good () Very good ()

6. Does your school have a functional council of student leaders? Yes () No ()

b) What are some of the duties of student leaders' in Your School?

7a). would you say student leaders' in your school represent the students' body or the school administration? Tick appropriately

Represent school administration () Represent the students body ()

b) If the interest of the school administration, please give reasons for this?

c) If the interest of the students' body, state ways in which this practice can be enhanced

8a). Have there been student protests or strikes at this institution over the past three years? Yes () No ()

b) If yes state the reasons for the unrest

9. a) Students engage in school governance in which of the areas.
Tick yes or No

| Students participation in school governance | yes | No |
|---|------------|-----------|
| Election of student leaders' | | |
| student leaders' participation in school (BOM/Directors)meetings | | |
| student leaders' participation in school peer counseling sessions | | |
| student leaders' participation in school open forums | | |

b) Please specify any other area

10. Kindly check (√) the box next to the statement that best describes your position on the following topics: student leaders' engagement in school BOM/Directors meetings, public forums, and peer counseling initiatives in the designated regions. Select the option that most accurately reflects your thoughts about the real participation from the options 5, 3, and 1. The actual participation scale's numbers are weighted as follows: **(5-High participation) (3-Moderate participation) (1-No participation)**

| Students' participation in election of student leaders' | 5 | 3 | 1 |
|--|----------|----------|----------|
| All learners (form1-4) are engaged in the process of nomination and election | | | |
| Only senior students are engaged in the process of nomination and election | | | |
| School administration control the nomination and election process | | | |

b) Please identify any other area. Give reasons.

| Student leaders' participation in school BOM /Directors meetings | 5 | 3 | 1 |
|---|----------|----------|----------|
| Student leaders' participate in all BOM/ Directors meetings | | | |
| Student leaders' participate in selected BOM/Directors meetings | | | |
| Student leaders' freely collect learners views before attending BOM /Directors meetings | | | |
| Student leaders' freely give the learners feedback on the BOM meetings | | | |

b) Please identify any other area. Give reasons.

| Student leaders' participation in school peer counseling programmes | 5 | 3 | 1 |
|--|----------|----------|----------|
| Peer counseling Sessions are controlled by the school administration | | | |
| Peer counseling sessions are controlled by the student leaders' | | | |
| Learners freely share their concerns | | | |

b) Please identify any other area. Give reasons.

| Student leaders' participation in school open forums | 5 | 3 | 1 |
|---|----------|----------|----------|
| Sessions are open to all learners | | | |
| Sessions are controlled by the student leaders' | | | |
| Sessions are closely monitored by the school administration | | | |

b) Please identify any other area. Give reasons.

11. Specify the extent to which student engagement in education delivery in the following areas generates positive student conduct. Select the number from 5, 3, 1 that best reflects your view. The numbers are weighted as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| Specific areas of students governance | 5 | 3 | 1 |
|--|----------|----------|----------|
| Election of students leaders | | | |
| Student leaders' participation in school BOM/Directors meetings | | | |
| Student leaders' participation school Peer counseling programmes | | | |
| The participation of student leaders in School open forums | | | |

12. Indicate the extent to which student engagement in the nomination of student leaders influences the discipline of students in the areas listed below. Select the number from 5, 3, and 1 that best reflects your view. The numbers are weighted as shown below: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | 5 | 3 | 1 |
|---------------------------|----------|----------|----------|
| Punctuality | | | |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

13. Please specify the degree to which the presence of student leaders in BOM/Directors discussions affects the following aspects of student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | 5 | 3 | 1 |
|---------------------------|----------|----------|----------|
| Punctuality | | | |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

14. Please indicate the extent to which student leaders' involvement in peer counseling sessions at school affects students' behavior in the following categories. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows: **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | | | |
|---------------------------|---|---|---|
| Punctuality | 5 | 3 | 1 |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

15. Indicate how much the involvement of student leaders in school forums affects the following aspects of student discipline. Select the number 5, 3, or 1 that most accurately reflects your opinion. The weighting of the numbers is as follows : **(5-High influence) (3-Moderate Influence) (1-No influence)**

| | | | |
|---------------------------|---|---|---|
| Punctuality | 5 | 3 | 1 |
| Lesson attendance | | | |
| Cleanliness | | | |
| Accountability | | | |
| Completion of assignments | | | |
| Use of decent language | | | |
| Decent dressing | | | |
| Positive attitude of life | | | |
| Progression | | | |
| Mentorship | | | |

APPENDIX IV: Interview schedule for school principals

Student leaders' participation in school governance

The goal of this interview is to gather information on the effect of student leaders' engagement in school governance on the discipline of learners in private and public secondary schools. It is predicted that the study's findings will aid in informing and refining student leaders' engagement in school governance and improving students' discipline.

Background Information

1. Kindly, indicate the gender. Male () Female ()

2. Kindly, indicate the age bracket 21-30 31-40 () 41-50 () 51-60 ()
3. Kindly specify your qualification in academics PhD degree () Master's Degree () Bachelor's Degree () Diploma in Education ()

4. Kindly specify the years you have served as a secondary school principal....

5. Kindly specify by a tick your school category. Private () public ()
b) If public, kindly specify the level of the school. Sub county () County () Extra county () National ()

6. Kindly specify if your school is; Girls boarding () Mixed day and boarding () Mixed day () Boys boarding ()

Section B. Key Informant Interview Guide

- Does your school have a functioning council of student leaders?
- Do the student leaders represent the opinions of the students, the administration, or both?
- How is the school's discipline situation?
- Have there been any student protests or strikes at the institution in the past three years? How many, if the response is yes?
- If so, what were the main reasons behind the agitation among students?
- Do you involve the learners in electing their leaders? If yes, how? If No, why and how do you identify student leaders in your school?
- If yes, how do you train and induct the newly elected leaders?
- Is the student leaders' council chairperson involved in the school BOM/directors Meetings? If yes. How often? If No. why?
- Do you involve the students' leaders in school peer counseling sessions? If yes, how? If No, why?
- Do you involve the students' leaders in school open forums? If yes, how? If No, why?
- In what other ways do you involve student leaders' in managing discipline issues in the school?
- Do the following school governance activities involving student leaders affect how well-behaved students are? If so, kindly describe the factors that affect student discipline.
 - a. Election of student leaders
 - b. Participation in BOM/Directors meetings

- c. Participation in peer counseling
- d. Participation in open forums
 - What is your general expectation on the extent of student leaders' participation in governance in secondary schools in Machakos Sub county and Kenya at large?

Thank you

APPENDIX V: Interview schedule for deputy principals

Student leaders' participation in school governance

The interview's aim is to collect data on the effects of student council leaders' engagement in the governance of school on the integrity of secondary school students in public as well as private schools. It is predicted that the study's findings would promote students' engagement in school - based management and their discipline.

Section A. Background Information

1. Kindly indicate the gender. Female () Male ()
2. Please indicate your age bracket 21-30 () 31-40 () 41-50 () 51-60 () Above 60 ()
3. Kindly specify your academic qualifications PhD Degree () Master's Degree () Bachelor's Degree () Diploma in Education ()
4. Kindly specify the years you have served as a deputy principal
5. Kindly specify by use of a tick the school category Private () public ()
6. If public, kindly specify the school level National () Extra county () County () sub county ()
7. Please specify your school type Mixed day () Mixed day and boarding ()
Boys boarding () Girls boarding ()

Section B. Key Informant Interview Guide

- Does your school have a functioning student leadership council?
- Do the student leaders speak for the students or for the administrators? Examine for specifics
- How is the school's discipline current state?
- Have there been any student protests or strikes at the institution in the past three years? How many, if the response is yes?
- If so, what were the main reasons behind the agitation among students?
- Do you involve the learners in electing their leaders? If yes, how? If No, why?
- If yes, illustrate the structure of the student council leaders' in the school?
- Kindly, what is the induction process of student council leaders in the school?
- Does the induction process influence the performance of the student leaders? Probe for details
- What are the common types of indiscipline experienced in the school?
- Is the students' chairperson involved in the school Board of Management, Directors Meetings? If yes, how often?
- In your view, what's the influence of the students' chairperson participation in Board of Management, Directors Meetings? Probe for details
- Do you involve the student leaders in school peer counseling sessions? If yes, how? If No, why?
- In your view, what's the influence of the student leaders' participation in school peer counseling sessions on learners' discipline? Probe for details

- Do you involve the student leaders in school open forums? If yes, how? If No, why?
- In your view, what's the influence of the student leaders' participation in school open forum sessions on learners' discipline? Probe for details
- In what other ways do you involve the student leaders in managing discipline issues in the school?
- Do the following school governance activities involving student leaders affect how well-behaved students are? If so, kindly describe the factors that affect student discipline.
 - i) Election of student leaders
- ii) Participation in BOM/Directors meetings
 - iii) Participation in school peer counseling sessions
 - iv) Participation in school open forums
 - Rate your expectations for the inclusion of student leaders in secondary school decision-making process?

Thank you

APPENDIX VI: Interview schedule for board of management chairpersons/directors of private schools

Student leaders' participation in school governance

This interview is intended to elicit data on the influence of student leaders' engagement in administration in both private and public secondary schools students' discipline. It is believed that the findings would assist in validating and enhancing student leaders' engagement in school government, as well as enhancing students' discipline.

Section A.

1. Kindly indicate the gender. Female () Male ()
2. Please indicate your age bracket 21-30 () 31-40 () 41-50 () 51-60 ()
3. Kindly specify your professional qualification PhD Degree () Master's Degree () Bachelor's Degree () Diploma in Education ()
4. Kindly specify the period of service as a chairperson of the school Board/Director in the school?
5. Kindly specify by use of a tick the school category. Private () public ()
6. Kindly specify the type of your school; Mixed day () Mixed day and boarding ()
Boys boarding () Girls boarding ()

Section B. Key Informant Interview Guide

- How is the school's student discipline situation right now?
- Has there been any disruption at the school in the previous three years? How many, if the response is yes?
- If so, what were the main reasons behind the agitation among students?
- On a scale of 1 to 10, how engaged are the school's student leaders in its governance?
- Which areas of governance are student leaders' involved in and to what degree of participation?
- Are student leaders' embodied in BOM /Directors meetings? Probe for reasons
- Do the following school governance activities involving student leaders affect how well-behaved students are? If so, kindly describe the factors that affect student discipline.
 - a) Election of student leaders
 - b) Participation in BOM/Directors meetings
 - c) Participation in school peer counseling sessions
 - d) Participation in school open forums
- What are your overall expectations for the student leaders' involvement in secondary schools

governance?

Thank you

APPENDIX VII: Document Analysis

1. School log book
2. School policies on election of student leaders
3. BOM minutes
4. Student leaders' meetings minutes
5. Staff meeting minutes
6. Punishment book (minor and major offences)
7. Class registers
8. Guidance and counseling department file
9. The Ministry of Education policy documents (BEA,2013)

APPENDIX VIII: List of Sampled Schools

Boy's boarding school

- Machakos School
- Katelembo Centre of Excellence
- Mumbuni boys' high school
- Ngelani boy' high school

Girls' boarding school

- Mumbunigirls'high school
- Mua girls' high school
- Machakos girls high school
- Masaani girls' secondary school

Mixed Day and boarding secondary school

- Kathekakai secondary school
- Kyambuko secondary school
- Kyanguli secondary school
- Katoloni secondary school

Mixed day schools

- Kasinga secondary school
- Ngelani AIC secondary school
- Machakos Baptist secondary school
- Kamuthanga secondary school

Private Schools:

- Machakos academy girls' high school
- St Valentine girl' high school
- Kitanga boys secondary school
- St Valentine Boys secondary school
- Glorious secondary school
- Mutituni secondary school

APPENDIX IX:

**Consent Form for Participation in a Research Study
Description of the research and your participation**

A research being conducted by Mallei-Luti Rose Mueni of the University of Nairobi is asking for your participation. The study's goal is to better understand how student leaders' participation in school governance affects students' behavior in public and private secondary schools. The results of the study are expected to enhance student behavior and involve more student leaders in educational governance in secondary schools. You have my word that I will keep your responses completely confidential and use them only for research. Your identity won't be publicized in any publications that come out of the study. Your involvement in this study is totally optional. At any given point during the research course, you have the choice to withdraw from the study and your consent to participate. You won't face any consequences if you opt out of the research or decide not to take part. There are no expected risks connected to your involvement.

Consent

I have read and have been explained this consent form and given the opportunity to ask questions. I give my consent to participate in this study.

Participant's Name

Signature..... Date.....

A copy of this consent form should be given to you.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
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