

**INFLUENCE OF STUDENTS' COUNCIL INVOLVEMENT IN
MANAGEMENT OF STUDENTS' DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN NAIVASHA SUB-COUNTY, KENYA**

Apollo Kamau

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the Award of the Degree of Master of Education in Corporate Governance**

University of Nairobi

2017

DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other university.

Apollo Kamau

E55/76884/2014

This research project has been submitted for examination with our approval as the university supervisors.

Dr. Ursulla Okoth

Senior Lecturer

Department of Education Administration and Planning

University of Nairobi

Dr. Loise Gichuhi

Senior Lecturer

Department of Education Administration and Planning

University of Nairobi

DEDICATION

This research project is dedicated to my wife Lucy Apollo and our children Loise Apollo, Kelvin Apollo and Ryan Apollo. May God bless you.

ACKNOWLEDGEMENT

The successful completion of this research work has been through the significant contribution of several people whose tireless efforts yielded this success. I give great thanks to the Almighty God for giving me health, strength, finances, wisdom and favour that has kept me going during this study. I also pass my heartfelt gratitude to the University of Nairobi for giving me the opportunity to pursue and successfully complete this course. Special thanks and appreciation goes to my supervisors, Dr. Ursulla Okoth and Dr. Loise Gichuhi, for their valuable guidance, constructive support and encouragement while writing this project. I also acknowledge the entire teaching and non-teaching staff of the department of Educational Administration and Planning.

I am greatly indebted by the effort accorded to me by my wife Lucy Apollo, our children Loise Apollo, Kelvin Apollo and Ryan Apollo for their encouragement during my study. I also appreciate my parents; my late father, James Kamau Karenju and my late mother, Loise Wambui Kamau for their effort in bringing me up and educating me. I appreciate my brothers and sisters for their moral support during the entire period.

To all my classmates and friends, thank you for your encouragement and advice. I also thank all respondents; the principals, teachers and students who participated in the data collection that led to the successful completion of this work.

TABLE OF CONTENT

Content	Page
Title page	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement	iv
Table of content	v
List of tables.....	ix
List of figures.....	x
Abbreviations and acronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	7
1.4 Objectives of the study.....	7
1.5 Research questions.....	8
1.6 Significance of the study.....	8
1.7 Limitations of the study	9
1.8 Delimitations of the study.....	10
1.9 Assumptions of the study.....	10
1.10 Definitions of significant	10
1.11 Organization of the study.....	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	13
2.2 Concept of management of students' discipline	13
2.3 Students' council involvement in formulation of school rules and regulations and management of students' discipline	15
2.4 Students' council involvement in school time-keeping and management of students' discipline.....	18
2.5 Students' council involvement in punishment administration and management of students' discipline.....	19
2.6 Students' council involvement in induction process and management of students' discipline.....	22
2.7 Summary of Literature Review.....	24
2.8 Theoretical framework for the study.....	25
2.9 Conceptual Framework.....	27

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	29
3.2 Research design	29
3.3 Target population.....	30
3.4 Sample size and sampling procedures	30
3.5 Research instruments	32
3.6 Validity of the instruments.....	32
3.7 Reliability of the Instrument	33
3.8 Data collection procedures.....	34
3.9 Data analysis techniques	34
3.10 Ethical Consideration.....	35

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	36
4.2 Instrument return rate.....	36
4.3 Demographic information.....	37
4.4 Selection criteria of students' council members	41
4.5 Students council involvement in the formulation of school rules and regulations and management of students' discipline	43
4.6 Students' council involvement in school time-keeping and management of students' discipline.....	48
4.7 Students' council involvement in punishment administration and management of students' discipline.....	53
4.8 Students' council involvement in induction process and management of students' discipline.....	58
4.9 Strategies to improve students' council involvement in management of students' discipline.....	63

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	65
5.2 Summary of the study	65
5.3 Conclusions.....	69
5.4 Recommendations.....	70
5.5 Areas of further research.....	71
REFERENCES.....	72

APPENDICES

Appendix 1: Letter of introduction.....	78
Appendix II: Questionnaire for students' council members	79
Appendix III: Questionnaire for deputy principals	83

Appendix IV: Authorization letter	88
Appendix VI: Research permit.....	89

LIST OF TABLES

Table	Page
Table 3.1: Sampling frame.....	31
Table 4.1 Questionnaire response rate	36
Table 4.2 Respondents gender	38
Table 4.3 Class distribution of students' council.....	39
Table 4.4 Distribution of Deputy Principals by age	39
Table 4.5 Distribution of Deputy Principals by leadership experience	40
Table 4.6 Criteria use to select student council representatives	42
Table 4.7 Deputy Principals' responses on students' council involvement of students in formulation of rules and regulations.....	44
Table 4.8 Students' council responses on their involvement in formulation of schools rules and regulations	46
Table 4.9 Deputy Principals' responses on students' council involvement in school time keeping	49
Table 4.10 students' council responses on their involvement in school time keeping	51
Table 4.11 Deputy Principals' responses on students' council involvement in punishment administration.....	54
Table 4.12 Students' council responses on their involvement in punishment administration	56
Table 4.13 Deputy Principals' responses on students' council involvement in induction process	59
Table 4.14 Students' council responses on their involvement in induction process	61
Table 4.15 Suggestions on ways to improve students' council involvement in management of students' discipline	63

LIST OF FIGURES

Figure	Page
Figure 2.1 Influence of students' council involvement on management of students' discipline.....	27

ABBREVIATIONS AND ACRONYMS

CASAA	The Canadian Association of Student Activity Advisors
CEB	County Education Board
GOK	Government of Kenya
ISRC	International Student Representative Conference
NASC	National Association of Student Councils
NASSP	National Association of Secondary School Principals
PASTA	Professional Association of Student Representative Council Teachers/Advisors
SOS	Schülerorganisation des Liechtensteinischen Gymnasiums
SRC	Student representative councils
USA	United States of America
VSK	Vlaamse Scholierenkoepel

ABSTRACT

The purpose of the study was to investigate the influence of student councils' involvement in management of students' discipline in public secondary schools in Naivasha Sub-County, Nakuru, Kenya. The study was guided by the following objectives: to determine the extent to which students' involvement in formulation of school rules and regulations influence management of students' discipline in public secondary schools in Naivasha Sub-County; to establish the extent to which students' assistance in school time keeping influence management of students' discipline in public secondary schools in Naivasha Sub-County; to examine how the involvement of students' council in punishment administration influence management of students' discipline in public secondary schools in Naivasha Sub-County; and to determine the how student councils' involvement in induction process influences students' discipline in public secondary schools in Naivasha Sub - County. The study adopted the Social Systems Theory proposed by Talcott Parsons in 1951. Stratified sampling was used to sample school categories that is; boys' boarding, girls boarding, mixed boarding and mixed day schools. Simple random sampling was used to sample twenty (20) percent of the 1300 students' council leaders (SCLs), to give 260 SCLs. Questionnaire was used for data collection. Descriptive statistics such as percentages and frequencies analyzed data and tables were used to present the data. The findings revealed: that both Deputy Principals and students' councils strongly agreed that students' involvement in formulation of school rules and regulations influence management in public secondary schools, that both head teachers and student leaders strongly agreed that students' assistance in school time keeping influence management. That there was a positive relationship between leaders' discipline and the students' management of students' discipline. Recommendations: that, school principals should involve students in the management of discipline in their schools. This would reduce indiscipline cases in the school and improve on their management of students' discipline. The research suggested a study to be done on students' council involvement in drug and substance abuse reduction in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, student discipline is a growing problem for teachers in many schools (Bechuke & Debeila, 2012). Therefore, within the newly emerging international focus on children's competence, there are calls for children to become active participants in the operations and management of secondary schools. According to Kouzer and Posner (2013), students' participation in school management empowers them to take responsibility of the school activities and their own welfare. Through students' participation, the experience enables them to find solutions in a challenging situation that requires setting a good example for others, looking ahead to the future, taking initiative to change the status quo, building teamwork and trust, and encouraging others to succeed. What is required of them in this situation is that they step forward and become the best student they can be.

Many schools, therefore, practice administrative decentralisation (Davidsff & Lazarus, 2007). This entails distributing authority to different students who have good leadership skills and are in the best position to solve or manage problems in school. This has led to school heads and teachers establishing and involving

student councils in school management to effectively handle the school activities (Wilson, 2001; World Bank, 2008).

Meaningful student involvement is the process of engaging students as partners in every facet of school change for strengthening their commitment to education and democracy (Maitles & Deuchar, 2006). Students' involvement in governance and management should be concentrated within elected student representatives or council (David, 2011; Effrat & Schimmel, 2003). The student council is a representative body of students elected by their peers to give voice to the opinions and desires of the students. Student council is a curricular or extracurricular activity for students within elementary and secondary schools around the world. It is present in most public and private school systems across the United States, Canada, Australia and the Philippines, these bodies are alternatively entitled student council, student government, Associated Student Body, Student Activity Council, and Student Council Association (Wilson, 2001).

Basing on the International Journal of Innovative Research and Development (IJIRD) (April, 2015), in many schools in British and Commonwealth, student councils are usually students in their senior grade who have considerable power and effectively run the school outside the classroom. The student councils have some sort of authority over other students. The student councils in these schools have their duties, responsibilities, special rights in which they are allowed to

punish students who behave contrary to the rules and regulations. However, they are sometimes restrained where a case is beyond their context.

The roles of the student councils include being role models for other pupils, to promote the ethos of the school, maintain the standards of discipline, attend to school events and student council meetings when required and to ensure all students adhere to full school rules and regulations. In essence, each school is unique and has its own rules and regulations, which the student councils uphold as they influence the other students to adhere to them (IJIRD, 2015).

Allen et al (2013) says, in Britain, a school called St Mary's emphasizes on the involvement of students' participation in the school management. These students are known as student managers. Their major responsibilities are to regularly monitor attendance, punctuality and group mentoring programmes. They tends to focus on social skills such as verbal and non-verbal communication, anger management, self-esteem boosting and confidence-building among the students. The student managers also carry out other activities such as individual mentoring, peer mentoring, reading support group and run the homework club. Hence, a school is a context where adults as well as students learn from one another.

Educational institutions have seen the need to involve students in school management roles. Students' councils play a vital role in complementing the behavior of students. In Scotland, students' council involvement in school

management has been used with different age groups. According to Alderson, (2000) majority of the students expressed the greatest preference for lessons where they could work with their friends under their own leadership. Alderson, (2000) says that it builds co-operation, practical work and discussions among students.

In Hong Kong, students' council involvement in school management with supervision from teachers is known as Teacher Collective Learning. With collective learning, teachers and students are able to suspend individual assumptions about their pedagogy. They also engage in a free and open dialogue about the essence, nature, challenges and operations of school management. Students learn more effectively through participation, being good examples to fellow students and responsibility, when they interact with teachers and learn together as a team (Olsen & Burges, 2006). Also, Baumann and Krskova (2016) state that in a school system all students must be aware of the rules before disciplinary action can be administered.

In Australia, students' participation in school management was used in Melbourne High School (Njozela, 2010). With the first school Student Representative Council, the student body had some of their own elected leaders represent them in the board of managers of the school. Lansdown (2003) explained that the involvement of children as participants had greater enjoyment, efficiency and was

more effective, whether in relation to projects that focus on issues of specific concern to the young or within processes of development in the wider community.

In Africa some countries like Uganda, Egypt and Tanzania have the student council (Samad, 2000). These countries sought to uphold representative principles of co-operate governance better understanding between student council and secondary school administrator. Kenya as a country is not left behind in the move to involve student councils in improving discipline in schools (Goda, 2012). This among other means is achieved through school allowing and encouraging dialogue with students and allowing the formation of students' leadership council through democratic election of their own (Goda, 2012).

Jeruto and Kiprop (2011) showed that calls for inclusions of students in the decision-making structure in schools have led to structures for the purpose. The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) formed in 2009 with a view to making secondary school governance more participatory. In this new arrangement, students would be part and parcel of school management, to ensure their interests are adopted in the administration of the secondary schools. In some schools in Kenya, student councils are so efficient and effective that the role of teachers is limited to teaching and carrying out other academic duties (Wanjiru, 1999; Wango, 2009; Abwere, 2009).

According to Obondo (2000) cited in International Journal of Innovative Research & Development (April, 2015), secondary schools in Naivasha Sub-County have involved students in the affairs of the school. However, the involvement of student council in the management and governance of the schools has not been clearly defined. This implies that students have not been adequately involved in planning, organizing, sourcing, leading or directing, and controlling the school activities. Yet it is a requirement that participation of learners in the school governance be enhanced (ROK, 2012; MOEST, 2012; Zahra, 2010; Kavula, 2014). There was still a gap on student councils' involvement in school management meetings. This reckoned the need for this study.

1.2 Statement of the problem

Despite the Government of Kenya encouraging in the use of students' councils in secondary schools with an aim of tackling indiscipline, unrest, bullying and inculcating, the culture of democracy, integrity and accountability among students since 2008 and the formulation of the Basic Education Act (2013) to bring about change, many secondary schools in Naivasha Sub-County seem not to embrace on it. There is still a gap on student councils' involvement in school management meetings. This reckons the need for this study.

1.3 Purpose of the study

The aim of this study was to investigate the influence of student councils' involvement in management of students' discipline in public secondary schools in Naivasha Sub-County, Nakuru, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To determine the extent to which students' involvement in formulation of school rules and regulations influence management of students' discipline in public secondary schools.
- ii. To establish the extent to which students' assistance in school time keeping influence management of students' discipline in public secondary schools.
- iii. Examine how the involvement of students' council in punishment administration influence management of students' discipline in public secondary schools.
- iv. Determine the how student councils' involvement in induction process influences students' discipline in public secondary schools.

1.5 Research questions

The study was guided by the following research questions:

- i. To what extent do students' involvement in formulation of school rules and regulations influence management of students' discipline in public secondary schools in Naivasha Sub-County?
- ii. To what extent do students' assistance in school time keeping influence management of students' discipline in public secondary schools in Naivasha Sub-County?
- iii. To what extent does the involvement of students' council in punishment administration influence management of students' discipline in public secondary schools in Naivasha Sub-County?
- iv. How does the involvement of student councils' in induction process influence students' discipline in public secondary schools in Naivasha Sub-County?

1.6 Significance of the study

The Board of Management and the principals may use the findings to enhance their effectiveness in discipline management in secondary schools. Findings can be used by teachers and students' council to narrow the gap between teachers and

students for better management of discipline so as to become effective in the execution of their mandate. The findings from this study may also be helpful to the Ministry of Education and other policy formulators in making guidelines to ensure that educational administration involve students' council in discipline management in schools. The Kenya Institute of Management (KEMI) may benefit from the findings of this study to offer courses to head teachers on students' council involvement in management of students' discipline. The findings may also add knowledge to the already existing stock of knowledge on importance of students' council's involvement in management of students' discipline in secondary schools. Also, the study may provide data for future scholars in the same area of study.

1.7 Limitations of the study

The study was limited by the fact that data was collected using a self-assessment questionnaire which was subjected to respondent bias. The study was also limited by the fact that deputy principals and the students' council might be reluctant to give information required since they may be exposed as individuals. To mitigate this, the research assured the respondents of confidentiality and the responses collected was only used for academic purposes.

1.8 Delimitations of the study

This study was delimited to public secondary schools in Naivasha Sub-County leaving out private secondary schools. The respondents involved in the study only included the deputy principals and the student councils' leaders. The study was delimited to only four variables that influence students' council involvement in management of students' discipline which included; formulation of school rules and regulations, time keeping, punishment administration and induction process. The study sample included only deputy principals and student leaders. Other stakeholders like BOM and PTA were left out because the technical knowledge required was less compared to deputy principals.

1.9 Assumptions of the study

The study was based on the following assumptions. That:

- i. The deputy principals and the students' council leaders gave opinions uninfluenced and honestly
- ii. The schools within the area of study had student councils.

1.10 Definitions of significant

The following are the definitions of significant terms used in the study:

Induction refers to elaborate programs used by the students' council to instate new students to ensure that they understand school rules and regulations.

Influence refers to the ability of school administration to involve student council on the decision making process on management of students' discipline.

Involvement refers to active engagement of student leaders in discipline management issues.

Management of students' discipline refers to the act of dealing with indiscipline cases to ensure that students maintain order in secondary schools

School management refers to the formation and implementation of school policies by the school management body.

Students' council refers to a body that consists of students elected by others as leaders in the school.

Students' discipline refers to a system of rules guiding secondary school students to make reasonable decisions responsibly.

Time keeping refers to student councils' role in ensuring that punctuality is maintained and bells answered to in the school.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the introduction, statement of the problem, purpose of the study, objective of the study, research questions, significance and limitations of the study, delimitations, assumptions of

the study, and definition of significant terms of the study. Chapter two provides a review of the literature related with the study. It gave the concept of students' council involvement in management of students' discipline, involvement of students' council in formulation of schools rules and regulations, time management, punishment administration, and induction process and students' discipline, theoretical framework, conceptual framework, existing gaps in knowledge in a summary of the literature reviewed.

Chapter three explains the research methodology that includes: introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents the findings from data analysis and interpretation in line with the research questions of the study, while chapter five is concerned with the summary of the study, conclusions, recommendations and suggestions for further research in the same area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature related to the study. It presents literature on the concept of management of students' discipline, students' council involvement in formulation of school rules and regulations, students' council involvement in school time keeping, students' council involvement in punishment administration, students' council involvement in induction process, summary of reviewed literature, theoretical framework and conceptual framework.

2.2 Concept of management of students' discipline

Discipline management is enabling the learners to adhere to required set of actions by teachers towards students. It enables the learners to follow a set limit of rules preventing certain behaviors or attitudes that are viewed as dangerous or trespasses against school policies, educational ethics and school culture (Jared & Thinguri, 2017). Management is the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing, and controlling an organization or effort for the purpose of accomplishing a goal. Education Management focuses attention on strategies for keeping education resources current, up to date, and accessible (Drucker, 2005). It is ensuring that

people have the most recent and suitable education to do their work (Kasomo, 2006).

The Education Act, 1968 defines a manager as any person or body of persons responsible for the management and conduct of a school, and includes a Board. The Act, read together with the Teachers Service Commission Act, Cap. 212, confers extensive powers on the Minister of Education over the management and regulation of education in Kenya. The two acts give the minister extensive latitude to delegate his powers to local authorities, District Education Boards or Boards of Governors.

According to Chiu, & Chow (2011); Hertig (2010); and Jensen, Reichl, & Kemp, (2011), students can develop their leadership skills by participating in responsibility roles in their school and work together with the school administration to effectively implement the organizations' objectives. Leithwood, Louis, Anderson, and Wahlstrom (2004) emphasized on the students' participatory role as being directly responsible for creating a purpose or vision for the rest of the students' population. This ensures that the students remain focused on the mission and goals of the school. Developing students' building capacity, monitoring policies and regulations are three skills that a successful leader can use to directly influence students' achievement. This is especially true for

administrators in the role of leading a school in education reform (Keefe & Moore, 2004).

Indimuli (2012) says that transforming students' leadership from the prefect to more representative body was a voice in their leadership while changing the role of prefect from being master to being a bridge of communication between the students and school administration. Most of the times, decisions that teachers impose on students were the same that students themselves could gladly owned if they were given an opportunity to participate in their deliberations. The true reward to student council members was to give chance to give service to the school (Griffin, 2000). According to the Basic Education Act (2013), part of the new education reform is to have a student leader as one of the members of the school B.O.M, with the aim of involving better ideas in public secondary school management (Benoit, 2013).

2.3 Students' council involvement in formulation of school rules and regulations and management of students' discipline

Students' council involvement in decision making refers to the work of student representative bodies like school councils, prefects, parliaments and governors. It encompasses all aspects of school life and decision-making where students may make a contribution through giving views, negotiations or any other mechanisms.

This involves collective dialogue between students' council and administration (Nzioki, 2015). Nzioki (2015) affirms this further by saying that students' involvement in formulation of school rules and regulations in school is viewed as total problem to the administrators, teachers, parents and the entire society. This is because students' councils are seen as immature and lacking knowledge that is necessary to running of a school. However, since they are always with the other students, they may be of great significance to school management especially when it comes to matters concerning the students' welfare and not the major concerns of school management like finances, teaching and examinations.

According to Mwikali (2015), the extent of students' council involvement in formulation of school rules and regulations is therefore questionable due to conflicting views by various stakeholders' background. Sithole (1998) stated that students' councils must remain passive as they receive instructions from administrators, teachers and parents. This view means that policies must be formulated by adults and students are only to follow them as orders. (Squelch, 1999; Magadla, 2007) found that students' councils can participate but only to some extent. On the same view, Huddleston (2007) suggests that there is a tendency among some school administrators and teachers to define the issues which affect students quite narrowly.

When students' councils are allowed to participate in formulation of school rules and regulations, management of students' discipline becomes easier for the school administration (Ongi'no, 2014). Even though this view supports students' council involvement in formulation of school rules and regulations, it restricts them to only specific areas that affect them and bars them from areas that do not affect them directly in the school life.

Magadla (2007) views students' councils in the manner that they should be fully involved in decision-making through induction process. The view is also supported by Nzioki (2015) who says that Deputy principals and other stakeholders should not underestimate the contributions made by students' council in management of discipline more so if they are given opportunity to develop their skills and levels of maturity. Huddleston (2007) echoes this view by saying that the range of school activities that make up the work of a school can be categorized in a number of ways, but, however it is categorized; one should expect students' councils to have opportunities to participate in each major area including rules, induction, discipline, and planning of development of the school.

2.4 Students' council involvement in school time-keeping and management of students' discipline

A study conducted by Sagie and Kowllosky (2000) in United States, the United Kingdom and Netherlands on students' involvement in management, concluded that managers in the Netherlands viewed student councils' involvement in ensuring punctuality in school as a social obligation, while the American managers saw it as a means of ensuring smooth running of the school. In Britain school managers viewed involvement in students' punctuality by the student councils' as a way of ensuring the school run well and hence had a major role to play in management of students' discipline.

Anjichi (2016) states that the effectiveness of the use of students' councils in time keeping has not matched its popularity. Mungunda (2003) observed that different countries attach different meanings to the concept of participative management and that a meaning may be completely new to people in one country as compared to another country. For the school administration to ensure the smooth running of the school in different aspects, school students' councils are divided into several categories including in-charge of time keeping.

Students' councils must be able to command respect from their peers and other stakeholders if they so wish to exercise their authority in a responsible manner (Magadla, 2007; Anjichi, 2016; Nzioki, 2015). Mwikali (2015); Mathenge (2007);

and Ongi'njo (2014) in their studies concluded that to some extent, students' councils in public schools were involved in management of students' discipline. They were allowed to participate in time-keeping, ensuring rules are followed, and maintenance of school discipline and hence making an influence on school management.

2.5 Students' council involvement in punishment administration and management of students' discipline

Involvement of student leaders/council in the school management in administration of punishment is valuable due to the fact that it enforces discipline conduct to their colleagues inside and outside the classroom, in dormitories and in the dining hall (Kambuga & Omollo, 2017). Student council assists teachers to organize and maintain orders of different activities and creating a friendly and orderly atmosphere amongst the students (Berger, 2004). Muli (2011) observe students' council are charged with supervisory roles over students in and outside classroom: in classes they control noise making during private study and maintain general hygiene while outside classroom, they organize and control co-curricular activities. Therefore, students council's role include supervising of students as they carry out their duties, maintaining order and discipline in schools and assisting the running of day-to-day activities of the school (Njenga, 2005).

In Tanzania student leaders are charged with advisory and supervisory roles. The head prefects (boy/girl), for-example, are the chairpersons of the student council as they are supposed to advise Heads of Schools on matters concerning student affairs and maintaining students' discipline (Kirea, 2015). Occasionally, some student leaders in school are empowered to administer punishments to their fellow students. In 2004, for example, students in Kahororo Secondary School in Bukoba - Tanzania rioted and ended up hitting their teachers and prefects and damaging school properties as they blamed the school management for empowering prefects "to administer punishment on their fellow students". To avoid such confusions and conflicts there is a need to select, train and equip student leaders with skills to manage themselves, fellow students, time, school duties and their studies. This is because if responsibilities are delegated to them without proper guidance they can get confused and be stressed.

In Kenya, six student leaders were reported to bully and torture their fellow students at Alliance High school as a measure of punishment. Prefers and other students within the student council are said to be empowered to administer punishment to their colleagues whenever they have discipline issues (Ouma, 2017). In most public secondary schools, the deputy principal is the head of the disciplinary committee in charge of discipline and students' council: he/she supervises them in their duties and controls punishment given. The students'

council system is very important in the maintenance of students' discipline in the school (Bertness, Holt, and Barzel, 2016). Students' council leaders are required to give students extra duties as forms of punishment and other alternative methods rather than administration of corporal punishment (Kivuli, 2014)

The students' councils are close to the students and therefore deal with discipline cases at the grassroots level. Students' councils can thwart even planned strikes (Ogol and Thinguri, 2017). Otieno (2001) gives the following pieces of advice as regards the role of students' councils with reference to discipline: all students' councils should take collective action whenever they come across cases of indiscipline; students' councils involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class students' councils should ensure that students are obedient in class. Okumbe (2007) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behaviour patterns. Consequently this study sought to examine how the involvement of students' council in discipline matters promotes students' discipline in public secondary schools in Naivasha Sub-County.

2.6 Students' council involvement in induction process and management of students' discipline

Induction is a program used by students' council members help new and existing students to understand their responsibilities in maintaining discipline in schools. The process helps student leaders to develop the skills and knowledge to perform their governance tasks successfully (Abwere, 2009). Based on the USA Education Act of 1998, establishment of students' councils was intended to play an integral and important role in the school community to instate new students to the schools' rules and regulation as a measure of discipline management. Students' councils provide a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the school and the wider community. Students have a voice and a contribution to make to their school. It is important that they be given the opportunity to express their views on issues of concern to them in the school. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the school. The recent establishment of students' councils in many schools is a most welcome development.

According to Kiprop (2012), induction is about the ways in which students' council would be directed on how to behave towards each other and to the school administration and the ways that the school administration, behave towards

students. He points out that establishing a common set of values is not easy because the values held by school administration and which are implemented in the school behavioral policy may sometimes conflict with those held by the school administration and the students. This creates a challenge to students' council in the school which requires them to be inducted on how to deal with issues in school (The Basic Education Act, 2013).

To solve the challenge, Sushila (2004) recommends for an induction process. That is, the inclusion of students at various levels of decision-making. The involvement of students in the formulation of school discipline policies may be constructive, significant and if approached in the right manner, would work positively in meeting the objectives of the school. The purpose of inducting students' council, for instance, on formulating the school rules is to create a safe and warm environment (Chaplain, 2003). It is through induction that students' council is shown how school rules must relate to the stated function of education or the school process. Students' council comprises students from various classroom and hence when involved in making rules for individual classroom behavior, they would constantly remind others on the principles of obeying school rules.

Furthermore, all students would be aware and prudent of the rules before disciplinary action can be administered through the continued induction process by the students' council (Franken, 2012). The students share the responsibility of

promoting values and standards which we hope will help fellow students and the rest of the school to establish sound behavioral codes for their own benefit and the society as a whole. This view is also shared by Latham (2003), who suggests that one strategy is to view the induction process as a potential learning experience, not as an administrative chore. Latham adds that instead of distributing rules as an edict, the school can encourage teachers and student to work together in the rule-making process.

A student may act as the representative of the fellow students in making the rules together with the school administration. This would give them a feeling of ownership since they will view them as their own creation and thus strive to obey them. Njozela (2010), and Magadla (2007), point out that principals and other stakeholders should not underestimate the induction process of students' council especially if they are given the opportunity to develop their skills at their level of maturity. Sergiovanni (2000) also states that the morale of students in all activities is boosted when they are involved.

2.7 Summary of Literature Review

Literature has reviewed influence of student councils' involvement in management in public secondary schools. Several studies have been conducted to show students' council involvement in students' discipline. For instance, Mwikali

(2015) in her study found out there is a tendency among teachers and school leaders to define discipline issues that affect students. The study findings showed that students council was given limited responsibilities, thus this study sought to find out a wider exploration on the responsibilities given to student leaders in students' discipline management. A study conducted by Nzioki (2012) established that principals and other stakeholders underestimate the contributions of student councils especially if they are given the opportunity. Therefore the current study sought to investigate whether student council members are involved in regulation formulation as a measure for students' discipline management in public secondary schools. Other scholars (Bertness, Holt, & Barzel, 2016, Ogol and Thinguri, 2017; Magadla (2007; Njozela (2010), and Sergiovanni, 2000) also state that the morale of students in all activities is boosted when they are involved. Therefore, the this research sought to find out whether involvement of students' council in induction process boosted their involvement in students' discipline management.

2.8 Theoretical framework for the study

The study adopted the Social Systems Theory proposed by Talcott Parsons of 1975 as the theoretical underpinning for the study (Cohen & Romi, 2010). Social Systems Theory states that the social system is composed of persons or groups of persons who interact and mutually influence each other's behavior. A social system is a bounded set of interrelated activities that together constitute a single

entity. Talcott Parsons attempted to develop and perfect a general analytic model suitable for analyzing all types of collectivities.

Unlike the Marxists, who focused on the occurrence of radical change, Parsons explored why societies are stable and functioning. His model is AGIL, which represents the four basic functions that all social systems must perform if they are to persist. They are: Adaptation, Goal attainment, Integration, and Latency. This theory was supported by Katz and Kahn (1978) who elaborated on Parson's system and described it as having five subsystems: Production, Supportive, Maintenance, Adaptive, and Managerial.

According to the Social Systems Theory, all organizations are systems comprised of different units or parts, which are interrelated and, interdependent in carrying out their activities, are all geared towards attainment of common goals (Cohen & Romi, 2010). For example, a school has principals, teachers, support staff, students and student councils who carry out various tasks towards the major purpose of enhancing student learning. If the head teacher involves students in participatory kind of management, then this motivates student councils' leading to them being fully involved in management and decision making that touches their need. Students' council involvement in management of discipline enhances team work and realization of school set goals. Other students as well feel valued hence aroused to work towards achieving the intended goals (Mager and Nowak, 2011).

2.9 Conceptual Framework

The conceptual framework shows the relationship between variables in the involvement of students' council involvement in school management of students' discipline.

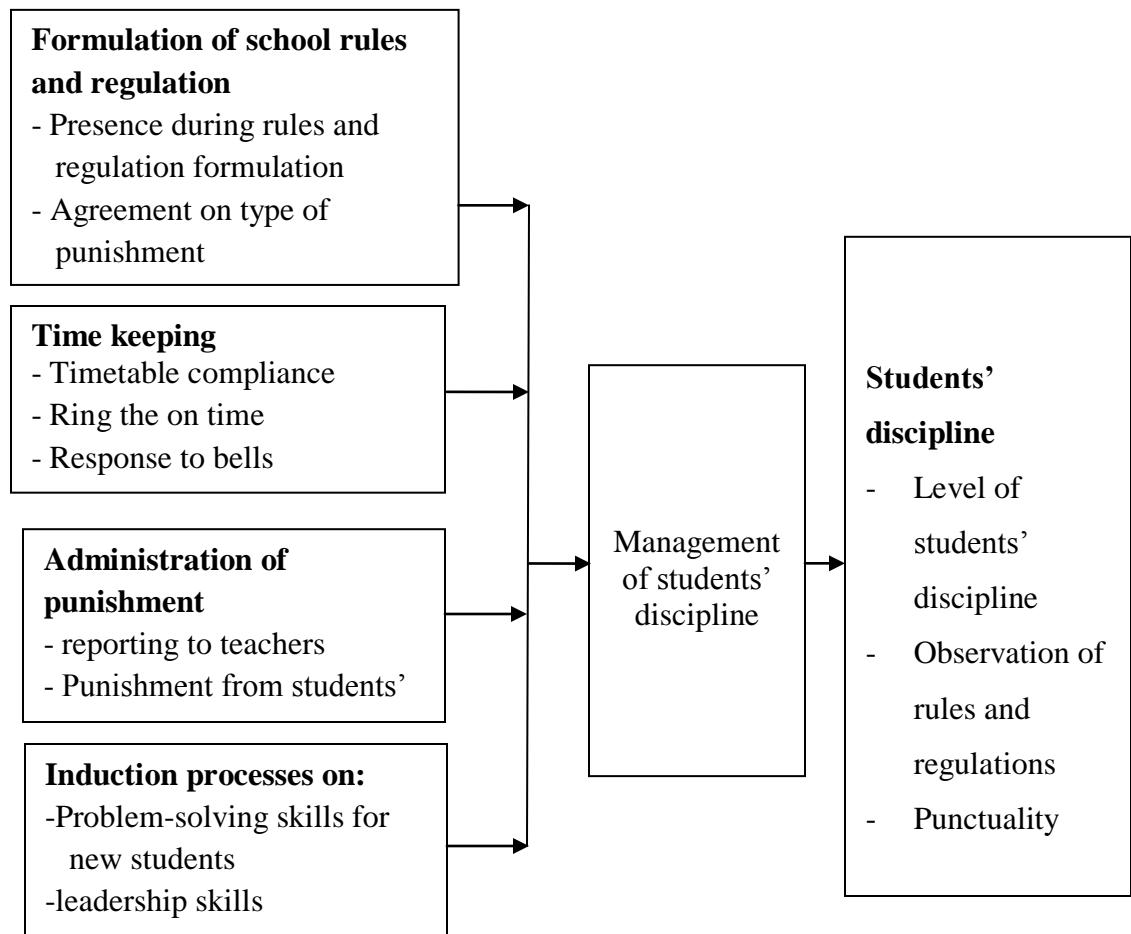


Figure 2.1 Influence of students' council involvement on management of students' discipline

The figure shows that when students' councils are involved in various aspects of school management such as decision-making, time keeping, maintenance of discipline and induction processes. Further, the school runs smoothly when students' councils take their roles. Hence, improved discipline among students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology used in study. Aspects of research methodology contained in this chapter include, research design, target population, and sample size and sampling procedure and data collection instruments, instrument's validity, instrument's reliability and data collection procedures. Also featured in the section is data analysis technique.

3.2 Research design

The study adopted a descriptive survey research design. According to Quinn and Troy-Quinn (2013), a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research was considered as the best method available in collecting original data for purposes of describing a population which is too large to be observed directly. Descriptive survey research design can be used to collect information about people's attitude, opinions, habits or any variety of education or social issues (Rasheed, Sarwar & Aslam, 2010). The survey helped describe influence of students' council involvement in management of students' discipline in public secondary schools in Naivasha Sub-County.

3.3 Target population

Target population is a group of individuals, the items or objects considered in any field of study. It refers to a large group from which the sample is taken (Orodho, 2004). For this study, target population consisted of 65 public secondary schools and 65 deputy principals (DEOs records, Naivasha Sub-County, 2016). The targeted schools included: 15 Boys boarding schools, 13 Girls boarding schools, 23 mixed boarding schools, and 14 mixed day schools (DEOs Office, Naivasha Sub-County, 2016). The proposed student council structure comprised of about 20 student leaders. So, in 65 schools in Naivasha Sub-County, the researcher targeted 1300 students' council members.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003) states that a sample size of 10 percent of the target population is considered minimum, while a sample of 20 percent is required for smaller population and 30 percent for statistical analysis, thus this study used 20 percent of the target population. Table 3.1 presents the sampling frame.

Table 3.1: Sampling frame

School type	Number of schools	Deputy's sample size	Students' council	Students' council sample size
Boarding boys	15	4	300	60
Boarding girls	13	2	260	52
Mixed boarding	23	4	460	92
Mixed day	14	3	280	56
Total	65	13	1300	260

Source: Education office Naivasha Sub-County (2017)

For this study, stratified proportionate sampling was used to sample the schools according to their school types; that included boys' boarding, girls boarding, mixed boarding and mixed day schools. Hence, 20 percent from each stratum was used to select a total of 13 schools. To get the individual schools simple random sampling was used to select the schools from each stratum to give the equal chances. Census sampling was used to involve 13 deputy principals in the sampled schools. Simple random sampling was used to sample twenty (20) percent of the 1300 students' council members, to give 260 respondents. Therefore, the total sample comprised of 13 deputy principals and 260 student leaders.

3.5 Research instruments

The research instruments gathered primary data to measure the variables of the study (Orodho, 2003). Questionnaires were used for the collection of data used because they deal with facts and were less time consuming. Questionnaires were designed for deputy principals and students. The questionnaires had two sections (A & B). Section A was the demographic data it sought personal information that showed the respondents' characteristics, Section B had items on the influence of students' council involvement in management of students' discipline in secondary schools.

3.6 Validity of the instruments

Kombo and Tromp (2006), define validity as a measure of how well a test measures what it is supposed to measure. According to Kasomo (2006), validity refers to the quality that a procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right. In this study, a pilot study to pre-test the questionnaires before the actual data collection was done in two schools that were not in the study population (Mugenda and Mugenda, 2003) that 1 percent of the target population was adequate for piloting. Respondents were asked to make comments about the items in the instruments. This enabled the researcher to make corrections where necessary and assessed the appropriateness of the study

instruments. Assistance was also sought from the experts who were the supervisors in improving content validity of the instrument (Kothari, 2006).

3.7 Reliability of the Instrument

Mugenda and Mugenda (2003) define reliability as the measure of the degree to which a research instrument gives consistent results. The researcher used test-retest method which involves administering the same instrument twice to the same group of respondents (the pilot study group) at two separate times in two weeks interval between the first and the second test. The scores of the two tests were then correlated using the Pearson's Product Moment Co-relation Co-efficient formula as follows:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] \times [n(\sum y^2) - (\sum y)^2]}}$$

Where: n=number of scores

Σy =sum of y scores

Σx =sum of x scores

Σxy =sum of paired scores products

Σx^2 =sum of squared x scores

Σy^2 =sum of squared y scores

When the value of r_{xy} is equal to +1.00 there is a perfect agreement and is -1.00 when they are in perfect disagreement. A co-efficient of 0.8 or more implies that

there is a high degree of reliability of the data (Mugenda & Mugenda, 2003). For this study deputy principals' questionnaire scored a coefficient of 0.83 while the students' council questionnaire had a coefficient of 0.80 this was deemed significant.

3.8 Data collection procedures

The researcher obtained a permit from the National Commission of Science Technology and Innovation (NACOSTI). This permit was copied to Sub-County Commissioner and Sub-County Director of Education in Naivasha Sub County in Nakuru County, Kenya. A visit to the schools participating in the study was made by the researcher to make inform the principals on their schools' participation in the study and book appointment for administering the instruments. Questionnaires for the main studies were administered to the deputy principals and the students' council members. The researcher collected the questionnaires immediately they were filled.

3.9 Data analysis techniques

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires were returned, the researcher then checked for completeness, accuracy of information and uniformity. Descriptive statistics such as frequency distribution and

percentages were used to analyze the data that were collected to capture the influence of independent variables on dependent variables. Tables were used to present responses for each item that was used to answer the study questions. Qualitative data from open ended questions was organized into sub topics and discussed in-line with the research questions.

3.10 Ethical Consideration

Ethics in research refers to focusing on application of ethical standards in the planning of the study, data analysis, dissemination and use of the results. The study addressed ethical, logistical and human relations issues to ensure successful completion of the research project (Orodho, 2009)

The researcher sought clearance for this study from the University of Nairobi and sought a research permit from NACOSTI. The respondents were assured that information accessed in the course of the study was used for the sole purpose of the study. The respondents were assured of their identities remaining anonymous by asking them not to write their names anywhere on the questionnaires. No incentives were given for the respondents to participate in the study. The respondents were issued with a consent form by the researcher to ensure that they gave honest responses and they were free to opt out at any point in the data collection.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter entails the study findings based on the specific objectives. It also provides the interpretation and discussion of the findings. The study was to investigate the influence of students' council involvement on management of students' discipline in public secondary schools in Naivasha Sub-County, Kenya. The findings were analyzed to answer the research questions of the study and presented in frequencies and percentages.

4.2 Instrument return rate

After collection of the research instruments, completeness and accuracy of the research tools was assessed and the return rate presented in Table 4.1.

Table 4.1 Questionnaire response rate

Respondents' category	Target sample	Response frequency (f)	Percent (%)
Deputy principals	13	13	100.0
Students' council	260	248	95.4

Table 4.1 showed that the responses from the deputy principals realized 100 percent response rate while, the students' council response rate scored 95.4 percent. These findings indicated that the study realized satisfactory and sufficient instrument response rate. This response rates were representative and conformed to the argument from Mugenda and Mugenda (2008) that stipulated that response rates that are above 70 percent are excellent and representative for any social science research.

4.3 Demographic information

This study sought to establish the respondents' gender, age, teaching experience, and students' class distribution to establish an insight on the study respondents' characteristic.

4.3.1 Gender of respondents

To establish an insight on the distribution of respondents by gender the study sought to establish the gender of Deputy Principals and students' council respondents in the study and the findings are as shown in Table 4.2.

Table 4.2 Respondents gender

Gender	Deputy principals		Students' council	
	Frequency	Percent	Frequency	Percent
Male	9	69.2	135	54.4
Female	4	30.8	113	45.6
Total	13	100.0	248	100.0

From the findings in Table 4.2, the majority (69.2%) of the Deputy Principals were male while 30.8% of the Deputy Principals were female. This indicated that both genders were represented. Though, the study findings showed gender disparity in gender representation in secondary school leadership due to the higher percentage of males in the deputyship. Also, the findings presented in Table 4.3 showed that, the majority (54.4%) of the student leaders were male while 45.6% were female.

4.3.2 Education level

The students' councils were requested to indicate their class distribution. Their responses were as shown in Table 4.3.

Table 4.3 Class distribution of students' council

Class	Frequency	Percent
Form 3	123	49.6
Form 4	125	50.4
Total	248	100.0

From the findings in Table 4.3, it was noted that high proportion of (50.4%) of the students' leaders were in form four with 49.6 percent being in form three. The findings indicated that the study sample was derived from form three and four who had been in the schools longest. This shows that students' council members who participated understood the role of student leaders.

4.3.3 Age of respondents

The age bracket of the deputy principals were presented in Table 4.4.

Table 4.4 Distribution of Deputy Principals by age

Age in years	Frequency	Percent
30 years and below	3	23.1
31 – 40 years	2	15.4
41 - 50 years	8	61.5
Total	13	100.0

From the findings presented in Table 4.4, Deputy Principals' data revealed that the majority of them were in the age bracket of 41 to 50 years (61.5%) and 30 years and below had a percentage of (23.1%). Also, 15.4 percent of the deputy principals indicated that they were between 31 to 40 years. This implies that the majorities of Deputy Principals were in advanced ages and hence were reliable to provide information required about students' council involvement in various school activities especially their trends in handling students' discipline in secondary schools.

4.3.4 Experience as deputy principals

The study also sought to establish the teaching experience of Deputy Principals based on the number of years they had worked in the education sector in their capacity as Deputy Principals. The results are as shown in Table 4.5.

Table 4.5 Distribution of Deputy Principals by leadership experience

No. of years	Frequency	Percent
6 to 10 years	2	15.4
11 - 15 years	11	84.6
Total	13	100.0

Table 4.5 indicates that majority of the Deputy principals (84.6%) had been teaching for 11 to 15 years while 15.4 percent had worked for between 6 to 10 years. This illustrated that the Deputy Principals were experienced owing to the accumulation of knowledge and skills throughout the working life in the teaching profession as majority of them had worked for over 10 years. It also shows that most of the Deputy Principals were appointed by the TSC from among those who had taught for long. The many years of experience would enable the respondents to give reliable information on administrative challenges facing them in involving students' council in discipline management in secondary schools. The findings are similar to World Bank, (1999) which found out that the school administrators in Sub Saharan Africa were selected based on the number of years in their career.

4.4 Selection criteria of students' council members

The study also sought to establish the criteria used to select students' council representatives and the study findings presented in Table 4.6.

Table 4.6 Criteria use to select student council representatives

Criteria	Frequency	Percent
Level of discipline	2	15.4
Management of students' discipline	6	46.2
Responsibility and accountability	2	15.4
Democratic voting	3	23.1
Total	13	100.0

Information presented in Table 4.6 showed that most of the deputy principals (46.2%) indicated that students' council in their respective schools were selected based on management of students' discipline. Others (15.4%) were selected based on discipline, accountability and responsibility, while 23.1 percent indicated democratic voting happened. The study showed that different secondary schools applied different criteria to appoint students council representatives based on their ability/capabilities. These findings agree with statement from Kambuga and Omollo (2017) that "members of the student council are held to a high standard both academically and behaviorally. In order to participate in student council, all members must sign the contract and adhere to the expectations" p. 18.

4.5 Students council involvement in the formulation of school rules and regulations and management of students' discipline

The extent of students' council involvement in formulation of school rules and regulations is therefore questionable due to conflicting views by various stakeholders' background (Mwikali, 2015). Students' councils must remain passive as they receive instructions from administrators, teachers and parents. This view means that policies must be formulated by adults and students are only to follow them as orders. The first research objective sought to establish the influence of students' council involvement in the formulation of rules and regulations for the management of students' discipline in public secondary schools.

Both Deputy principals and students' council members were asked to indicate the extent to which they agreed with the statements on student councils' involvement in formulation of school rules and regulations using a scale of HE = High Extent, ME = Moderate extent, and LE = Low extent. The results from the deputy principals were displayed on Table 4.7.

Table 4.7 Deputy Principals' responses on students' council involvement of students in formulation of rules and regulations

Students council	HE		ME		LE	
	F	%	F	%	F	%
i Are involved in the formulation of school rules and regulations.	11	84.6	2	15.4	0	0.0
ii Give suggestions to amend of rules and regulations	9	69.2	4	30.8	0	0.0
iii Involvement in formulation of rules and regulation	8	61.5	5	38.5	0	0.0
iv Assist rules in our school are followed	6	46.2	4	30.8	3	23.1
v Being close to the students and they are able to implementation of school rules and regulations	4	30.8	6	46.2	3	23.1
vi Involvement helps to voice fellow students' matters in formulation of school rules and regulations	13	100.0	0	0.0	0	0.0

N = 13

According to the analysis of the findings presented in Table 4.7, it is clear that the majority of the Deputy principals strongly agreed that students should be given opportunity to take part in students' discipline management in secondary schools. For instance, 84.6 percent of the Deputy Principals stated that students' leaders are part of the body that is involved in the formulation of school rules and regulations to a high extent. Also, 61.5 percent indicated that the student council involvement in formulation of schools rules and regulation contribute to a high extent in ensuring that rules in our school are followed.

Also, Deputy Principals from most schools agreed to a moderate extent that students' council system is very close to the students and they are able to deal implementation of school rules and regulations, while 30.8 percent stated that student council involvement helps to defend fellow students' matters in formulation of school rules and regulations at a high extent. Students' council participate in school meeting and barazas to ensure amendment and formulation of school rules and regulation cater for students interests positively was noted to be 100 percent at a high extent. These findings with different extent of agreement on the statements indicate that student's involvement in formulation of school rules and regulations positively impact the involvement of students' council in management of students' discipline in public secondary schools.

Further the students' leaders were issued with statements to depict their involvement in formulation of school rules and regulation. They were issued with a scale HE= High Extent, ME = Moderate Extent, and LE Little Extent and the study results are presented in Table 4.8.

Table 4.8 Students' council responses on their involvement in formulation of schools rules and regulations

Students council	HE		ME		LE	
	F	%	F	%	F	%
i Are involved in the formulation of school rules and regulations.	125	50.4	82	33.1	41	16.5
ii Give suggestions to amend of rules and regulations	120	48.4	91	36.7	37	14.9
iii Involvement in formulation of rules and regulation	172	69.4	58	23.4	18	7.3
iv Assist rules in our school are followed	139	56.0	79	31.9	30	12.1
v Being close to the students and they are able to implementation of school rules and regulations	98	39.5	90	36.3	60	24.2
vi Involvement helps to voice fellow students' matters in formulation of school rules and regulations	156	62.9	64	25.8	28	11.3
<hr/> N=248						

According to the analysis of the data it is revealed that the majority of the student leaders highly agreed that they were involved in management of students' discipline through formulation of school rules and regulation. A high portion of the student leaders indicated that they were part of the body that is involved in the formulation of school rules and regulations to a high extent. Moreover, 69.4 percent of the student leaders agreed that students' council involvement in formulation of schools rules and regulation contribute in ensuring that rules in our

school are followed at a high extent. A high percentage of the students stated that 56 percent that students council system is very close to the students and they are able to deal implementation of school rules and regulations at a high extent.

In addition the majority (62.9%) of the student leaders agreed strongly that students' council participate in school meeting and barazas to ensure amendment and formulation of school rules and regulation cater for students interests positively to a high extent. Most of the student leaders indicated that students' council gives suggestions in the formulation of rules and regulations to a high extent at 48.4 percent.

The findings further reveal that a great number of students' council strongly agreed that Student councils have to provide directions and motivation to other students in the school. Most student leaders were in agreement on the statement that student councils should never differ with the administration on matters regarding to their roles with a mean of 3.5. Student leaders also strongly agreed that grievances of the students should always be channeled to the school administration by the student councils without fail student leaders from most school were undecided on the statement that the administration must wait for student councils reactions from all matters that concern the student. The view is also supported by Njozela (2010) who says that Deputy principals and other

stakeholders should not underestimate the contributions made by students more so if they are given opportunity to develop their skills and levels of maturity.

The findings from both students and Deputy principals data concurred with Magadla (2007) on the views that student councils' in that they should be fully involved in decision making. Huddleston (2007) echoes this view by saying that the range of school activities that make up the work of a school can be categorized in a number of ways, but, however it is categorized, one should expect student councils' to have opportunities to participate in each major area including rules, rewards, sanitation, curriculum and planning of development of the school.

4.6 Students' council involvement in school time-keeping and management of students' discipline

The second study objective sought to determine the influence of student councils' involvement in school time keeping in discipline management in Secondary schools. The respondents were asked indicate the extent to which they agreed with the statements concerning student councils' involvement in school time keeping in a scale of where SA = Strongly Agree; A = Agree; D = Disagree; SD = Strongly Disagree. The results are displayed on Table 4.9.

Table 4.9 Deputy Principals' responses on students' council involvement in school time keeping

	Students' council	SA		A		D		SD	
		F	%	F	%	F	%	F	%
i	Are involved in time management in schools	10	76.9	3	23.1	0	0.0	0	0.0
ii	Entrusted in full control of school time schedules even in absence of teachers and administration	4	30.8	6	46.2	3	23.1	0	0.0
iii	Increase students' time keeping	10	76.9	3	23.1	0	0.0	0	0.0
iv	Involved in controlling students not to skip classes	4	30.8	6	46.2	3	23.1	0	0.0
v	School's smooth running by ensuring order in school programs	10	76.9	3	23.1	0	0.0	0	0.0
vi	Involvement in time keeping to ensure seriousness in school timetable taken	8	61.5	2	15.4	3	23.1	0	0.0

N = 13

From the findings it was discovered that a great number of the Deputy Principals agreed strongly that there must be a student leader in-charge of time keeping in the school, the majority (76.9%) of the Deputy Principals from various schools

agreed that school time keeper is of great importance in the management of the school.

In addition the Deputy Principals (61.5%) also agreed that the administration must discuss with student councils about time keeping. The majority of the Deputy Principals agreed strongly that the school time keeper must be democratically elected by all the students. The majority of Deputy principals agreed that conflicts arising among students that concern time management must be dealt with by the student council not the administration 76.9 percent of the Deputy principals agreed that the school timekeeper were involved in smooth running by ensuring order in school programs. Half of the Deputy Principals also agreed with the statement that the school time keeper can be entrusted to be in full control of the school even in absence of the administration.

The findings with the majority of statements having a mean above 3 indicate that, students' leaders' involvement in School Time Keeping impacts the school management positively. The students' council were issued with the statements and the findings are as shown in Table 4.10.

Table 4.10 students' council responses on their involvement in school time keeping

	Students' council	SA		A		D		SD	
		F	%	F	%	F	%	F	%
i	Are involved in time management in schools	166	66.9	64	25.8	14	5.6	4	1.6
ii	Entrusted in full control of school time schedules even in absence of teachers and administration	137	55.2	75	30.2	30	12.1	6	2.4
iii	Increase students' time keeping	103	41.5	125	50.4	7	2.8	13	5.2
iv	Involved in controlling students not to skip classes	76	30.6	88	35.5	48	19.4	36	14.5
v	School's smooth running by ensuring order in school programs	131	52.8	67	27.0	33	13.3	17	6.9
vi	Involvement in time keeping to ensure seriousness in school timetable taken	108	43.5	93	37.5	38	15.3	9	3.6

N = 248

From the findings in Table 4.10, it was discovered that a great number 166(66.9%) of the students leaders strongly agreed that there must be a student leader in-charge of time keeping in the school. More than half of the student

leaders 137(55.2%) from various schools strongly agreed that school time keeper is of great importance in the management of the school. In addition the students leaders 131(52.8%) also strongly agreed that the administration must discuss with student councils about time keeping. The majority of the students leaders 76(30.6%) strongly disagreed that the school time keeper increase students' time keeping. 50(24.1%) of the students leaders also agreed with the statement that the school time keeper can be entrusted to be in full control of the school even in absence of the administration.

The findings from both Deputy Principals and students' council data concur with Mugunda (2003) that the effectiveness of the use of student councils' in time keeping has not matched its popularity. He observed that different countries attach different meanings to the concept of participative management and that a meaning may be completely new to people in one country as compared to another country.

For the school administration to ensure the smooth running of the school in different aspects of the school student councils' are divided into several categories including in-charge of time keeping. They ensure punctuality is well established and in addition to the day in day out running of the school. The findings agree with Magadla (2007) who states that student councils' must be able to command

respect from their peers and other stakeholders if they so wish to exercise their authority in a responsible manner.

4.7 Students' council involvement in punishment administration and management of students' discipline

Students' council assists teachers to organize and maintain orders of different activities and creating a friendly and orderly atmosphere amongst the students (Berger, 2004). The responsibility entrusted to them in the absence of teachers gives them the mandate to administer different forms of punishment to indiscipline students. The study explored the students' council involvement in punishment administration to solve indiscipline cases by the students.

The respondents were asked to state their opinion based on the strength of factors which were their preferred measures of solving indiscipline cases in their school. The responses were placed on a four point likert scale, where respondents were asked to indicate their opinion based on the strength of factors. The responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD. The results were illustrated in Table 4.11.

Table 4.11 Deputy Principals' responses on students' council involvement in punishment administration

	Students' council	SA		A		D		SD	
		F	%	F	%	F	%	F	%
i	Are given the mandate to punish students with discipline issues in school	0	0.0	6	46.2	2	15.4	5	38.5
ii	Entrusted in controlling classroom noisemaking issues	11	84.6	2	15.4	0	0.0	0	0.0
iii	Respected by their colleagues to administer punishment as a disciplinary measure	4	30.8	7	53.8	2	15.4	0	0.0
iv	Bully and punish students with discipline issues without intervention of teachers and school administration	0	0.0	3	23.1	0	0.0	10	76.9
v	Ensure management of school rules by enforcing punishment to students on strict measures	0	0.0	4	30.8	5	38.5	4	30.8
vi	Schools have set criteria of punishment administration.	4	30.8	4	30.8	3	23.1	2	15.4

N= 13

Table 4.11 shows that the majority 84.6 percent of the deputy principals indicated that student council is entrusted in controlling classroom noisemaking issues in their schools. This was an indication that students' leaders enforced order in

classroom level as a form of students' discipline management in secondary schools. Contrary, a majority 76.9 percent of deputies strongly refuted that student council bully and punishes students with discipline issues without intervention of teachers and school administration. This implies that though student leaders are given the mandate to administer punishment to their colleagues it has to be done with modest.

Moreover, more than half of the deputy principals (53.8) were in agreement with the notion that student council in their schools were respected by their colleagues to administer punishment as a disciplinary measure. This showed that students leaders earned respect from the fellow students in their involvement in students' discipline management. Most (46.2%) of the deputy principals strongly agreed that student council is given the mandate to punish students with discipline issues in school. This implies that in many schools students' leaders are responsible to for ensuring students' discipline management. It shows that some schools use student council to effectively administer and manage students' discipline. This was supported by 30.8 percent of the deputies who strongly agreed that schools have set criteria of punishment administration. These findings showed that student council is involved in administration of punishment as a way of managing students' discipline in public secondary schools in Naivasha Sub-County.

This section sought to determine the participation of the students' council members as part of the discipline management in secondary school. The respondents were asked to indicate their response based on strength of reason as follows; strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD).The results were summarized in Table 4.12.

Table 4.12 Students' council responses on their involvement in punishment administration

Students' council N=248	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Are given the mandate to punish students with discipline issues in school	44	17.7	94	37.9	50	20.2	60	24.2
Entrusted in controlling classroom noisemaking issues	149	60.1	59	23.8	23	9.3	17	6.9
Respected by their colleagues to administer punishment as a disciplinary measure	90	36.3	76	30.6	39	15.7	43	17.3
Bully and punish students with discipline issues without intervention of teachers and administration	22	8.9	33	13.3	21	8.5	172	69.4
Ensure management of school rules by enforcing punishment to students on strict measures	46	18.5	68	27.4	72	29.0	62	25.0
Schools have set criteria of punishment administration.	91	36.7	72	29.0	49	19.8	36	14.5

Information contained in Table 4.12 shows that 69.4 percent of the student leaders strongly disagreed students' council bully and punish students with discipline issues without intervention of teachers and school administration. Most of students' leaders strongly agreed to the statements showing that they are given the mandate to administer students' discipline in public secondary schools. Most of the students' council (37.9%) agreed that students' council are given the mandate to punish students with discipline issues in school. However, 60.1 percent strongly agreed that students' council are entrusted in controlling classroom noisemaking issues.

These findings showed that majority of the students' council were given the responsibility of administering punishment as a measure of managing students' discipline in public secondary schools. Also the findings showed that students' council are not given so much mandate in punishing other students. These findings concur with Muli (2011) who observes that students' council are charged with supervisory roles over students in and outside classroom: in classes they control noise making during private study and maintain general hygiene while outside classroom, they organize and control co-curricular activities.

4.8 Students' council involvement in induction process and management of students' discipline

Students' council members help new and existing students to understand their responsibilities in maintaining discipline in schools. The process helps student leaders to develop the skills and knowledge to perform their governance tasks successfully (Abwere, 2009). Students' councils are intended to play an integral and important role in the school community to instate new students to the schools' rules and regulation as a measure of discipline management. They provide a representative structure through which students can debate issues of concern and undertake initiatives of benefit to the school and the wider community. This section sought to present the involvement of the students in induction process. The students' council members were asked to indicate the extent to which they were involved in different induction process influence management of students' discipline in their schools. Using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD. The study findings are presented in Table 4.13.

Table 4.13 Deputy Principals' responses on students' council involvement in induction process

	Students' council	SA		A		D		SD	
		F	%	F	%	F	%	F	%
i	Conduct induction of new students to ensure they understand school rules and regulations	6	46.2	5	38.5	0	0.0	2	15.4
ii	programs to administer induction process to ensure students understand consequences of their behaviour	2	15.4	9	69.2	2	15.4	0	0.0
iii	Conduct induction process in form one and other new students admission	9	69.2	4	30.8	0	0.0	0	0.0
iv	Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students	6	46.2	5	38.5	2	15.4	0	0.0
v	Ensure fellow students understand the structures, concerns and responsibilities in the school community	8	61.5	5	38.5	0	0.0	0	0.0

N= 13

Table 4.13 shows that, 46.2 percent of the deputy principals strongly agreed that students' council are responsible to conduct induction of new students to ensure they understand school rules and regulations. Majority (69.2%) of the deputy principals agreed that students' council have elaborate programs to administer induction process to ensure students understand consequences of their behavior.

The majority of the students' council members (62.9%) strongly agreed that they conduct induction process in form one and other new students admission while, 46.2 percent indicated that they outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students. The majority of the student leaders, 61.5 percent strongly agreed that the role of students' council on induction process ensure fellow students understand the structures, concerns and responsibilities in the school community.

The study sought to establish the influence of students' council members involvement in induction process. The students were asked to indicate their responses based on strength of agreement on a five point likert scale as follows; Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD).The results were illustrated in Table 4.14.

Table 4.14 Students' council responses on their involvement in induction process

Students' council	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i Conduct induction of new students to ensure they understand school rules and regulations	114	46.0	95	38.3	25	10.1	14	5.6
ii programs to administer induction process to ensure students understand consequences of their behaviour	83	33.5	96	38.7	38	15.3	31	12.5
iii Conduct induction process in form one and other new students admission	104	41.9	101	40.7	34	13.7	9	3.6
iv Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students	113	45.6	94	37.9	35	14.1	6	2.4
v Ensure fellow students understand the structures, concerns and responsibilities in the school community	114	46.0	107	43.1	21	8.5	6	2.4

N = 248

From the findings, most of the students (46%) indicated that they conduct induction of new students to ensure they understand school rules and regulations, while 33.5 percent indicated that they engage in programs to administer induction process to ensure students understand consequences of their behavior. Also, 41.9 percent of the students' council members indicated that they conduct induction process in form ones and other new students admission. Other induction programmes like outlining the school programs on

curricula and extra-curricular activities to ensure that discipline is maintained by all students received 45.6 percent agreement while 46 percent agreed that they ensure fellow students understand the structures, concerns and responsibilities in the school community.

The findings showed that majority of the schools engage the students' council in induction process as a way of managing students' discipline through induction process through mentorship of setting values. The results are in line with Allison et al (2000) who stated that induction process allows the student to blend aspects of their academic learning into personal action and activities. In conclusion, students involved in induction process not only do better academically but also develop in other areas of their personality in the process such as self-esteem, self-confidence, social co-operation and leadership skills. These findings were also in line with Kiprop (2012), induction is about the ways in which students' council would be directed on how to behave towards each other and to the school administration and the ways that the school administration, behave towards students.

4.9 Strategies to improve students' council involvement in management of students' discipline

The study finally sought to establish ways to improve students' council involvement in management of students' discipline. Table 4.15 presents the study findings.

Table 4.15 Suggestions on ways to improve students' council involvement in management of students' discipline

Suggestions	Deputy principals		Students' council	
	Frequency	Percent	Frequency	Percent
Workshops and training seminars	9	69.2	57	23.0
Proper induction process	2	15.4	36	14.5
Collaborative consultation	1	7.7	74	29.8
Respect of student council	1	7.7	69	27.9
Demotion of indiscipline student council	0	0.0	12	4.8
Total	13	100.0	248	100.0

As shown in Table 4.15, majority (69.2%) of the deputy principals suggested that organizing seminars and workshop would help students' council to improve their

involvement in management of students' discipline in secondary schools. On the other hand, most (29.8%) of the students' council members suggested that collaborative consultation between students' council and teachers would improve their involvement in management of students' discipline. Other aspects like respecting students' council members, proper induction and demotion of indiscipline students' council members were cited as alternative strategies to increase students' council involvement in management of students' discipline in secondary schools. The findings showed that different aspects needed to be adopted to ensure successful involvement of students' council in management of students' discipline issues.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and also gives conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of the study was to investigate the influence of student councils' involvement in management of students' discipline in public secondary schools in Naivasha Sub-County, Nakuru, Kenya. The study was guided by the following objectives: to determine the extent to which students' involvement in formulation of school rules and regulations influence management of students' discipline in public secondary schools in Naivasha Sub-County; to establish the extent to which students' assistance in school time keeping influence management of students' discipline in public secondary schools in Naivasha Sub-County; to examine how the involvement of students' council in punishment administration influence management of students' discipline in public secondary schools in Naivasha Sub-County; and to determine the how student councils' involvement in induction process influences students' discipline in public secondary schools in Naivasha Sub - County. The study adopted the Social Systems Theory proposed by Talcott Parsons (1951). The researcher used stratified and simple random

sampling techniques to sample the study population. Stratified sampling was used to sample school categories that is; boys' boarding, girls boarding, mixed boarding and mixed day schools. Simple random sampling was used to sample twenty (20) percent of the 1300 students' council leaders (SCLs), to give 260 SCLs. Questionnaires were used for the collection of data. Data collected was analyzed quantitatively and qualitatively. Descriptive statistics such as percentages and frequencies were used to answer research questions. Tables were used to present the data.

The study findings on Students' Involvement in Formulation of School Rules and Regulations, indicated that both Deputy principals and students' council strongly agreed on a great number of statements pertaining students' involvement in formulation of school rules and regulations influence management in public secondary schools including: Students opportunity to represent other students, Students taught leadership skills, Students taught leadership skills, Students induction before they take up their management roles, Grievances of the students should always be channeled to the school administration by the student councils without fail among others. However, the majority of the Deputy principals and students participants were moderate on the following statements: The administration must wait for student councils reactions from all matters that

concern the student and no decision making processes should be undertaken in the school without students councils involvement.

On the influence of students' council involvement in school time keeping, the findings reveal that the majority of the deputy principals and students' council members strongly agreed that school time keeping influence management of students' discipline. There must be a student leader incharge of time keeping in the school, school time keeper is of great importance in the management of the school. Deputy Principals were moderate on the statement that conflicts arising among students that concern time management must be dealt with by the student council not the administration. However, student leaders strongly disagreed on the following statements: The school time keeper must be democratically elected by all the students and that Conflicts arising among students that concern time management must be dealt with by the student council not the administration.

Regarding the extent of students' council involvement in punishment administration for discipline management, the study revealed that there was a positive relationship between discipline and the students' management of students' discipline; where by 32.02 percent of the respondents were involved in making rules of their school while 67.98 percent were not involved in making rules of their school. This showed that the students did not own the rules therefore were not compelled to follow them, leading to indiscipline cases which may have

led to their negative management of students' discipline. The study further established that the most preferred measure the students would use to manage indiscipline cases was Guidance and counseling which was supported by the majority of 75.6% of the students, as compared to suspension, manual work and exclusion supported by 24.4% as measures of solving indiscipline. The study also established that 64.4% of the respondents supported students' involvement in the disciplinary committee on discipline management, 12.1% neither showed support or resistance, while 23.5% did not support. As such, a majority 79.5% of the respondents showed that students should be involved in the disciplinary committee on discipline management. On the influence of discipline on students' management of students' discipline, the study showed that 94.4% of the respondents supported the fact, 3.59% neither showed resistance nor support, while 1.9% of the respondents did not support the fact. A majority 98.03% of the respondents showed that discipline affects the students' management of students' discipline.

The study revealed that most of the students (46%) indicated that they conduct induction of new students to ensure they understand school rules and regulations, while 33.5 percent indicated that they engage in programs to administer induction process to ensure students understand consequences of their behavior. Also, 41.9 percent of the students' council members indicated that they conduct induction process in form one and other new students admission. Other induction

programmes like outlining the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students received 45.6 percent agreement while 46 percent agreed that they ensure fellow students understand the structures, concerns and responsibilities in the school community. The findings showed that majority of the schools engage the students' council in induction process as a way of managing students' discipline through induction process through mentorship of setting values. Thus there was a positive relationship between induction process and management of students' discipline.

5.3 Conclusions

The study findings lead to a conclusion that it is importance to have students participating in different school activities for great achievements of the school in matters like formulation of school rules and regulations, school time keeping issues, administration of punishment and induction process. However, the administration should actively engage student leaders in time management to ensure bells and school programs are followed by all students. Similarly, teacher should involve all students in punishment administration. The study also concludes that student councils should not be allowed to punish other students by bullying neither should they be allowed to over exercise their authority while administering punishment over issues concerning management of students' discipline. It is the responsibility of the students' council to ensure that new

students and form ones are instated on school rules and regulations through an elaborate induction process.

5.4 Recommendations

Based on research findings the study recommends that,

- i. The school principals should involve students in setting their own academic achievement targets through collaborative decision making. Their active participation would bring a sense of ownership and in turn improve management of students' discipline.
- ii. School principals should involve students' council in the management of discipline in their schools by engaging them in amendment, formulating and enforcing school rules and regulations. This would reduce indiscipline cases in the school and improve on their management of students' discipline.
- iii. The ministry of education should come up with policies to ensure effective engagement of student's council in school managements of students' discipline.
- iv. That TTCs should design curriculum that aim at educating teachers in pre-service the importance of student's council involvement in secondary school management.

- v. That there is need for Kenya Education Management Institute to design programmes that will enhance teachers understanding of practical school management with regard to students' council involvement in discipline management.

5.5 Areas of further research

Areas for further research that were identified include a similar study to be carried out on secondary schools and institutions of higher education,

- i. A similar study also should be carried out in other sub-counties in Kenya for comparison purposes.
- ii. A study on the influence of students' council involvement in students' academic performance
- iii. Also a study should be done on the influence of students' council involvement in management of drug and substance abuse in public secondary school.

REFERENCES

- Abwere, U. (2009). *How to Establish an Effective Student councils System in your School*. Nairobi; Kenya Educational and Technical Publishing Service.
- Alderson, P. (2000). School Students' Views on School Councils and Daily Life at School', *Children & Society*, 4, 121-134.
- Allen JP, Gregory A, Mikami AY, Lun J, Hamre B, Pianta RC. (2013) Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System Secondary. *School Psychology Review*. 2013;42:76–98.
- Anjichi, O.C. (2016). Influence of Institutional Factors on Students' Council Involvement In Public Secondary School Management In Emuhaya Sub-County, Vihiga County, Kenya. M.Ed Project University of Nairobi.
- Baumann, C., & Krskova, H. (2016). School discipline, school uniforms and management of students' discipline, *International Journal of Educational Management*, 30(6), 1003-1029.
- Baumann, C., & Winzar, H. (2016). The role of secondary education in explaining competitiveness, *Asia Pacific Journal of Education*, 36 (1), 13-30.
- Bechuke, A., & Debeila, J. (2012). Applying choice theory in fostering discipline: managing and modifying challenging learners behaviors in South African schools, *International Journal of Humanities and Social Science*, 2 (22), 240-255.
- Benoit, S.Y (2013) Confidence management: on interpersonal comparisons in teams. *Journal of Economics & Management Strategy* 22 (4), 744-767
- Berger, A. (2004). *Management and Evaluation of Schools*. Nairobi: Oxford University Press.
- Bertness J. Holt K, & Barzel R, (2016) *It shouldn't hurt to be a child: Preventing Early Childhood Caries (ECC)*. Washington DC: National Maternal and Child Oral Health Resource Center. 2016. Available at: <http://mchoralhealth.org/PDFs/eccfactsheet.pdf>. Adopted: 2016 June 26

- Chaplain, R. (2003). *Teaching Without Disruption in Primary School. A Model For Managing Pupil Behaviour*. London: RoutledgeFalmer.
- Chiu, M. M., & Chow, B. W. Y. (2011). Classroom discipline across forty-one countries: school, economic, and cultural differences, *Journal of Cross-Cultural Psychology*, 42 (3), 516-533.
- Cohen, E. H., & Romi, S. (2010). Classroom management and discipline: a multi-method analysis of the way teachers, students, and pre-service teachers view disruptive behaviour, *Educational Practice and Theory*, 32 (1), 47-69.
- Effrat, A., & Schimmel, T. (2003). The Elementary School Cabinet: A Report of Experience in Participation in Decision Making. *Educational Administration*, 3, 37-52.
- David, L. (2011). *Regulation & Regulatory Governance, in D. Levi-Faur (2013). Handbook on the Politics of Regulation*, London; Edward Elgar.
- Griffin, (2000). The School Magazine Stahere boys Centre, Nairobi.
- Huddleston, T. (2007). *From student voice to shared responsibility: effective practice in democratic school governance in European schools*. London: Citizenship Foundation.
- Indimuli, K. (2012). Effective students council a tool kit for students council leadership, Nairobi: Track academic solutions is BN 978996 – 615 5078.
- Jared, O.O. & Thinguri, R.W. (2017). A critical analysis of effectiveness of student council leadership on learners' discipline management in secondary schools in Kenya. *International Journal of Applied research*, 3 (1), 90- 97.
- Nkomo, N.N. & Fakrogha, E. (2016) Teacher Personality and Effective Classroom Management. *International Journal of Innovative Research & Development - IJIRD Vol 5 Issue 13 ISSN 2278 – 0211*.
- Jensen, B., Reichl, J., & Kemp, A. (2011). The real issue in school funding: an analysis of increasing government school expenditure and declining performance, *Australian Economic Review*, 44(3), 321-329.

- Jeruto, T. B. & Kiprop, C. J. (2011). Extent of student participation in decision making in secondary schools in Kenya. *International Journal of Humanities and Social Science*, 1(21), 92-99.
- Kambuga, Y. & Omollo, A. (2017). Understanding students' leadership role and challenges in secondary schools in Tanzania. *Asian Research Journal of Arts and Social Sciences*, 2 (3), 1 – 10.
- Kavula, J.M. (2014). Effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui county, Kenya. Unpublished PhD Thesis, University of Nairobi.
- Kiprop, C. (2012). Approaches to management of discipline in secondary schools in Kenya. *International journal of Research in Management*, issue 2,vol 2 (March-2012). Accessed 3 June, 2013.
- Kirea, H.M. (2015). Challenges faced by prefects in managing students' discipline in secondary schools in Buuri sub-county, Kenya. *International Journal of Economics, Commerce and Management United Kingdom*. 3(7), 552-565.
- Koech, D. (1999). *Report of the commission of inquiry into education systems in Kenya*. Nairobi: Government Printers.
- Kombo, D. (1998).*Correlates of students' defiant behavior in selected secondary schools in Nairobi*. Unpublished master's thesis. Kenyatta University, Nairobi.
- Leigh, A., & Ryan, C. (2011). Long-run trends in school productivity: evidence from Australia, *Education*, 6 (1), 105-135.
- Machin, S., McNally, S., & Wyness, G. (2013). Educational attainment across the UK nations: performance, inequality and evidence, *Educational Research*, 55(2) 139-164.
- Magadla, M., (2007). The Role of the Learner in the School Governing Body: Perceptions and Experiences of Principals, Educators, Parents and Learners. Unpublished Med Thesis: University of Kwazulu- Natal.
- Mager, U., & Nowak, P. (2011). Effects of student participation in decision making at school, *Educational Research Review*, doi:10.1016/j.edurev.2011.11.00.

- Muchemi, W. (2005). Education the living bud of a nation's development. *Daily Nation*, p23. June 22
- Mugenda, O. M. & Mugenda, A.G. (2003). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi: Kenya; Acts Press.
- Mugenda, A.G. (2011). *Social Science Research. Theory and Principles*. Nairobi: Applied Research & Training Services Press.
- Muli, M. (2011). Role of Prefect in Governance of Public Secondary School in Machakos Central Division Machakos District. M.Ed. Unpublished Thesis. Kenyatta University.
- Musitwa, F. (2003). *Prefects Leadership and effectiveness, roles and responsibilities Hand book*, Nairobi: Track Academic solutions Ltd.
- Mwikali, S. (2015). Factors influencing school strikes in central division-Machakos district. Unpublished master's thesis. Kenyatta University, Kenya, Nairobi.
- Mwiria, K., & Ngethe, N., (2003) Public Universities Reform in Kenya: Mapping the key changes in the last decade. Rockefeller funded research on reforms in universities quality and equity.
- Ndung'u, E.W. & Kwasira, J. (2015). Contemporary Roles of Elected Student Council on Management of Public Secondary Schools in Kenya: A Survey of Selected Secondary Schools in Nakuru East Sub-County, *International Journal of Innovative research & Development*, 4(4), 1 – 8.
- Njenga, M. (2005). Role of Prefects in Secondary School Administration Kiambaa Division- Kiambu District. A Diploma project Report in school management. M.Ed Thesis, Kenyatta University.
- Njozela, D. (2010) Teachers' Implicit Mental Models of Learners' Cognitive and Moral Development with Reference to the Inclusion of Learners in the Governing Bodies of Schools. M.Ed Thesis: University of Natal, Pietermaritzburg
- Nyamu, F., (2001). Female Participation in African Universities: Issues of concern and possible action, *African Higher Education Research Online*, AHERO.

- O'Gorman, A. (2003) Student Councils and the Delivery of Equality, Quality, Partnership, Pluralism and Accountability in Cork Post Primary Schools. Unpublished Education Degree Thesis, University of Hull.
- Okumbe, J.A., (2007). *Educational Management: Theory and practice*, Nairobi University Press
- Orodho, J. A. (2009). *Elements of Education and Social Science Research Methods.*(2nd ed).Maseno: Kenya; Kanezja.
- Orodho, A.J., (2004). *Essential of Education and Social Science method*. Nairobi. Masola Publishers
- Otieno, J. J. (2001). Role of student councils in disciplinary measures in Public secondary schools in Kenya. *Journal of Education Management and Administration*, 9(1), 49-62.
- Ouma, W. (2017). Chilling details of bullying and torture at Alliance High School, NairobiNews.
- Republic of Kenya (2012). *Ministry of Education Task force on the realignment of the education sector; towards a globally competitive quality education for sustainable development*. Nairobi; Government Printer.
- Sergiovanni, T., (2000).*The life world of leadership: Creating culture, community & personal meaning in our schools*, San Francisco: Jossey Bass.
- Parsons, Talcott (1975), *The Present Status of 'Structural-Functional' Theory in Sociology, Social Systems and The Evolution of Action Theory*, New York: The Free Press.
- The Basic Education Act, (2013) *Basic Education Act*. Nairobi: National Council for Law Reporting
- The Education Act (1998) *Summary of Education Act 1998* - Kildare.ie
- Wango, G. M., (2009). *School Administration and Management: Quality Assurance and Standards in Schools*. Nairobi: Jomo Kenyatta Foundation.
- Wanjiru, J. (1999). Students' involvement for Democratic participation in Decision Making Processes. Secondary school of Nairobi: Unpublished Thesis. University of Nairobi.

- Wilson, M. (2001). Comprehensive school governance and special needs provision: policy, practice and future priorities. *Journal of Education Management Administration*, 29(1), 49-62.
- World Bank (2008). *Governance, management, and accountability in secondary education in Sub-Saharan Africa*. Washington DC: The World Bank.
- Zahra, A.T. (2010) Relationship between Academics, Physical and Social Self concepts of Students with their Academic Achievements. *Contemporary Issues in Education Research*, Vol 3(3), 73-78.

APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational
Administration and
Planning,
P. O. Box 30197,
Nairobi.

Date: _____

To: The Head Teacher

Dear Sir/Madam,

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am a Master of Education student from the University of Nairobi, carrying out an academic research on “**Influence of students’ council involvement on management of students’ discipline in public secondary schools in Naivasha Sub-county in Nakuru County**”.

I request you to assist me gather information from your institution. The information provided will only be used for the purpose of this study and the identities of the respondents will be held in strict confidence.

Thanks in advance

Yours faithfully,

Apollo Kamau

APPENDIX II

QUESTIONNAIRE FOR STUDENTS' COUNCIL MEMBERS

Instructions for completion of questionnaire

Please answer the questions honestly. You are kindly requested to tick (✓) in the appropriate bracket or give brief opinion where necessary. Your honesty and co-operation in responding to these questions will highly be appreciated with utmost confidentiality.

Section A: Demographic Information

1. What is your gender? Male [] Female []
2. Type of school Boys [] Girls [] Mixed []
3. Which form are you in Form 3 [] Form four []

Section B: Students council involvement in the formulation of school rules and regulations and management of students' discipline

4. The table below contains statements about the students' council involvement of students in formulation of rules and regulations in the management of students discipline in your school. Use the following scale to indicate your responses; HE = High Extent, ME = Moderate extent, and LE = Low extent

	Students council	HE	ME	LE
i.	Are involved in the formulation of school rules and regulations.			

ii.	Give suggestions to amend of rules and regulations.			
iii.	Involvement in formulation of rules and regulation,			
iv.	Assist rules in our school are followed			
v.	Being close to the students and they are able to implementation of school rules and regulations			
vi.	Involvement helps to voice fellow students' matters in formulation of school rules and regulations			
vii	Participate in barazas to discuss rules and regulation cater for students interests positively			

Section C: Students' council involvement in school time-keeping and management of students' discipline

5. The following statements depict the influence of students' council involvement in school time keeping on management of students discipline in secondary schools. Using the key given, choose or tick the right alternative that fits your opinion on the implementation of school rules as follows: Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD

	Students' council	SA	A	D	SD
i.	Are involved in time management in schools				
ii.	Entrusted in full control of school time schedules even in absence of teachers and administration				
iii.	Increase students' time keeping				
iv.	Involved in controlling students not to skip classes				
v.	School's smooth running by ensuring order in school programs				

vi.	Involvement in time keeping to ensure seriousness in school timetable taken				
-----	---	--	--	--	--

Section D: Students' council involvement in punishment administration and management of students' discipline

6.The table below contains some statements about students' council involvement in punishment administration on management of students discipline in secondary schools. Tick or choose the level of agreement in each statement as appropriate by indicating your responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD

	Students' council	SA	A	D	SD
i.	Are given the mandate to punish students with discipline issues in school				
ii.	Entrusted in controlling classroom noisemaking issues				
iii.	Respected by their colleagues to administer punishment as a disciplinary measure				
iv.	Bully and punish students with discipline issues without intervention of teachers and school administration				
v.	Ensure management of school rules by enforcing punishment to students on strict measures				
vi.	Schools have set criteria of punishment administration.				

Section E: Students' council involvement in induction process and management of students' discipline

7. The table below has different statements concerning students' council involvement in induction process on management of students' discipline in secondary schools. Tick or choose the level of agreement in each statement as appropriate by indicating your responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD.

	Students council	SA	A	D	SD
i.	Conduct induction of new students to ensure they understand school rules and regulations				
ii.	programs to administer induction process to ensure students understand consequences of their behaviour				
iii.	Conduct induction process in form one and other new students admission				
iv.	Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students				
v.	Ensure fellow students understand the structures, concerns and responsibilities in the school community				

8. In your opinion kindly suggest ways to improve students' council

involvement in management of students' discipline in your school

.....
.....

Thank you for the cooperation

APPENDIX III

QUESTIONNAIRE FOR DEPUTY PRINCIPALS

Instructions for completion of questionnaire

Please answer the questions honestly. You are kindly requested to tick (✓) in the appropriate bracket or give brief opinion where necessary. Your honesty and co-operation in responding to these questions will highly be appreciated with utmost confidentiality.

Section A: Demographic Information

1. What is your gender? Male [] Female []
2. Kindly indicate your age bracket 30 years and below []
 31 – 40 years [] 41 – 50 years [] Over 50 years []
3. How long have you served as a deputy principal? Below 5 years []
 6 – 10 years [] 11 – 15 years [] Over 15 years []
4. What criteria do you use to select student council representatives?
 Discipline [] Confidence [] Management of students' discipline []
 Responsibility and accountability [] any other

Section B: Students council involvement in the formulation of school rules and regulations and management of students' discipline

5. The table below contains statements about the students' council involvement of students in formulation of rules and regulations in the management of students discipline in your school. Use the following scale

to indicate your responses; HE = High Extent, ME = Moderate extent, and LE = Low extent

	Students council	HE	ME	LE
i.	Are involved in the formulation of school rules and regulations.			
ii.	Give suggestions to amend of rules and regulations.			
iii.	Involvement in formulation of rules and regulation,			
iv.	Assist rules in our school are followed			
v.	Being close to the students and they are able to implementation of school rules and regulations			
vi.	Involvement helps to voice fellow students' matters in formulation of school rules and regulations			
vii.	Participate in barazas to discuss rules and regulation cater for students interests positively			

Section C: Students' council involvement in school time-keeping and management of students' discipline

6. The following statements depict the influence of students' council involvement in school time keeping on management of students discipline in secondary schools. Using the key given, choose or tick the right alternative that fits your opinion on the implementation of school rules as follows: Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD

	Students' council	SA	A	D	SD
	Are involved in time management in schools				

ii.	Entrusted in full control of school time schedules even in absence of teachers and administration				
iii.	Increase students' time keeping				
iv.	Involved in controlling students not to skip classes				
v.	School's smooth running by ensuring order in school programs				
vi.	Involvement in time keeping to ensure seriousness in school timetable taken				

Section D: Students' council involvement in punishment administration and management of students' discipline

7.The table below contains some statements about students' council involvement in punishment administration on management of students discipline in secondary schools. Tick or choose the level of agreement in each statement as appropriate by indicating your responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD

	Students' council	SA	A	D	SD
i.	are given the mandate to punish students with discipline issues in school				
ii.	Entrusted in controlling classroom noisemaking issues				
iii.	Respected by their colleagues to administer punishment as a disciplinary measure				
iv.	Bully and punish students with discipline issues without intervention of teachers and school administration				

v.	Ensure management of school rules by enforcing punishment to students on strict measures				
vi.	Schools have set criteria of punishment administration.				

Section E: Students' council involvement in induction process and management of students' discipline

9.The table below has different statements concerning students' council involvement in induction process on management of students' discipline in secondary schools. Tick or choose the level of agreement in each statement as appropriate by indicating your responses using the following scale; Strongly Agree=SA, Agree = A, Disagree =D, Strongly disagree =SD.

	Students council	SA	A	D	SD
i.	Conduct induction of new students to ensure they understand school rules and regulations				
ii.	programs to administer induction process to ensure students understand consequences of their behaviour				
iii.	Conduct induction process in form one and other new students admission				
iv.	Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students				
v.	Ensure fellow students understand the structures, concerns and responsibilities in the school community				

10. In your opinion kindly suggest ways to improve students' council involvement in management of students' discipline in your school

.....
.....

Thank you for the cooperation

APPENDIX IV

AUTHORIZATION LETTER



NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. NACOSTI/P/17/94106/18406

Date: 18th July, 2017

Apollo Kiuru Kamau
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of students' council involvement on management of students' discipline in public secondary schools in Naivasha Sub-County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **18th July, 2018**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G. Kalerwa
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

