

**INFLUENCE OF STUDENT COUNCILS' INVOLVEMENT IN SCHOOL  
GOVERNANCE ON STUDENTS DISCIPLINE IN PUBLIC SECONDARY  
SCHOOLS IN KATHONZWENI SUB-COUNTY, KENYA**

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the Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

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

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## **DEDICATION**

I dedicate this project to my family for standing by me throughout the preparation of this research project. Indeed, the journey and the waiting has been long, thank you for the patience and understanding.

## **ACKNOWLEDGEMENT**

I have a special appreciation to God for life and the good health he gave me throughout this Project writing. Through him all things are possible.

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## **ABBREVIATIONS AND ACRONYMS**

<b>KESI</b>	Kenya Education Staff Institute
<b>KSSHA</b>	Kenya Secondary Schools Heads Associations
<b>KSSSC</b>	Kenya Secondary school Students' Council
<b>MOEST</b>	Ministry of Education Science and Technology
<b>RCL</b>	Representative Council of Learners
<b>SASA</b>	South African Schools Act: Act
<b>SC</b>	Student Council
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNCROC</b>	United Nations Conventions on the Rights of the Child
<b>UNICEF</b>	United Nations Children's Emergency Fund

## ABSTRACT

The purpose of this study was to investigate the influence of student councils' involvement in school governance on students' discipline in public secondary schools in Kathonzwani Sub-County, Kenya. The study objectives were: to establish the influence of student councils' involvement in decision making on students' discipline in public secondary schools; to establish the influence of student councils' involvement in implementation of school rules and policies among students on their discipline in public secondary schools; to establish the influence of student councils' involvement as a link of communication between students and administration on student's discipline in public secondary schools; and to establish the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools. The study adopted a descriptive survey design. The target population was 30 public secondary schools in Kathonzwani Sub-County. Stratified random sampling was used to select a sample size of 108 students, 162 teachers and 28 principals. Questionnaires and interview guides were used to collect primary data. The questionnaires were also subjected to pilot test to ensure that research instruments were reliable. The data collected were analyzed using Statistical Package for Social Sciences computer programme version 20.0. The results were presented in form of frequency tables and chi square tests. Chi square tests were used to show the relationship between the variables. The results of the study indicated that schools where student councils were not involved in decision making were characterized by high levels of indiscipline compared to those schools where students were involved in decision making process. Further, school where a student council is not involved in implementing school rules was characterized by high levels of indiscipline than those that involved students in implementing school rules. A school where a student council did not act as a link of communication was characterized by high levels of indiscipline than those where student council acted as a link to the administration. Finally, a school where a student council are not involved in the deciding over students welfare activities was characterized by high levels of indiscipline than those where student council was involved deciding over students welfare activities. It is concluded that student council involvement in decision making ensures that students participate in the management of schools. It is also concluded that involving student council in implementing school rules influences students' discipline. It is also concluded that involving student council to act as a link between students and school administration influences students' discipline. It is recommended that students be involved in decision making through student councils selected. This ensures that students are accommodated by building a sense of belonging to the school. It is also recommended that student councils be involved in implementing school rules and policies. This will ensure that school rules and policies are implemented effectively. It is also recommended that student councils are involved in deciding the welfare of the other student.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The persistent waves of students' strikes in secondary schools in Kenya since independence continued to be witnessed hence the need to allow students to be heard through their representatives (Wachira, 2010 in Mukit,i 2014). There are many reasons advanced supporting the need for student councils. The major argument advanced being the need to change attitude towards youngsters and the need to promote student involvement in school governance (Keogh & Whyte, 2005).

Student councils' involvement in school governance entails active involvement in school based decision making. Within the newly emerging international focus on children's competence are calls for children to become active participants in the operations and management of primary schools. According to Davidsff and Lazarus (2007), administrative decentralization can be defined as a means of distributing authority to the different agencies, groups and stakeholders. This is based on the thinking that schools know their needs better and are in the best position to solve or manage their problems.

Globally, student councils across many different countries have different structures but serving the same purpose. Generally, student councils are meant to represent other students within the school. Student councils are also regarded as mouth piece on behalf of the other students (Keogh & Whyte, 2005).

In Ireland, student council is defined as a representative structure where students are involved in school affairs (National Youth Council of Ireland, 2002). The student councils (SC), formerly referred to as prefect bodies exist in in most schools but their level of effectiveness is influenced by the election process, training, size of the student councils, school size and principals' administrative experience (Keogh & Whyte, 2005).

In Denmark every school is required by law to have a students' council. In France, the high education is structured in a manner to allow student involvement in decision making. In Canada there are students unions where at least one should be a member (Wikipedia, 2012).

In the United States, the United Kingdom (UK), Finland, Ireland, Norway and Singapore, student councils are vibrantly active at high school level. The Norwegian laws require all learning institutions to form student councils whose members are chosen by the students themselves (Critchley, 2003). In Britain or Germany students are offered some opportunity to participate in school governance (Miller, 2004).

Further in the United States of America, the elementary school students elect class presidents. He/she is charged with the responsibility of ensuring the class issues are presented for deliberations at the student councils. They are also charged with the responsibility of chairing cabinet meetings and organizing class activities (Brady, 2005). Class presidents are elected by students in the particular



classes and usually serve for a maximum term of one academic year with the option of seeking re-election.

In South Africa the ruling government came up with some policies indented to encourage student governance. In public secondary schools, students in the eighth grade or higher at the school must be represented on the Representative Council of Learners (RCL) (Mabovula, 2009). These schools must establish a Representative Council of Learners (RCL), elected by the students. The student representatives in school governing bodies provide the students with a legitimate role to play in school governance (Mabovula, 2009). The particular rationales underlying student participation in making decisions is the need to ensure their involvement in school affairs.

In Kenya students' involvement in governance is concentrated within elected students' representatives (Kenya Secondary School Student Councils Constitution, 2009). Student councils or student governments are not an entirely new phenomenon in Kenya and in the world at large. Kenya Secondary School Students' Council - KSSSC (2010) noted that in Kenya the councils have been active in many tertiary education institutions.

Students' leadership is composed of prefects who are appointed by the teachers. In this method, students do not have much input in the process. The principal, deputy principal and the teachers have heavy influence in the process of selection of the students' leaders. This has been a major source of conflict between the school administration and students' body where they feel that the

students' leadership is not reflective of their preferences as indicated during the election process (Oyaro, 2005).

Most schools do not really use the Representative Council of Learners to promote democratic participation. The majorities of schools are still authoritarian and reinforces passive subordination amongst the learners (Duma, 2011). The policy maintains that the Representative Council of Learners acts as a link of communication between students and the school management (Hilda, 2004). Schools should build the necessary frameworks and communication avenues for developing student councils. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff (Muli, 2012).

Student involvement in decision making refers to the involvement of students in school affairs through established systems like the students council (Tikoko&Kiprop, 2011). Traditionally, decisions about education lay squarely in the domain of the parents, principals and teachers, while learners should concentrate on studies only (Zafar, 1999, p.3). So, involving students in decision making is seen as by educators as losing their status and influence in schools. The empowerment of both student leaders and educators is assumed to contribute to effective school governance.

Decision-making relating to the student welfare and academic affairs is not fully developed in most schools. Very often there is lack of effective involvement by students' council when deciding on the welfare of students. Students feel

accepted and loved if they are given a chance to make decisions in the school concerning their welfare. School administrations which involve prefects in decision- making on matters concerning their welfare face fewer problems as compared to those who do not.

In most schools, prefects are involved in a number of governance roles such as supervising duties and ensuring that rules and regulations were followed. They are also given authority to punish wrong-doers (Shikami, 2006). Student leaders are mostly involved in enforcing discipline in schools. The main duties for student councils are to direct and guide other students (Muli, 2012).

Students council's play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases. This therefore denotes that student councils' are the link between the school administration and the entire student population in the school. It also denotes that student councils bridge all good or bad happenings in the school hence the administration is fully informed with whatever takes place without being in direct contact with the student population (Mwikali, 2015).

School management should take into consideration student opinions in establishing policies, which directly affect programs, activities, privileges and other areas of student concern. Student councils' under all roles given are on duty at all time in all places during their stay in school. They are believed to be models

to other students therefore expected to ensure order and harmony among other students more especially on punctuality. In so doing they defend and enforce the school rules and regulations by being at the fore front and prepared to observe the set school rules and regulations (Mwikali, 2015).

Strikes in secondary schools in Kenya have become significantly more frequent in the past recent. This has prompted educational stakeholders to form task force in to look into the issues leading to these disruptions from students and an inquiry on the effect of student involvement when making decisions in post primary education in Kenya (Ajowi, & Simatwa, 2010).

## **1.2 Statement of the problem**

Student indiscipline has been on a rise over the years in Kathonzwani Sub-County compared with the neighbouring sub-counties; as indicated by frequent strikes, student unrest and poor school performance (Kenya Ministry of Education, 2016). From the Kathonzwani District Education office report (July 2016) five schools within the district were involved in strikes, destruction of property hence closed indefinitely with others requiring law enforcers to guard the schools.

Mwiria and Ngethe (2007) analyzed the reforms in school governance but focused more on students' representations in governance with less emphasis on decision making process in Kenyan universities; the same can be applied in the

secondary schools within Kathonzwani Sub-county, Makueni County. A study by Cook-Sather (2002) and Fletcher (2005), Bukaliya (2012) and Vundi, Majanga and Odollo (2014) advocate for student participation in decision making. From the past studies highlighted, the study identified conceptual gap and contextual gaps which the study filled by investigating the influence of student council involvement in school governance.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of student councils' involvement in school governance in Kathonzwani Sub-County, Kenya.

### **1.4 Objectives of the study**

- i. To examine the influence of student councils' involvement in decision making on student's discipline in public secondary schools in Kathonzwani Sub-County.
- ii. To establish the influence of student councils' involvement in implementation of school rules and policies among students on their discipline in public secondary schools in Kathonzwani Sub-County.
- iii. To establish the influence of student councils' involvement as a link of communication between students and administration on student's discipline in public secondary schools in Kathonzwani Sub-County.

- iv. To establish the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools in Kathonzweni Sub-County.

### **1.5 Research questions**

The study had the following research questions:

- i. How does student councils' involvement in decision making affect students discipline in public secondary schools in Kathonzweni Sub-County?
- ii. What is the influence of student councils' involvement in implementing school rules and policies on discipline among students in public secondary schools in Kathonzweni Sub-County?
- iii. What is the influence of student councils' involvement as a link of communication between students and administration on discipline in public secondary schools in Kathonzweni Sub-County?
- iv. What is the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools in Kathonzweni Sub-County?

## **1.6 Limitations of the study**

The respondents were unwilling to answer the questions. This was mitigated by assuring them of the confidentiality of their identity .Further, the research relied much on respondents' perceptions which could be influenced by their characteristics and bias could affect the validity of the study. However the researcher asked the respondents to be truthful.

## **1.7 Delimitations of the study**

This study was restrained to cover only public secondary schools only leaving out other private secondary schools in Kathonzweni Sub-County. This is because the focus of the study was on student council involvement in prompting discipline in public secondary schools. Due to the fact that the characteristics of public secondary schools are the same to some extent, the findings of this study were generalized across the other schools. Other stakeholders including Board of Management were left out though they have some influence on the extent of student council on school related matters. This is because the study focused on students' involvement in running schools.

## **1.8 Significance of the study**

Research findings from this study may help schools' management to reduce student indiscipline and to promote collaboration and democracy in secondary schools for smooth running .The findings may be useful to educational stakeholders in the development of educational policies that can help combat student unrests in schools. Further, the study findings may also contribute knowledge to the current stock of literature about the role and importance of student councils in school management in secondary schools.

## **1.9 Assumptions**

The outlined assumptions guided the study:

- i. That the respondents of the study provided truthful and honest responses.
- ii. That the schools within the area of study had established student councils.

## **1.10 Definition of significant terms**

The definitions of terms are listed as;

**Communication link** refers the way information flows within an institution among different groups of persons.

**Implementation of rules and policies** it refers to the process of enforcing a plan into action



**Involvement** refers to the act of including and considering students opinions in the process of making major decisions and policy formulation on student related matters.

**School governance** refers to process put in place to ensure accountability, transparency, responsiveness and good management of schools.

**Student Council** refers to student bodies formed to represent students' views to the school management.

**Student discipline** refers to the level in which students are adhering to the set school rules and policies.

**Student welfare activities** refer to all activities that cut across boarding, sports and provision of meals to students.

**Decision Making Process** This refers to the stages involved in making appropriate and acceptable conclusions that are acceptable both by students and administrators through student representatives and public administration on education matters.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one consists of the; introduction, background of the study, problem statement, purpose, research objectives, research questions, limitation of the study, delimitations of the study ,significance of the study, assumptions of the study, definition of significant terms and study organization. Chapter two presents the introduction, concept of student council participation in school governance, students' council participation in decision making and students discipline, student council's involvement in implementation of school rules and policies and students discipline, student council's involvement as a link of communication between students and administration and student discipline, student council's involvement in student welfare activities and students discipline, summary of literature review, theoretical and conceptual presentation. The research methodology is explained in Chapter three, which describes the study design used, study population, sample size and sampling technique, research instruments, instruments validity and reliability, data collection mechanisms and data analysis approaches and ethical issues to be considered before, during and after the study. Chapter four presents the discussion of findings while conclusion and recommendation are outlined in chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter looked at empirical studies on the influence of student council participation in school management and discipline. The study looked at the theoretical background, the concept of student council participation in school governance and also reviews studies carried out previously by other authors. The chapter also summarized the research gaps.

#### **2.2 The concept of student council involvement and school governance**

The student council is among the many reforms in the education sector that the government of Kenya has been undertaking in the last four years. There is need for workable students councils. With students' councils in Kenya today, who were directly voted in by fellow students and then endorsed by the administration, it is expected that participatory management of schools has moved schools further (Zahra, 2010). Okumbe (2001) agrees with Otieno's (2001) views about the appointment of student councils. Okumbe explains that in the appointment of student councils, it is more appropriate to allow them participate in proposing who can fit to be their leaders.

Students' council involvement in the governance of schools is important as decisions always made affect them directly. These decisions range from school

management, academics and co-curricular activities (Tikoko & Kiprop, 2011). Involving students in school governance cultivates their democratic rights. Adored school management entails participation of students in governance through their representatives, the prefects (Njue, 2014). The role of student council in public schools can therefore not be under estimated.

The student councils provides a chance for student involvement in school governance The school head should thus make sure that there is a functional student body that links the school administration to the students. According to Otieno (2001) study most schools depend on teachers to appoint student councils without considering need for student involvement. Student councils' involvement in school management entails active involvement in school based decision making (Mulwa, Kimosop & Kasivu, 2015). Thus, students who should be allowed to participate in choosing their student councils should identify a credible student council system (Maitles & Deuchar, 2006).

### **2.3 Student councils involvement in making decisions and discipline**

Student participation in decision making refers to the work of student representative bodies - such as school councils, student parliaments and the prefectorial body. It is also a term used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Student participation also refers to participation of students in

collective decision-making at school or class level and to dialogue between students and other decision-makers, not only consultation or a survey among students.

Student participation in decision making in schools is often viewed as problematic to school administrators, parents and society at large. This is often due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation in decision making is often confined to issues concerned with student welfare and not in core governance issues.

The Decision making process may be considered to be the series of activities undertaken from the time of identification of a situation that needs resolving by way of choosing one of many alternative actions to fit the demand of the situation. Gerald. A Cole (2002) says that there are some kinds of decisions that require a number of minds to wrestle with them either because they are complex or because they need to be acceptable by the majority of those who will be required to implement (or are affected by) them.

The tasks to be performed by Principals in managing student discipline in institutions have become more complicated, particularly after the withdrawal of the cane, which was used as a disciplinary method (Nyasani, 2001). Hence there is now a greater need of involving students in the decision making process (Mulkeen et al. Kyeyune, 2008).

Student involvement in making decisions refers to the duties of student bodies. It is also a term used to refer to the process where students participate in school governance (Chemutai & Chumba, 2014). Established student councils are avenue to improved school governance (Fielding et al., 2003).

The current trend in the international community recognizes the right of the child to access to education, and also requires the right of the student to participate in decision-making (Carr, 2005). The inclusion of students in school governance is a practical way to promote democratic values and develop democratic school governance.

Mule (2011) did a study on factors affecting student leaders' participation in governance. By adopting a descriptive survey design the study found out that all school heads appreciated participation of student councils in governance. The further indicated that there is significant influence of students participation in school governance.

Chemutai and Chumba (2014) contend that encouraging students' participation in making decisions cultivates democracy. They also become responsible generation. This is always possible through student councils' representation.

Muchiri (1998) observes that when students are encouraged to take part in the administration of the school, they learn to cultivate democratic attitudes, right attitudes towards work and a sense of belonging to both school and society. They also learn to be self-directing, responsible and law abiding. Proper school

management means involvement of students in decision making through their representations. But what is found on the ground is that students are not involved in decision-making of what directly affects them (Muchiri, 1998).

#### **2.4 Students councils' involvement in implementation of school rules and policies and students discipline**

Student participation in decision making refers to the work of student representative bodies such as school councils, student parliaments and the prefectural body. It is also a term used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms.

Sithole (1998) affirms this 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 student councils' are seen as immature and lacking knowledge that is necessary to running of a school.

Issues relating to the discipline of students have captured the ears of parents and other educational stakeholders (Ching, Jiar & Jaffri, 2015). A working student' councils should be active discussing various issues ranging from administration and discipline of students. It is advisable that school management

should not infringe into the management of the students' councils (Huddleston, 2007).

Student council plays an exceptionally viable train in learning institutions. For example Christie et al (1998) noted that dynamic contribution of understudies in train process is seen as integral to having dependable outcomes. They include that co-making discipline arrangements add to possession for the understudies an impetus for long haul capable conduct. In think about examining disciplinary procedures utilized in Kenyan optional schools, Kiprop (2007) additionally found an extensive level of assention among her subjects on student participation disciplinary issues.

Ching, Jiar and Jaffri (2015) conducted a study titled, instilling discipline on students through Social-Emotional Learning (SEL). Issues related to discipline were discussed in Malaysia and how SEL approach can used to address them. SEL approach was viewed as alternative way of cultivating morals among students. Otieno (2001) gives the following pieces of advice as regards the role of student councils with reference to discipline that classroom discipline is important for effective learning; and class student councils should ensure that students maintain silence while in class.

Sabitu (2014) did a study on students' assessment role in promoting discipline in Osun state, Nigeria. Data was collected from 500 students. Sabitu concluded that courses and seminars can be adopted in cultivating morals among students.



Otieno (2001) gives the following pieces of advice as regards the role of student councils with reference to discipline: all student councils should take collective action whenever they come across cases of indiscipline; student councils involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class student councils should ensure that students maintain silence while in class.

## **2.5 Student councils' involvement as a link of communication between students and administration and students discipline**

The indiscipline cases reported in Kenya show evidence of a communication breakdown between the schools administration and the prefects. Ozigi (1971) says that the student councils, serves as a link to communicate to the school administration. Ozigi points out that the student councils is one of the means of involving students in school governance. Thus, the procedures of communication are a two-way flow of information from top to bottom and bottom-up involving prefects. This goes in line with Max Weber's Theory of Bureaucracy.

The main task of the student councils normally is to help in running school on behalf of the teachers. The structure in many schools with the prefects system have a unidirectional flow Students' councils, whose members should be elected by the students themselves, are the most democratic way of making school decisions (Kimotho, 2012).

Student councils' are forums where complaints are raised and settled. Students' councils can be organized in a variety of ways, with some being 'safety valves' where the principals or teachers listen to students' problems and explain them away. Thus students' councils in a democratic structure are able to air the students' ideas, opinions, and grievances to the relevant authorities. A major argument against students' councils is that they can easily breed chaos in schools (Marwa, 2014).

In an attempt to improve communication and involve students more in decision making in Kenya, other structures such as students open forums 'barazas' and the suggestion boxes have been designed. Open forums were strongly proposed by some educationists through which students were required to raise any issues with the school principal and necessary reactions were given. The success of school governance is depended on communication among students, teachers and the school management (Lethoko *et al.*, 2001). Limited communication among students and the school management is the main course of indiscipline cases (Kiprop, 2012).

According to Having a Say at School (HASAS) Survey (2010), time allocated for SCs may be looked in terms of how often the council meets; how long each session lasts; planning or preparation time; implementation of decisions made ; and communication with both adult decision makers and fellow students (Bukaliya & Rupande, 2012). Lack of enough time to talk at meetings about all

the issues was identified as an obstacle by 55% of both student councils and school staff.

Wambulwa (2004) raised a number of advantages of learner representation in school governing body. The first one is that there is a link between learners and school governing body therefore contribution by learners can influence decisions. Secondly it contributes to the improvement and maintenance of discipline. Learners can offer their opinions regarding students' discipline as a result adults are made aware of learner thinking regarding school governance. This suggests that if given the opportunity to serve on committees and exercise their right to vote consequently learners and educators get a chance to solve problems together.

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 own 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).

## **2.6 Student councils involvement in student welfare activities and students discipline**

Both the head teacher's manual and the KESI suggest that students be involved in community welfare and development activities that include participation in tree planting (Muritu, 2012). Student councils play a crucial role in welfare activities (Patmor, 1999). They assume daily activities in school on behalf of the teachers. The activities range from organizing out of class activities like games, solving minor indiscipline cases and other welfare programs like ensuring all students get meals. They also undertake supervision of school activities (Ozigi, 1995).

Students council's play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases. This therefore denotes that student councils' are the link between the school administration and the entire student population in the school (Kouzer, & Posner, 2013). It also denotes that student councils bridge all good or bad happenings in the school hence the administration is fully informed with whatever takes place without being in direct contact with the student population.

Tikoko and Kipro (2011) conducted a study regarding involving students in running schools. Questionnaires were used to collect data. The results showed that though students' views are considered, they were not extended to core

management guidelines of the school. Though involved in welfare programs, they were not involved in school administrative issues.

## **2.7 Summary of literature review**

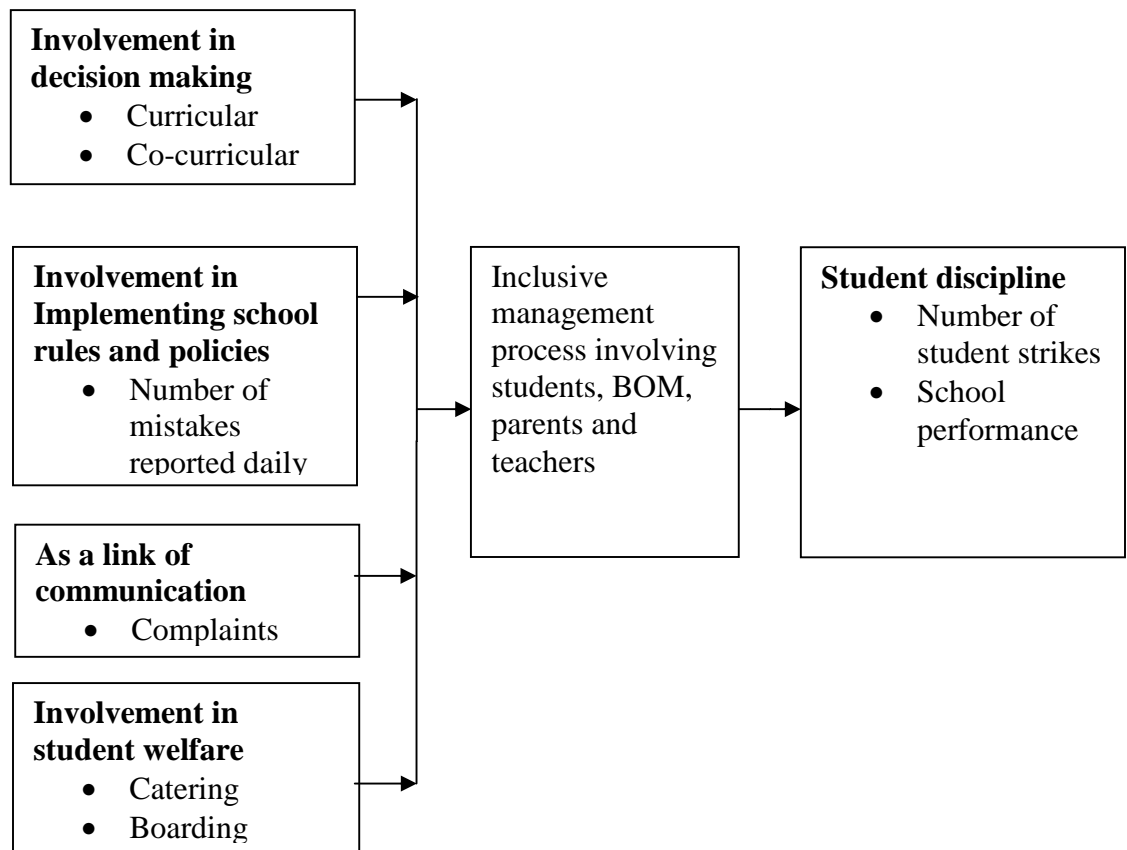
Summary of empirical studies entailed student councils' involvement in school governance. Various studies have been done in this area. For example, Huddleston (2007) has shown that some teachers and school management do not with the seriousness it deserves issues affecting students. Njozela (1998) established that school heads and other stakeholders should appreciate the roles played by student councils and help them cultivate leadership skills, while Hannan (2003) points out that out of class activities for example games and music should not always be decided by the Ministry, but should also leave some room for student council participation. Sagle and Kowlosky (2000) found out those school managers in Netherlands involved student councils' in ensuring punctuality in the schools as a social duty. On the other hand, Riley (2002) found that student councils' had an influence in school management in the maintenance of hygiene and sanitation in the schools.

## **2.8 Theoretical background**

This study is anchored on the Social Systems Theory. Social Systems theory elucidates key principles that can be employed at different disciplines of life. School system is a live and always changing institution. A school is comprised of other social institutions which include departments, committees and students' council experiencing continued interaction and interdependency amongst themselves. A learning institution is thus a system. This Theory was suitable the school was viewed to comprise other sub units like student councils, departments and the administrative unit interacting at different levels to bring about harmonious school management.

## 2.9 Conceptual framework

This is an analytical tool representing different variables that interact together at different levels resulting to a common output. A figurative illustration of the variables interacting is shown in figure 2.1.



**Figure 2.1: Student council practices and discipline**

The conceptual framework shows the relationship between variables in the involvement of student councils' in school governance. The figure shows that when students council are involved in various aspects of school governance such

as decision making, implementation of school rules and policies, as a communication linkage between students and administration and involvement in student welfare activities leads to improved discipline in a school. Further, if there is a communication breakdown between the prefects and the school administration, there is likelihood of indiscipline rising since the administration may not be aware of what is going on.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section covers the methodology that the researcher adopted. The sections include design, population, sample size and sampling methods, research tools, instrument's validity and reliability, data gathering procedure, data analysis mechanisms and moral issues to be adhered.

#### **3.2 Research design**

A descriptive survey design was employed. A survey design enables a systematic gathering of data from a given study unit (Mugenda & Mugenda, 2003). The survey helped describe influence of student councils' involvement on student discipline. The researcher collected data, tabulated and made interpretations. The core task of the researcher is to explore the relationship that exists, practical part of it, beliefs and attitudes, processes and effects felt or trends that are developing (Best & Kahn, 2001).

#### **3.3 Target population**

Target population is a collection of objects considered in any field of study. It refers to a large group from which the sample is taken (Orodho, 2008), defines target population as items to be studied. The target population was 30 public

secondary schools in Kathonzweni Sub-County, Makueni County. The study targeted a population of 1000 student representatives, 800 teachers and 30 principals. The study units were student representatives, teachers and principals.

### 3.4 Sample determination

A sample is a representative proportion of the target population (Mugenda & Mugenda, 2003). This study used stratified random sampling when selecting the sample sizes for the study. According to Adejimi et al. (2010), stratification is beneficial as it considers each stratum independently. The target populations were stratified into three strata (student representatives, teachers and principals).

Krejcie and Morgan (1970) the sample-population table was used and thus settling on 108 student representatives, 162 teachers and 28 principals from their respective target population. Stratification method was used to choose a sample size 108 student representatives, 162 teachers and 28 principals .The sample size of the study was 298 respondents. The sampling frame is demonstrated in Table 3.1.

**Table 3.1**

**Sampling frame**

<b>Unit of the study</b>	<b>Target population</b>	<b>Sample</b>
Student representatives	150	108
Teachers	280	162
Principals	30	28
<b>Total</b>	<b>460</b>	<b>298</b>

### **3.5 Research instruments**

Orodho (2008) defines a questionnaire as a method to collect both quantitative and qualitative data. Both the questionnaires and the interview guide were developed by the researcher. Questionnaires and interview guides were developed in line with study objectives and distributed by the researchers. Questionnaires and interviews were used to gather primary data. Interview guide was designed for head teachers while questionnaires will be administered to the teachers and student representatives. Interview guide was used to collect qualitative data regarding involving student councils in school governance on students' discipline. The questionnaire comprised 5 sections. Section A captured demographic data, while section B, section C, section D and section E captured statements in line with study objectives.

### **3.6 Validity of instruments**

Kombo and Tromp (2006), define validity as the ability of the research tool to capture what is intended to collect. In this study, a pilot test was performed by considering three learning institutions that were not included in the study population. Ten percent (10%) of the sample size for teachers and students was used. Therefore, the sixteen teachers and eleven students were asked to make comments on the instrument. This enabled the researcher to make corrections where necessary and assess the appropriateness of the method used. Assistance

was also sought from the experts who are the supervisors in improving content of the instrument.

### **3.7 Reliability of instruments**

Reliability is the measure of consistency (Mugenda & Mugenda, 2003). The researcher used test-retest technique by presenting the same tool two times to a similar population at different times within an interval of fourteen days. Cronbach's test was carried to determine the reliability of the data collecting instrument where a value of 0.7 or more is considered fit.

To conduct pilot testing, 11 students and 16 teachers were randomly selected. A total of 27 respondents were drawn for pilot. This was 10% of the sample size and was not be included in the final study. Cronbach's alpha is presented as a function of test items and the average inter-correlation.

Cronbach's formula is presented as

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

Where N equals number of items, c-bar represents the average inter-item covariance among units and v-bar shows the average variance. The formula shows that as you increase the number of units, the alpha increases.

### **3.8 Data collection procedures**

An introductory letter was requested from university before the actual study. A authorization letter to conduct the research was also requested from NACOSTI. A courtesy visit to the Sub-County Education Officer will also be was made to inform of the intention to carry out the study. The researcher administered the questionnaires in person and the respondents given enough time to respond. The filled questionnaires were collected .Interview questions were read to the principals.

### **3.9 Data analysis techniques**

Collected data (quantitative) was keyed in into SPSS software version 20.0. The results generated included average and deviations from the mean. The results were presented in frequency tables. The chi square tests checked the relationship of research variables. The chi square test was meant to compare the students' level of discipline between the schools which involve students in school governance and those that do involve students in school governance. Qualitative data gathered by use of interview guide was analyzed through content analysis and presented in prose form.

### **3.10 Ethical considerations**

Basit (2013) highlights ethical standards to be observed before and during research. Consent to conduct the study was sought from all respondents before handing over the questionnaires. The identity of respondents was kept confidential. The aim of the study was explained to the respondents and assured that the data collected will not be used for other purpose other than academic research.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the findings and discussions of the study. The aim of the study was to establish the influence of student councils' involvement in school governance. The study objectives were; to examine the influence of student councils' involvement in decision making on student's discipline, to establish the influence of student councils' involvement in implementation of school rules and policies among students on their discipline, to establish the influence of student councils' involvement as a link of communication between students and administration on student's discipline and to establish the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools in Kathonzwani Sub-County. Analysis of data was done using descriptive statistics and correlations analysis. Findings are presented in tabular form.

## 4.2 Instruments' response rate

The return rate provides a profile of study units that participated. The respondents of the study were teachers, student councils and school principals. The return rate is indicated in Table 4.1.

**Table 4.1**

### **Response rate**

<b>Respondents category</b>	<b>Administered</b>	<b>Returned</b>	<b>Unreturned</b>	<b>Percentage returned</b>
Teachers	162	134	28	82.7
Student representatives	108	104	4	96.3
Principals	28	28	-	100

$N_1= 162$      $N_2= 108$      $N_2= 28$

The response rate for teachers was 82.7 percent; the response rate for student representatives was 96.3percent while the participation rate for principals was 100 percent. According Kothari (2004), a return rate of more than 50 percent is sufficient. Therefore, a response rate achieved for this study was adequate for analysis.



### 4.3 Distribution of respondents by demographic characteristics

It was important to understand the background study for the respondents which included age, gender, level of education and period of service of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics and students' discipline.

#### 4.3.1 Distribution by gender

The study investigated the gender composition of teachers. It was helpful to indicate the gender of the population to identify any relationship between gender composition of teachers and provision of discipline among students in Kathonzwani Sub-County. Gender of teachers was, therefore, considered in order to enable the researcher establish their perception towards promoting discipline among students. The findings are illustrated in Table 4.2.

**Table 4.2**

#### **Distribution of respondents by gender**

<b>Demographic characteristics</b>	<b>Teachers</b>		<b>Students councils</b>	
	<b>Frequency</b>	<b>Percent</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>				
Male	69	51.5	57	54.8
Female	65	48.5	47	45.2
<b>Total</b>	134	100.00	104	100.0

N<sub>1</sub>= 162    N<sub>2</sub>= 108

Findings in Table 4.2 show that there were more male teachers than females in Kathonzwani Sub-County. Acker (2006) argued that gender equality promotes unity and togetherness at place of work. Normally the population of females in Kenya is higher than that of males hence consequently the situation may as well be the same for school teachers. The results also showed that the male student representatives were more than females. However, the gender disparity is low. The results also agree with. This is in agreement with Education for All (EFA) movement by UNESCO aimed at achieving global gender equality in education.

#### 4.3.2 Distribution of respondents by age

The study described the participants of the study in terms of age distribution. Age closely related to behavioral discipline of person. It was necessary to study the age of respondents. The findings are indicated in Table 4.3.

**Table 4.3**  
**Distribution of respondents by age**

Distribution by age	Teachers		Age group	Student councils	
	Frequency	Percent		Frequency	Percent
< 30 years	19	14.2	Less than 14years	21	21.2
31 to 40 years	56	41.8	14 to15 years	41	39.4
41to 50 years	42	31.3	16 to17 years	34	32.7
51 years & above	17	12.7	Above 18 Years	7	6.7
<b>Total</b>	<b>134</b>	<b>100.0</b>		<b>104</b>	<b>100.0</b>

N<sub>1</sub>= 162    N<sub>2</sub>= 108

Table 4.3 shows that majority of teachers were aged 31 years and above. Results further indicated that majority of students representatives were aged between 14 and 17 years. This is in agreement with Ganai and Muhammad (2013) who observed that students' behavior is affected by household characteristics such as age. Abubakar and Adegboyega (2012) studied the effects of age on academic achievement, gender and behavior. The study revealed that a relationship between age and academic prowess, however gender did not have any significant effect on the academic achievement of the students.

#### 4.3.3 Distribution of respondents by levels of education

Academic qualification of teachers was important to establish whether the level of education of the respondents influences their desire to involve student councils in school governance. School governance is related to students' levels of discipline. Educational programs are powerful tools for building connections between teachers, parents and students and a moral society.

**Table 4.4**

#### **Distribution of respondents by levels of education and form**

Level of education	Teachers			Student councils	
	Frequency	Percent	Form	Frequency	Percent
Diploma	19	14.2	Form 1	26	25.0
Bachelors	67	50.0	Form 2	24	23.1
Masters	45	26.1	Form 3	30	28.8
PhD	13	9.7	Form 4	24	23.1
<b>Total</b>	<b>134</b>	<b>100.0</b>		<b>104</b>	<b>100.0</b>

N<sub>1</sub>= 162    N<sub>2</sub>= 108

Table 4.4, shows that majority of teachers had bachelors level of education. Results also show that the number of student representatives was represented fairly from form 1 to form 4. The level of education of teachers relates to their instructional skills and pedagogical skills that are needed when shaping students moral behavior and levels of discipline. Collins (2002) indicated that guidance and counseling lessons are crucial for shaping students behaviours.

#### 4.3.4 Period of service of the respondents

Sorensen (2008) noted that workers who have worked for long possess more skills as compared to those with short tenure. Long time of service means enough experience in a particular field. Results are shown in Table 4.5.

**Table 4.5**

#### **Period of service of the teachers**

<b>Work Duration</b>	<b>Teachers</b>	
	<b>Frequency</b>	<b>Percent (%)</b>
less than 1 year	13	9.7
1 to 5 years	59	44.0
6 to 10 years	27	20.1
> 10 years	35	26.1
<b>Total</b>	<b>134</b>	<b>100</b>

$N_{I=162}$

Table 4.5 shows that majority 59 percent of teachers had worked for a period of 1 to 10 years. This is an indication that teachers are experienced enough to

understand school governance practices. Duration of work service is related to work commitment.

#### 4.4 Prevalent indiscipline cases among students

According to Otieno (2012) discipline entails guiding the learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve maximum performance. Student representatives were asked to indicate the most common indiscipline cases in their schools. Results of the study are presented in Table 4.6.

**Table 4.6**

#### **Prevalent indiscipline cases among students**

<b>Indiscipline case</b>	<b>Frequency</b>	<b>Percent</b>
Strikes	33	31.7
Bullying	34	32.7
Involvement in drugs	17	16.3
Sneaking	8	7.7
Others	12	11.5
<b>Total</b>	<b>104</b>	<b>100</b>

N<sub>1</sub>= 162

Schools were grouped into high indiscipline schools and low indiscipline schools depending to the levels of discipline. Schools that were characterized by frequent cases of strikes, bullying and use of illegal drugs were termed to have high levels of indiscipline. Schools that witnessed only sneaking and other petty

mistakes were termed to be have low levels of indiscipline. Results of the study showed that cases of bullying at 32.7 percent and strikes at 31.7 percent were the most common indiscipline cases among secondary schools in Kathonweni Sub-County. This is in agreement with the Institute of Education Sciences (2004) that public schools have constantly reported indiscipline cases. The other cases of indiscipline happening in secondary schools included arson, bullying, vandalizing school structures, physical fight by students on teachers and other students, alcoholism, abuse of drugs and substances, absenteeism among others (Mabeba, 2010).

#### **4.5 Student councils' involvement in decision making and student's discipline**

Student council involvement in decision making refers to the work of student representative bodies such as school councils (Chemutai & Chumba, 2014). The respondents were asked to examine the influence of student councils' involvement in decision making on student's discipline. The responses were rated on a five-point Likert scale and presented in Table 4.7. The choices were presented as (5= never, 4= rarely, 3= can't tell, 2 = frequently and 1= all the time.

**Table 4.7****Student councils' involvement in decision making and students' discipline**

<b>Role</b>	<b>all the time</b>	<b>frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>	<b>Mean</b>	<b>SD</b>
Selecting school prefects	7.5%	17.2%	5.2%	14.9%	55.2%	3.9	1.4
Time for preps	11.9%	13.4%	17.9%	25.4%	31.3%	3.5	1.4
Involvement in governance	11.9%	14.9%	13.4%	26.9%	32.8%	3.5	1.4
Enacting school rules and policies	10.4%	19.4%	11.2%	21.6%	37.3%	3.6	1.4
Implementation of school rules	11.9%	13.4%	7.5%	35.1%	32.1%	3.6	1.4
Average							

N<sub>1</sub>= 162

Table 4.7 revealed that majority of the respondents, 70.1 percent, indicated that student councils were not involved in electing school prefects. Majority of the respondents (56.7%) indicated that student councils were not involved in deciding time for preps. The results also indicated that majority of the respondents 59.7 percent of the respondents indicated that student councils were not involved school governance. Further, 58.9 percent of the respondents indicated that student councils were not involved when enacting school rules and policies. Finally, 67.2 percent of the respondents indicated that student councils were not involved in implementation of school rules.

The results agree with Mule (2011) that there is a close association between students' involvement and school governance. The current trend in the international community recognizes the right of the child to access to education,

and the right of the student to participate in decision-making (Carr, 2005). The inclusion of students in school governance is a practical way to promote democratic values and develop democratic school governance. The average mean of 3.6 and standard deviation of 1.4 indicated that there was a high variation in the responses from the respondents with regard to student councils' involvement in decision making and students' discipline.

During an interview session, school principals were asked to indicate how students' council is involved in decision making process in their schools. They indicated that student' councils were involved when deciding on their welfare programmes. However, they were not much involved in deciding over school rules and policies. They further indicated that involving students in implementing school policies ensures that school rules and policies are implemented effectively.

A Chi square test for independence between student councils' involvement in decision-making and student's discipline was conducted. Student councils' involvement in decision making was categorized into those schools that involve students in decision making and those schools that do not involve students in decision making. This was tabulated against students' level of discipline that was categorized into high indiscipline cases and low indiscipline cases. Table 4.8 shows how student level of discipline was evaluated against student council involvement in decision making.



**Table 4.8**

**Chi square test for independence between student councils' involvement in decision making and student's discipline**

		<b>Students discipline</b>		<b>Chi-square (p value)</b>
		<b>High indiscipline cases</b>	<b>Low indiscipline cases</b>	
Decision making	Students council not involved in decision making	103	3	
	Students council involved in decision making	4	24	

N<sub>1</sub>= 162

Findings indicated that, there were high indiscipline cases when student councils were not involved in decision making as indicated by 103 respondents as compared to 4 respondents who indicated that student councils were involved in decision making. Further, student indiscipline cases were low when student council was involved in decision making as indicated by 24 respondents as compared to only 4 who indicated that students are not involved in making decisions. The study findings were statistically significant supported by a chi square of ( =94.572, p=0.000).

These findings therefore imply that involving student council in decision making influences students' discipline. Traditionally, decisions about education lay squarely in the domain of the parents, principals and teachers, while learners should concentrate on studies only (Zafar, 1999, p.3). So, involving students in

decision making is seen as by educators as losing their status and influence in schools. The empowerment of both student leaders and educators is assumed to contribute to effective school governance.

#### **4.6 Student councils' involvement in implementation of school rules and student's discipline**

The respondents were asked to establish the influence of student councils' involvement in decision making on student's discipline in public secondary schools. In most schools, prefects are involved in a number of governance roles such as supervising duties and ensuring that rules and regulations are followed. They are also given authority to punish wrong-doers (Shikami, 2006). The responses are presented in a five Likert scale and presented in Table 4.9. The choices were presented as (5= never, 4= rarely, 3= can't tell, 2 = frequently and 1= all the time.

**Table 4.9****Student councils' involvement in implementation of school rules and student's discipline**

<b>Role</b>	<b>all the time</b>	<b>frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>	<b>Mean</b>	<b>SD</b>
Implementation of school rules and policies	5.2%	5.2%	7.5%	39.6%	42.5%	4.1	1.1
Reviewing existing rules and policies	11.2%	14.9%	11.9%	28.4%	33.6%	3.6	1.4
Formulating school policies to guide students	10.4%	11.9%	13.4%	30.6%	33.6%	3.6	1.3
Representing other students in school discipline committee	12.7%	9.0%	2.2%	33.6%	42.5%	3.8	1.4
Implementing school policies	3.0%	5.2%	17.2%	34.3%	40.3%	4.0	1.0
Petitioning administration on behave of students	6.0%	11.9%	13.4%	28.4%	40.3%	3.9	1.2
Involvement in punishing students	5.2%	4.5%	7.5%	32.8%	50.0%	4.2	1.1
Average						3.9	1.2

N<sub>1</sub>= 162

Table 4.9 showed that majority of the respondents (82.1%) indicated that student councils were not involved in the implementation of school rules and policies. The results also showed that majority of the respondents (62.0%) felt that students' councils were not involved in reviewing existing rules and policies. The results also showed that majority of the respondents 64.2 percent of the

respondents indicated that student council is not involved formulating school policies to guide students.

Student councils play a very effective discipline in schools. For instance, Christie et al (1998) noted that involvement of students in discipline process is an avenue to harmony in schools. Kiprop (2007) acknowledged that student leaders participated in enforcing school rules.

On a likert scale, the mean response was 3.6 which means that majority of the respondents were not agreeing to the statements in the questionnaire. The deviation from the mean was 1.4 meaning that the responses were clustered around the mean response. The average mean of 3.6 and standard deviation of 1.4 indicated that there was a high variation in the responses from the respondents with regard to student councils' involvement in decision making and students' discipline.

A Chi square test for independence between student councils' involvement in the implementation of school rules and student's discipline was conducted. Student councils' involvement in implementation of rules was categorized into those schools that involve students in implementing rules and those schools that do not involve students in implementing school rules. This was tabulated against students' level of discipline that was categorized into high indiscipline cases and low indiscipline cases. Table 4.10 shows how student level of discipline was evaluated against student council involvement in implementing school rules.

**Table 4.10**

**Chi square test for independence between student councils' involvement in implementation of school rules and student's discipline**

		Students discipline		Chi-square (p value)
		High indiscipline cases	Low indiscipline cases	
Implementation of school rules	Students not involved in the implementation of school rules	102	1	
	Students involved in the implementation of school rules	5	26	

N<sub>1</sub>= 162

A school where a student council is not involved in implementing school rules was characterized by high levels of indiscipline than those that involved students in implementing school rules. Result findings indicated that, there were high indiscipline cases when student council was not involved in implementing school rules as indicated by 102 respondents as compared to 5 respondents who indicated that student councils are involved in implementing school rules. Further, student indiscipline cases were low when student council was involved in implementing school rules as indicated by 26 respondents as compared to only 1 who indicated that students are not involved in implementing school rules. The study findings were statistically significant supported by a chi square of ( $\chi^2 = 101.781, p=0.000$ ). These findings therefore imply that involving student council in implementing school rules influences students' discipline.

Further, the study sought to know whether it is important to involve student councils in the management of the school. This is important in strengthening their relationship with the school management. Results of the study are shown in Table 4.11

**Table 4.11**

**Prefects' involvement in management**

<b>Should prefects involve management?</b>	<b>Frequency</b>	<b>Percent</b>
No	40	29.9
Yes	94	70.1
Total	134	100

N<sub>1</sub>= 162

Results of the study shows that majority of the respondents (70.1%) agreed that student councils should be involved in the management of schools. This implies that student council is a right ingredient in the management of secondary schools.

**4.7 Student councils' as a link of communication to the administration and student's discipline**

Ozigi (1971) says that the students' council serves as a communication router to the school administration. The respondents were asked to establish the influence of student councils' involvement as a link of communication between students and administration on student's discipline in public secondary schools.

The responses were rated on a five Likert scale and presented in Table 4.12. The choices were presented as (5= never, 4= rarely, 3= can't tell, 2 = frequently and 1= all the time.

**Table 4.12**

**Student councils' as a link of communication to the administration and student's discipline**

<b>Role</b>	<b>all the time</b>	<b>frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>	<b>Mean</b>	<b>SD</b>
Presentation of students problems	5.2%	6.0%	5.2%	35.8%	47.8%	4.1	1.1
Presentation of students views regarding welfare programmes	4.5%	11.9%	9.0%	48.5%	26.1%	3.8	1.1
Passing students views regarding school management	4.5%	12.7%	9.7%	23.1%	50.0%	4.0	1.2
Evaluating student-teacher relation	6.7%	8.2%	2.2%	31.3%	51.5%	4.1	1.2
Holding regular meetings with school administration	11.9%	10.4%	20.1%	29.9%	27.6%	3.5	1.3
Discussing mode of punishment	6.7%	10.4%	5.2%	43.3%	34.3%	3.9	1.2
Overall state of the school	20.9%	2.2%	8.2%	35.8%	32.8%	3.6	1.5
<b>Average</b>						<b>3.9</b>	<b>1.2</b>

N<sub>1</sub>= 162

Table 4.12 showed that majority of the respondents (83.6%) indicated that student councils were not involved in the presentation of students' problems. The

results also showed that majority of the respondents (74.6%) indicated that student's councils were not involved in presenting of students views regarding welfare programs. Further, majority of the respondents (73.1%) percent of the respondents indicated that student council is not involved passing students' views regarding school management. The results also show that (82.6%) of the respondents indicated that student council is not involved in evaluating student-teacher relation.

This is in agreement with Kyungu (2009) emphasizes the need for clear duties for students councils. Communication between students and school administration is one of the duties. Effective communication must be enhanced. This will enable effective day to day management of schools. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff (Muli, 2012).

On a likert scale, the mean of the responses was 3.9 indicating that majority of the respondents were not agreeing to the statements in the questionnaire. The deviation from the mean was 1.2 meaning that the responses were clustered around the mean response. The average mean of 3.9 and standard deviation of 1.2 indicated that there was a high variation in the responses from the respondents with regard to student councils' involvement as a link of communication and students' discipline.



A Chi square test for independence between student councils' involvement as a link of communication and student's discipline was presented. Student councils' involvement as a link of communication was categorized into those schools where student council act as a link of communication and those schools where student council do not act as a link to the administration. This was tabulated against students' level of discipline that was categorized into high indiscipline cases and low indiscipline cases. Table 4.13 shows how student level of discipline was evaluated against student council involvement as a link of communication of communication to the school administration.

**Table 4.13**

**Chi square test for independence between students council as a channel of communication and student's discipline**

		Students discipline		Chi-square (p value)
		High indiscipline cases	Low indiscipline cases	
Channel of communication	Students council not involved as a channel of communication	104	1	111.127 (0.000)
	Students council involved as a channel of communication	3	26	

N<sub>1</sub>= 162

A school where student council does not act as a link of communication was characterized by high levels of indiscipline than those where student council acted

as a link to the administration. Result findings indicated that, there were high indiscipline cases when student council did not act as a link of communication as shown by 104 respondents as compared to 4 respondents who indicated that student councils act as a link of communication. Further, student indiscipline cases were low when student council acted as a link of communication as shown by 26 respondents as compared to only 1 who indicated that student council act as a link of communication. The study findings were statistically significant supported by a chi square of ( $\chi^2 = 111.127, p=0.000$ ). These findings therefore imply that involving student council to act as a link between students and school administration influences students' discipline.

An interview session was conducted with school principals. The school principals indicated that, student council is helpful in acting as a link between students and school administration. This ensures that information lapses that are common in learning institutions are mitigated.

#### 4.8 Involvement of student councils in welfare activities and student's discipline

The respondents were asked to establish the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools in Kathonzweni Sub-County. The responses were indicated on a five Likert scale and presented in Table 4.14. The choices were presented as (5= never, 4= rarely, 3= can't tell, 2 = frequently and 1= all the time).

**Table 4.14**

#### Involvement of student councils in welfare activities and student's discipline

<b>Role</b>	<b>all the time</b>	<b>frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>	<b>Mean</b>	<b>SD</b>
Type of meals and diet	9.7%	8.2%	6.7%	32.8%	42.5%	3.9	1.3
Games and co-curricular activities	8.2%	16.4%	8.2%	41.0%	26.1%	3.6	1.3
Prompt medical attention to sick students	8.2%	15.7%	9.7%	23.1%	43.3%	3.8	1.4
Psychological support through Guiding and counseling	6.0%	14.2%	2.2%	30.6%	47.0%	4.0	1.3
Provision of safe and conducive boarding facilities	8.2%	8.2%	19.4%	37.3%	26.9%	3.7	1.2
Provision of safe and clean environment	10.4%	11.9%	4.5%	42.5%	30.6%	3.7	1.3
Provision of safe and conducive learning environment	11.9%	4.5%	6.0%	40.3%	37.3%	3.9	1.3
<b>Average</b>						<b>3.8</b>	<b>1.3</b>

N<sub>1</sub>= 162

Table 4.14 showed that majority of the respondents (75.3%) indicated that student councils were not involved in deciding type of meals and diet. The results also showed that majority of the respondents (67.1%) indicated that student's councils were not involved in deciding time games and co-curricular activities. The results also showed that majority of the respondents who were 66.4 percent of the respondents indicated that student council is not involved deciding prompt medical attention to sick students. This is in agreement with Tikoko and Kiprof (2011) that though there attempts to include views of students in school policy, such attempts did not extend to core management issues. Students were involved in student welfare issues but were deemed to be immature and therefore were not involved in administrative issues.

Decision-making relating to the student welfare and academic affairs is not fully developed in most schools. Very often, there is lack of effective involvement by students' council when deciding on the welfare of students. Students council's play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps (Backman, & Trafford, 2006).

On a likert scale, the mean of the responses was 3.8 indicating that majority of the respondents were not agreeing to the statements in the questionnaire. The deviation from the mean was 1.3 meaning that the responses were clustered around the mean response. The average mean of 3.8 and standard deviation of 1.3

indicated that there was a high variation in the responses from the respondents with regard to student councils' involvement in student welfare activities and students' discipline.

During interviews, school principals indicated that student' councils were involved when deciding on their welfare programmes.

A Chi square test for independence between student councils' involvement in students' welfare activities and student's discipline was conducted. Student councils' involvement in welfare activities was categorized into those schools where student council are involved in the welfare activities of students and those that do not involve student council in students welfare activities. This was tabulated against students' level of discipline that was categorized into high indiscipline cases and low indiscipline cases. Table 4.15 shows how student level of discipline was evaluated against student council involvement in the welfare activities of students.

**Table 4.15**

**Chi square test for independence between Students council involvement in welfare activities and student's discipline**

		Students discipline		Chi-square (p value)
		High indiscipline cases	Low indiscipline cases	
Students welfare activities	Students council not involved in students welfare activities	106	2	
	Students council involved in students welfare activities	1	25	

N<sub>1</sub>= 162

A school where a student council are not involved in the deciding over students welfare activities was characterized by high levels of indiscipline than those where student council was involved deciding over students welfare activities. Result findings indicated that, there was high indiscipline cases when student council was not involved in the welfare of students as shown by 106 respondents as compared to 1 respondent who indicated that student councils act are involved in deciding over welfare activities of the students. Further, student indiscipline cases were low when student council was involved in deciding over welfare of students as indicated by 25 respondents as compared to only 2 who indicated that student council is involved in deciding over welfare of students.

The study findings were statistically significant supported by a chi square of ( $\chi^2 = 115.823, p=0.000$ ). Chi square test was meant to show whether there existed any significant association between involving student council in deciding over welfare activities and students levels of discipline. These findings therefore imply that involving student council in deciding over students' welfare activities influences students' discipline.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter addresses the summary of the findings, the conclusions and the recommendations. This is done in line with the objectives.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the influence of student councils' involvement in school governance on students' discipline in public secondary schools in Kathonzweni Sub-County, Kenya. The study objectives were; to establish the influence of student councils' involvement in decision making on student's discipline in public secondary schools in Kathonzweni Sub-County, to establish the influence of student councils' involvement in implementation of school rules and policies among students on their discipline in public secondary schools in Kathonzweni Sub-County, to establish the influence of student councils' involvement as a link of communication between students and administration on student's discipline in public secondary schools in Kathonzweni Sub-County and to establish the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools in Kathonzweni Sub-County.

The study adopted a descriptive survey design. The target population was 30 public secondary schools in Kathonzweni Sub-County, Makueni County. The



study therefore targeted 1000 student leaders, 800 teachers and 30 principals. Stratification technique was used to select a sample size 108 student representatives, 162 teachers and 28 principals. Questionnaires and interview sessions were used to gather primary data. Interview guide was used to collect qualitative data from head teachers while questionnaires were administered to the teachers and students.

Content validity was used by the researcher to check whether the items in the interview guide answer the research objectives. The questionnaire was also subjected to pilot test to ensure that research instrument was reliable. The data collected were analyzed using SPSS computer programme version 20.0 Chi square tests were used to check on the relationship between the variables. The results were presented in frequency tables.

The first objective was to examine the influence of student councils' involvement in decision making on student's discipline in public secondary schools in Kathonzwani Sub-County. Chi square test for independence results ( $\chi^2=94.572, p=0.000$ ) indicated that schools where students' councils were not involved in decision making were characterized by high levels of indiscipline than those that involved students in decision making process. The study findings were statistically significant. These findings therefore imply that involving student council in decision making influences students' discipline.

The second objective was to establish the influence of student councils' involvement in implementation of school rules and policies among students on

their discipline in public secondary schools in Kathonzwi Sub-County. Chi square test for independence results ( $\chi^2 = 101.781, p=0.000$ ) indicated that schools where a student council is not involved in implementing school rules was characterized by high levels of indiscipline than those that involved students in implementing school rules. The study findings were statistically significant. These findings therefore imply that involving student council in implementing school rules influences students' discipline.

The third objective was to establish the influence of student councils' involvement as a link of communication between students and administration on student's discipline in public secondary schools in Kathonzwi Sub-County. Chi square test for independence results ( $\chi^2 = 111.127, p=0.000$ ) indicated that schools where a student council did not act as a link of communication was characterized by high levels of indiscipline than those where student council acted as a link to the administration. The study findings were statistically. These findings therefore imply that involving student council to act as a link between students and school administration influences students' discipline.

The fourth objective was to establish the influence of student councils' involvement in student welfare activities on their discipline in public secondary schools in Kathonzwi Sub-County. Chi square test for independence results ( $\chi^2 = 115.823, p=0.000$ ) indicated that schools where a student council are not involved in the deciding over students welfare activities was characterized by high levels of indiscipline than those where student council was involved deciding

over students welfare activities. The study findings were statistically. These findings therefore imply that involving student council in deciding over students' welfare activities influences students' discipline.

### **5.3 Conclusions**

The conclusions of this study were informed by the findings based on each study objective. Each objective was examined and a conclusion provided. The purpose of this study is to investigate the influence of student councils' involvement in school governance on students' discipline in public secondary schools in Kathonzwani Sub-County, Kenya.

Based on research finding it can be concluded that involving student council in decision making influences students' discipline. During decision making process, students make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms.

Further, it can be concluded that involving student council in implementing school rules influences students' discipline. They are involved in ensuring that school rules are implemented effectively.

It is also concluded that involving student council to act as a link between students and school administration influences students' discipline. Representative Council of Learners acts as an important instrument for liaison and communication and must meet at fairly regular intervals, with educators and other

school stakeholders to consider ideas, suggestions, comments and even complaints from the students. Schools should build the necessary frameworks and communication avenues for developing student councils. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff.

Finally, it can be concluded that imply that involving student council in deciding over students' welfare activities influences students' discipline. Students council's play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases.

#### **5.4 Recommendations for the study**

The following recommendations were made;

1. The school administration should involve student in decision making through student councils selected. This ensures that students are accommodated by building a sense of belonging to the school.
2. It is recommended that student council be involved in implementing school rules and policies. This will ensure that school rules and policies are implemented effectively.

3. It is recommended that the sustainable communication link between students council and school administration. This will take care of information lapses that are common in learning institutions.
4. Finally, the study recommends that students are involved in welfare activities like meals and time for preps. This will ensure that we do not experience conflicts between the school administration and students.

### **5.5 Suggestions for further study**

Based on the study findings, the following were the suggestions for further research;

1. Influence students' level of discipline on school academic performance.
2. The role of parents in behavioral development of school going children.

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## APPENDICES

### Appendix I: Letter of introduction

University of Nairobi  
Department of Education Administration  
P. O. Box 30197  
Nairobi

The Principal,  
..... Secondary school,  
Makueni

Dear Sir/ Madam,

#### **RE: REQUEST FOR PARTICIPATION IN RESEARCH**

I am post graduate student at University of Nairobi pursuing a Masters Degree in Corporate Governance in Education. I am carrying out a study on influence of student council involvement in school governance on students' discipline in public secondary schools.

I kindly request you to assist me gather information in 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.

Yours faithfully,

**Kilonzo Dominic Kyalo**

## APPENDIX II: Questionnaire for teachers

### Section A: Demographic data for Teachers

1. What is your gender? a) Male                       b)Female
2. What is your highest level of education?
  - a) Diploma
  - b) Bachelors
  - c) Masters
  - d) PhD
3. How many years have you been in your current employment?
  - a) less than one year
  - b) 1 to 5 year
  - c) 6 to 10 years
  - d) More than 10 years
4. What is your age bracket?
  - a) Less than 30 years
  - b) 31-40 years
  - c) 41-50 years
  - d) 51 years and above

### Section B: Influence of student councils involvement in decision making on discipline

5. How often are the student councils in your school involved in the following roles? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

Statement	All the time	Frequently	Can't tell	Rarely	Never
Selecting school prefects					
Time for preps					
Selecting board of governance					
Enacting school rules and policies					
Implementation of school rules					

6. List factors hindering effective involvement of student council in decision making?

.....

**Section C: Influence of student councils’ involvement in implementation of school rules and policies among students on discipline**

7. How often are the student councils in your school involved in the following roles? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can’t tell, Rarely and Never

<b>Statement</b>	<b>All the time</b>	<b>Frequently</b>	<b>Can’t tell</b>	<b>Rarely</b>	<b>Never</b>
Implementation of school rules and policies					
Reviewing existing rules and policies					
Formulating school policies to guide students					
Representing other students in school discipline committee					
Implementing school policies					
Petitioning administration on behalf of students					
Involvement in punishing students					

What are the other ways student council can use to foster and promote student discipline?

.....

.....

**Section D: Influence of student councils' involvement as a channel of communication between students and administration on discipline**

8. How often are the student councils in your school involved in the following roles? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

Statement	All the time	Frequently	Can't tell	Rarely	Never
Presentation of students problems					
Presentation of students views regarding welfare programmes					
Passing students views regarding school management					
Evaluating student-teacher relation					
Holding regular meetings with school administration					
Discussing mode of punishment					
Overall state of the school					

9. Should prefects be involved in the way the school is managed?

a) Yes [ ]    b) No [ ]

10. What are the recommendations that you can put forward to improve communication between student council and the school?

.....  
 .....

**Section E: Influence of student councils involvement in student welfare activities on discipline**

11. How often are the student councils in your school involved in the following roles? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

<b>Statement</b>	<b>All the time</b>	<b>Frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>
Type of meals and diet					
Games and co-curricular activities					
Prompt medical attention to sick students					
Psychological support through Guiding and counseling					
Provision of safe and conducive boarding facilities					
Provision of safe and clean environment					
Provision of safe and conducive learning environment					

**Section F: Students' discipline**

12. Indicate students' levels of discipline based on the following indicators?

Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

<b>Statement</b>	<b>All the time</b>	<b>Frequent</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>
Students' discipline has deteriorated					
There are more strikes					
Increased cases of arson					
Increased cases of sneaking					
Drugs and substance abuse					
Fighting among students					
Disrespect to teachers and other school workers					

### APPENDIX III: Questionnaire for students

#### Section A: Demographic data for Students

1. What is your gender? a) Male  b) Female

2. Which form are you?  
 a) Form 1  b) Form 2   
 c) Form 3  d) Form 4

3. What is your age bracket?  
 a) Less than 14 years   
 b) 14-15 years   
 c) 15-17 years   
 d) 18 years and above

4. Which is the most prevalent indiscipline issue in your school?  
 a) Strikes  b) Bullying  c) Involvement in drugs   
 d) Sneaking  e) Others .....

5. How often are the student councils in your school involved in the following roles? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

Statement	All the time	Frequently	Can't tell	Rarely	Never
Supervising duties					
Guiding and counseling other students					
Involved in formulating school policies to guide students					
Representing other students in school discipline committee					
Implementing school policies					
Petitioning administration on behalf of students					
Involvement when selecting student leaders					



6. How often are the student councils in your school involved in the following welfare activities? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

<b>Statement</b>	<b>All the time</b>	<b>Frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>
Type of meals and diet					
Games and co-curricular activities					
Prompt medical attention to sick students					
Psychological support through Guiding and counseling					
Provision of safe and conducive boarding facilities					
Provision of safe and clean environment					
Provision of safe and conducive learning environment					

7. How often are the student councils in your school involved in the following decision making activities? Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

<b>Statement</b>	<b>All the time</b>	<b>Frequently</b>	<b>Can't tell</b>	<b>Rarely</b>	<b>Never</b>
Selecting school prefects					
Time for preps					
Selecting board of governance					
Enacting school rules and policies					
Implementation of school rules					

8. As a link of communication between students and school administration. What are your roles?

.....  
 .....

10. Are you involved when implementing school rules and policies?

Yes [ ] No [ ]

**Section F: Students' discipline**

9. Indicate students' levels of discipline based on the following indicators?

Please tick ( ) in the box where necessary. The choices are given as All the time, Frequently, Can't tell, Rarely and Never

Statement	Strongly disagree	disagree	Can't tell	Agree	Strongly agree
Students' discipline has deteriorated					
There are more strikes					
Increased cases of arson					
Increased cases of sneaking					
Drugs and substance abuse					
Fighting among students					
Disrespect to teachers and other school workers					

**APPENDIX IV: Interview guide for principals**

1. In what ways are students’ council involved in decision making process in your school?

.....  
.....

2. In what ways do you think student council is helpful in implementation of school rules and policies among students in this school?

.....  
.....

3. In what ways do you find student council help link students to the school management?

.....  
.....

4. How do you involve students when it comes to their welfare programmes?

.....  
.....

## Appendix V: Research authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213171,  
2541349,3310571,2219420  
Fax: +254-20-318215,318249  
Email: dc@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, U-tali House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No: **NACOSTI/P/17/77871/19025**

Date: **14<sup>th</sup> September, 2017**

Dominic Kyalo Kilonzo  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Influence of student councils involvement in school governance on students discipline in public secondary schools in Kathonzi Sub-County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **14<sup>th</sup> September, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni 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.

A handwritten signature in blue ink, appearing to read 'Godfrey P. Kalerwa'.

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

Copy to:

The County Commissioner  
Makueni County.

The County Director of Education  
Makueni County.

## Appendix VI: Research permit

**THIS IS TO CERTIFY THAT:** Permit No : NACOSTI/P/17/77871/19025  
**MR. DOMINIC KYALO KILONZO** Date Of Issue : 14th September,2017  
**of UNIVERSITY OF NAIROBI, 0-90302** Fee Received :Ksh 1000  
**Kathonzweni,has been permitted to**  
**conduct research in Makueni County**

**on the topic: INFLUENCE OF STUDENT  
COUNCILS INVOLVEMENT IN SCHOOL  
GOVERNANCE ON STUDENTS DISCIPLINE  
IN PUBLIC SECONDARY SCHOOLS IN  
KATHONZWENI SUB-COUNTY, KENYA**

**for the period ending:  
14th September,2018**

  
.....  
**Applicant's  
Signature**



  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 15765**

**CONDITIONS: see back page**



## Appendix VII: Sub County authorization permit

**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**  
**Office of the Sub County Director of Education - Kathonzwani Sub-County**

**State Department of Education**

Telegrams: "Kathoedu"  
Telephone:  
E-mail: deokathonzwani@gmail.com  
When replying please quote



SUB COUNTY EDUCATION OFFICE,  
KATHONZWANI SUB COUNTY,  
P.O. BOX 103-90302  
**KATHONZWANI.**

15<sup>th</sup> August 2017

REF: ED/KZN/ADM3/1VOL1/019

✓ Dear Kilonzo,

**RE: PERMISSION TO UNDERTAKE RESEARCH IN OUR SUB-COUNTY**

I am in receipt of your request for authority to carry out research on students' councils in our Sub-County vide your letter dated 15<sup>th</sup> August 2017. By a copy of this letter, authority is hereby granted for the period indicated (1 July-31<sup>st</sup> September 2017).

Kindly share your findings with our office once you are through.

Regards



For: SUB-COUNTY DIRECTOR  
OF EDUCATION  
KATHONZWANI

G.M Kyengo  
Sub-County Quality Assurance & Standards Officer  
KATHONZWANI

Cc

1. Principal St Martin Kathonzwani school
2. Sub-County Director of TSC Kathonzwani

## Appendix VIII: Map of Kathonweni Sub County

