

**ROLE OF STUDENTS COUNCILS IN MANAGEMENT OF DISCIPLINE IN  
PUBLIC SECONDARY SCHOOLS IN TURBO SUB COUNTY, UASIN GISHU  
COUNTY, KENYA**

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PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
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**MARCH 2020**

**DECLARATION**

This research project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution

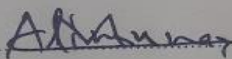
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## **DEDICATION**

This research project is dedicated to my mother Beatrice Meme and my extended family for their full support and encouragement on my academic life. My dedication also goes to my friends for the advices which kept me moving towards achieving much. May God bless you all.

## **ACKNOWLEDGEMENT**

The successful completion of this research study has been through the significant contributions of several people whose tireless efforts yielded this success. I thank the Almighty God for giving me health, strength, wisdom and favour that kept me going during this study. I thank and appreciate my mother Beatrice Meme for her support for my education. Special thanks to my brothers and sisters for their encouragements during the entire period. My heartfelt gratitude to Greta University for giving me an opportunity to pursue this course. Special thanks and appreciation to my supervisor, Professor George N,Reche and other supervisors namely:Sheilla Tallam and Phoestine Naliaka for their guidance and constructive encouragements throughout my study period.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BEA</b>	Basic Education Act
<b>BOM</b>	Board of Management
<b>GOK</b>	Government of Kenya
<b>KIM</b>	Kenya Institute of Management
<b>KSSSC</b>	Kenya Secondary Schools Student Council
<b>SC</b>	Students Council
<b>SCLs</b>	Student Council Leaders
<b>TTC</b>	Teachers Training College
<b>USA</b>	United States of America

## OPERATIONAL DEFINITIONS OF TERMS

<b>Induction</b>	Refers to elaborate programs used by the student's council to instate new students to ensure that they understand the school rules and regulations.
<b>Involvement</b>	Refers to active engagement of student leaders in discipline management issues.
<b>Management of Students' Discipline</b>	Refers to the act of dealing with indiscipline cases to ensure that students maintain order in secondary schools.
<b>Roles</b>	Refers to the functions or parts performed by students Leaders.
<b>School Management</b>	Refers to the formation and implementation of school policies by the school management body
<b>Student's council</b>	Refers to a body that consists of students elected by others as leaders in the school.
<b>Students' discipline</b>	Refers to a system of rules guiding secondary school students to make reasonable decisions responsibly.

## ABSTRACT

The purpose of the study was to investigate the role played by student council in management of student discipline in public secondary schools in Turbo Sub-County, Uasin Gishu County Kenya. The study was guided by the following objectives: To find out the duties of student councils in various public secondary schools in Turbo Sub County, to find out whether students councils are empowered by secondary schools in Turbo Sub county, to find out if secondary schools have delegated some discipline components to the student's councils and to evaluate the impacts of student councils in discipline management in public secondary schools in Turbo Sub county. This study adopted the social Science Theory .Stratified Sampling was used to sample two mixed boarding Secondary schools. Simple Random Sampling was used to sample 50% of the sample population that's; students, student councils leaders (SCLs), teachers and Deputy Principal (DP).Questionnaire was used for data collection. Descriptive Statistics such as percentages and frequencies analysed data and tables were used to present the data. The findings revealed :That Deputy Principal, teachers, Student council members and students strongly agreed that students council's involvement in formulation of school rules and regulations influences the management of student's discipline in public secondary schools in Turbo Sub county, that on determining the appropriate measures to be applied on indiscipline students, the Deputy principal ,teachers ,student's council and students strongly agreed that the student council's members determines the appropriate discipline measure to be applied on those students found be breaking the school rules and regulations. This showed that various secondary schools in Turbo Sub County have delegated some discipline components to the student council's leaders, that on SCLs advocating for the welfare of the students in school, it was strongly agreed by the deputy principal, SCLs and students in general. Through this process, it is very clear that students' council's leaders have a lot of impacts on the discipline of the students in secondary schools. Through advocating for students welfare, it shows that they have the interest of students at heart and therefore they determines the students' discipline. Secondary schools in Turbo Sub County have tried their level best to empower student's leaders. This is through the construction of Council Offices (CO), providing unique school uniforms for the SCLs, administering badges, and through offering leadership retreats. This was strongly agreed by; the deputy principal, teachers, SCLs, and students. Recommendations: that school principals should involve students in management of discipline in their schools. This would reduce the indiscipline cases in the school and improve on their management of student's discipline. The research suggested a study to be done on student's council involvement in drug and substance abuse reduction in public secondary schools in Turbo Sub County and even other counties. The Ministry of Education, Kenya Education Management Institute and other stake holders in education would benefit from this research on how to empower student's councils in management of school discipline in secondary schools.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Introduction**

This chapter deals with background of the study, justification of the study, the study objectives research questions and also problem of the statement.

### **1.2 Background of the Study**

Globally, student's discipline is a growing problem for teachers in many schools (Bachuke&Debeila, 2012).Therefore within the newly emerging international focus on children's competence, there are calls for learners to become active participants in the operations and management of secondary schools. Students' participation in school management empowers them to take responsibility of the school activities and their own welfare (Kouzer & Posner, 2013). It also enlightens them of what is required of them in various situations and step forward to become the students they can be. For this reason, many schools practice decentralization (Davidsff & Lazarus, 2007). This act involves appointing some of the students with good leadership skills to participate in solving and managing problems in school.

Most schools in the recent past have been facing challenges related to disruptive and antisocial students' behaviour such as verbal abuse, fighting, bullying, sexual harassment, rule violation and destruction of school property (Bear, Osher, Spague & Doyle, 2010). For this reason, most schools have adopted peers for peer discipline management. This involves governance and management which will be concentrated within elected students' representatives.

Considering the fact that students display is a growing problem for teachers worldwide (Bechuke & Debeila 2012) there are calls for children to become active participants in the operation and management of display among their fellow pupils/ learners. According to Kouzer and Posner, (2013), students' participation in school management empowers them to take the responsibility of the schools activities and their own welfare. Through this the experience enable them to find a solution in challenging situations thus requires searching a good examples for others, looking ahead to the future, taking initiative to change the status quo, building team work and trust and encouraging others to succeed.

The student council is a representative body of student selected by their own peers to give a voice to the opinion and desires of the students. Students' council is a curriculum or co-curriculum for students within elementary and secondary schools around the world. It is

present in public and private school system across the United States Canada, Australia and Philippines. It is given different names such as student council, student government associated student body, student activity council and student council association (Wilson, 2001). Students' councils have a number of roles and these roles include: being role models in the school, maintain the standard of discipline, attend school events and student council meetings, write minutes of the educational forums attended by them and ensure that other students stick to the school rules and regulations.

Jeruto and Kiprop (2011) showed that calls for inclusions of students in the decision making structure in schools have led to structures for the purpose. The most prominent of this was the formation of the Kenya Secondary Schools Student's Council (KSSSC) formed in 2009 with a view of making secondary school governance more participatory. In this new arrangement, students would be part and parcel of school management, to ensure their interests are adopted in administration of secondary schools.

In Britain a school called St. Mary's emphasises on the involvement of students' participation in the school management. These students are known as student managers. Allen (2013) many learning institutions have seen it wise to involve students in school management roles in order to conform to the law. Students' council play a very important role in complementing the behaviour of the student. In Scotland students' council involvement in school management has been used with different age groups. Alderson, (2000) says majority of the students expressed greatest preferences for lessons where they could work with their friend under their own leadership. He says that it builds cooperation, practical work and discussion among students.

In Australia students participation in school management was used in Malbourne High School ( Njozela, 2010) with the first school student representative council, the student body had some of their own elected leaders to represent the in the board of managers in the school. (Samad, 2000) says African countries like Uganda, Egypt and Tanzania have student councils. (Goda, 2012) says, Kenya as a country is not left behind in the move to involve students' council in improving discipline in schools. This is achieved through a school allowing and encouraging dialogue with students and advising them to elect their leaders through democratic elections.

Considering with the above facts therefore I saw it wise to embark on the very study since there is still a gap on students' involvement in school management system.

### **1.3: Problem Statement**

Despite the Government of Kenya (GoK) encouraging the use of student councils in secondary schools to control indiscipline, unrest, bullying and inculcating, the culture of democracy, integrity and accountability among students since 2008 and the formulation of the Basic Education Act (NO 14 of 2013) to bring about change, many secondary schools in Turbo Sub county seem not to embrace on it.

Furthermore, schools have been experiencing several cases of students indiscipline indicated by frequent student unrest, destruction of schools, bullying and consequently poor performance. Several issues have been reported from various parts of the country. This hit the peak in the year 2015 when the country experienced school burning in almost every county. Several factors have been attributed to this which includes: harsh school rules, national exams fears, peer pressure among other factors. A study by Cook-Sather (2002), and Fletcher and Hayes (2005), Bukaliya (2012) advocate for student participation in decision making and discipline management being a key issue in schools. From the highlights of the past studies, the study will identify conceptual and contextual gaps which the study will fill by investigating the role played by students' councils in discipline management.

#### 1.4: Purpose of the Study

This study is aimed at investigating whether student councils in secondary schools play any role in discipline management in Turbo sub county Uasin Gishu county, Kenya. Hence the conceptual frame work indicating the Independent and Dependent variables of the study.

#### 1.5 Conceptual framework

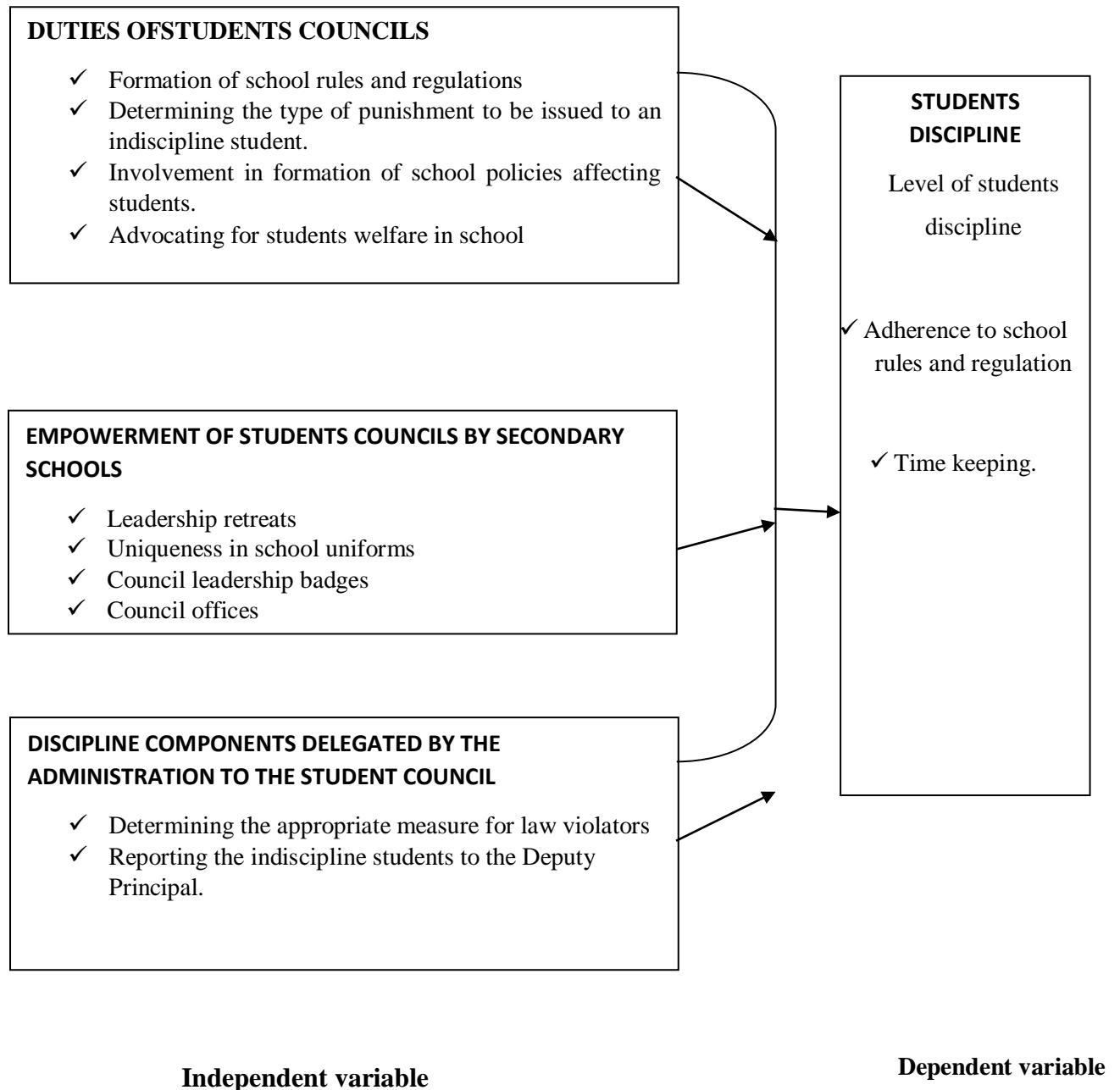


Fig 1.1 influence of students' in management of discipline.

(Researcher 2020)

## **1.6: Objectives of the Study**

This study will be guided by the following objectives:

1. To find out the duties of students councils in various schools.
2. To find out whether students' councils are empowered by secondary schools.
3. To find out if the secondary schools administrations have delegated some discipline components to the students' councils.
4. To evaluate the impacts of students councils in discipline management.

## **1.7: Research Questions**

The study will have the following research questions:

1. Do student councils in various schools have duties to play?
2. Are the student councils in secondary schools empowered?
3. Have the secondary schools administrations delegated implementation of some discipline components to students' councils?
4. What are the impacts of students' councils in discipline management?

## **1.8: Significance of the Study**

The Ministry of Education may use the findings to draw guide lines to ensure that educational administration led by the school principal engage students council in discipline management in their schools. The Board of Management and the Principals may use the findings to enhance their effectiveness in discipline management in secondary schools Findings can also be used by teachers and student councils to narrow the gap between teachers and students for better management of discipline so as to become effective in the execution of their mandate.

The Kenya Education Management Institute (KEMI) will also benefit with my finding since it will use them to offer short course to head teachers/ principals on student council engagement in management of student council discipline. In public and private secondary schools. The research study may provide future information to be used by learners in the same area of study. The finding of the research will also be used by the Kenya secondary schools association, the board of management, the principals and the student councils to curb the problem of indiscipline in public secondary schools in Turbo sub county Uasin Gishu County. Furthermore the findings will break the narrow gap between teachers as students' council and therefore facilitating proper management of discipline.



### **1.9: Limitation of the Study**

The study was limited by the fact that the data to be collected using a self-assessment questionnaire will be subjected to respondent bias. The study was limited by the fact that the administration and student council would have been reluctant to give information required for the fear of exposure. In order to regulate this, the researcher assured the respondent of confidentiality and responses collected was only to be used for educational purposes.

### **1.10: Delimitations of the Study**

This study was delimited to public secondary schools in my region i.e. Turbo sub County. It is located private secondary schools. The co-respondents in the research process were ; the administration(Deputy Principal) since he or she is the one in charge of discipline in any school ,teachers, the student council/ leaders and the students. The research process was delimited to only four variables i.e. duties of students' council in various schools in Turbo whether or not the student council are empowered by secondary schools in Turbo, whether or not the secondary schools administrations have delegated some discipline components to the student councils and the impacts of students' council in management.

### **1.11: Assumptions of the Study**

The research project had the following assumptions: The information obtained was accurate, the schools in the area of study had students' councils, the student councils' body and students filled the questionnaires without any fear of contradiction and intimidation.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1: Introduction**

This chapter focused on empirical studies on the role of students' councils on the management of discipline in secondary schools. The study focused on the theoretical background, the concept of students' councils and discipline management. This chapter also reviewed previous researches and studies done by other researchers. It also summarized research gaps.

### **2.2: Theoretical Framework of the Study**

The study adopted the social systems theories proposed by Talcott Parsons of 1975 as the theoretical underpinning for the study (Cohen & Romi, 2010). Social systems theories states that the social system is composed by persons or groups of persons who interact and mutually influence each other's behaviour. A social system is a boundary research of interrelated activities that together will constitute a single entity. Talcott Parsons attempted to develop and perfect general and analytical mode suitable for analysing all types of collectives. Unlike the Marxists, who focused on the occurrence of radical change, Parsons explored why societies are stable and functioning. His model is AGIL which represents the four basic functions that all social systems must perform if they are to persist. They are; adaptation, goal attainment, integration, latency.

This theory was supported by Katz and Kahn (1978) who elaborated on Parsons System and described each as having five sub systems; Production, supportive, maintenance, adaptive and managerial.

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

### **2.3: Definition of Students' Councils**

A students' council is a representative body of students elected by their peers to give voice to the opinions and desires of the students. It is both curricular and extra-curricular activity amongst those elected and it is functional in both private and public school. It is also referred to as a student body formed to represent students' views to the school management.

The basis for student selection varies from a school to another depending on their rationale. Mostly, students' council comprise of senior grade students who have greater power and immense influence amongst peers and have the potential to run the school effectively in and outside classroom. In most cases, council members are democratically elected through universal suffrage of one student one vote.

### **2.4: The Concept of Discipline Management**

The concept of discipline management entails the way of enabling learners to adhere to set of actions by teachers or administration towards the students. It enables learners to follow a set limit of rules that deter certain behaviours or attitudes that are perceived as dangerous or not in line with school policies, educational ethics and school culture.

According to Indimuli (2012) says that transforming students' leadership from just prefects to a more representative body was a voice in their leadership while changing the role of prefects from being masters to being a bridge of communication between the students and the school administration. Most of the times, decisions that the teachers impose on the students were the same that the students themselves could gladly own if they were given an opportunity to participate in discipline management.

### **2.5: The Concept of Students Council in Management of Discipline**

The establishment of students' councils was intended to play a very critical and essential role in the school community. The involvement student leaders in administration of discipline measures is valuable due to the fact that that they enforce discipline, conduct to their colleagues inside and outside classrooms, dormitories and other premises of the school (Kambuga & Omollo, 2017). Students' council involvement is a social obligation and a means of ensuring efficient running of the school.

Discipline management can be a process of enabling the learners to strictly attach to the required sets of action or guidelines governing a certain school. Discipline management enables the learner to follow a set of rules obstructing certain behaviours of attitudes that are unwanted or thus do not conform to a norms of a particular school. According to ( Drucker,

2005) management is the act of getting people together to accomplish desired goals through planning organizing sourcing, leading or directing and controlling an organization or efforts for the purpose of accomplishing a goal. Education management focuses attention on strategies for keeping education resources current or up to date an accessible. According to Chiu and Chow, (2011), Herting (2010) and Jensen,Reichl & Kemp, (2011), students can develop their leadership skills by participating in responsibility roles in their school and work together with the school administration to effectively implement the organization's objectives. Leithwood, Louis, Anderson and Wahistrom (2004) emphasized on the students participatory role as being directly responsible for creating purpose of vision for the rest of the students population.

According to the Basic Education Act (2013) part of the new education reform is to have a student leader as one of the members of the school B.O.M. with the aim of involving better ideas in public secondary schools.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1: Introduction**

This section covered the methodology the research. Research methodology is the specific procedures or techniques used to identify, select, process and analyse information about a given topic. The section encompassed research design, target population, sample size and sampling methods, research tools or instruments, instruments validity and reliability, data collection procedure, data analysis techniques and ethical considerations that were adhered to.

### **3.2: Research Design**

A research design is the set of methods and procedures used in collecting and analysing measures of the variables specified in the problem research. The study adopted a descriptive research design because the subject is being observed in a completely and unchanged natural environment. According Kothari (2004), descriptive research is important because it acts as a pre-cursor to quantitative research design and the general overview gives some valuable pointers as to what variables are worth testing quantitatively. The approach was valuable in collecting and assessing data for this particular study because it was suitable for an in depth study of the target population. It involved collecting data in order to answer questions concerning the status of the study.

### **3.3: Target Population**

A target population is a collection of objects considered in any field of study and refers to a large group from which a sample is taken from (Orodho, 2008). The study was conducted in Turbo sub-county. For this study, target population consisted of 5 public secondary schools in Turb Sub County. Five deputy principals and 5 teachers. That means in every school, one deputy principal and one teacher was interviewed. The target schools included two mixed boarding schools and three mixed day schools. The target population in these schools apart from the deputy principal and teacher were the Student council leaders (SCLs) and students. The proposed student council's structure comprised of 10 members. Those were the head boy and head girl in each school hence bringing the number to 10. The number of targeted students were one from each class that means 4 in each school hence bringing the number to 20. The target population therefore were: 2 teachers from each school that's the deputy principal and one teacher, 2 student leaders from each school that's Head boy and head girl

and 1 student from each class that means 4 students from each school. The target population therefore was 40 people. The schools comprised of Extra County and county schools.

### **3.4: Sample Size and Sampling Procedures**

A sample is a representative proportion of the target population. Mugenda and Mugenda (2003) States that a sample size of 10% of the target population is considered minimum, while a sample of 20% is required for a smaller population and 30% for statistical analysis, thus this study used a percentage not exceeding 50% and not less than 20% of the target population. For this case the target population were teachers, 25% of the target population were student leaders and 50% of the target population were students.

The sampling procedures that was used in the study are purposive sampling and random sampling techniques simple random sampling was used to select members of the students' councils who took part in the study. Purposive technique was used in sampling schools. This procedure was preferred due to different categories of schools and respondents that were used in the study.

### **3.5: Data Collection Instruments**

Questionnaires were used as the main data collection instruments in the study. Questionnaires were used to obtain important information about population and they were developed to address specific objectives of the study. The study adopted four questionnaires that's two for teachers (deputy principal and one teacher), one for student councils and one for students.

### **3.6: Validity and Reliability**

A pilot study, also known as feasibility study was done to assess the feasibility of the study, its validity and reliability. There was a pre-test of the questionnaires which were identical to the ones that were used in the actual data collection. This was done in one school and the procedure was repeated in the same school so as to assess the appropriateness of the data collection method and other procedures (Mugenda & Mugenda, 1999)

Reliability is the degree to which a particular measuring procedure gives similar results over of repeated trials. A test re- test method was used to determine the degree to which the same results will be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. The scores that was obtained by each respondent on the first and second test should be quite close (Orodho, 2003).

Validity is a measure of how well a test measures what it is supposed to measure. It is concerned with establishing whether the tools content are measuring what they are supposed to measure (Huitt, Hummel & Kaeck, 1999). The study used check list method to ascertain validity content.

### **3.7: Data Collection Procedures**

The Gretsia University department of Education, Humanities and Social Sciences granted me a permission to go and collect the data. The school of education provided an introduction letter to be used in application for a permit from the Ministry of Education, Science and Technology. The county director of education also accorded me a permission to carry out research in Turbo sub-county. The principals also never hesitated. They gave a permission and support while I was collecting the data from their schools from the time I was doing the pilot study and the actual data collection.

### **3.8: Ethical Issues and their Consideration**

The researcher obtained an introductory letter from the School of Education, Humanities and Social Sciences, Gretsia University and with the letter from the university I visited the schools that were selected where I explained the purpose of the study and requested for permission to conduct the study in the respective schools. I assured confidentiality to the respondents. I explained to the respondents all that was entailed in the research and then gave them time to fill the questionnaires a looked for a favourable time to conduct the interview. The respondents were told about the study aims and objectives to ensure that they were well informed.

### **3.9: Data Analysis Techniques**

The data that was collected was put into a systematic form. Filtering of the data was done to correct the problems that were identified with raw data. A coding scheme was developed; one for strongly agree, one for agree, one for strongly disagree, one for disagree and one for not sure. Data was stored in data storage and excels. Data was analysed using statistical techniques. Descriptive statistics was concerned with organizing and summarizing the data that was collected.

The analysis of the data required a number of closely related operations which included establishing categories, applying the categories through coding, tabulating and drawing statistical inferences. Large amounts of field data that were collected were condensed into manageable groups and tables. Editing was done to improve quality of data; coding and

tabulating was done to classify the data (Kothari, 2004). After tabulating, was computed into percentages and presented using statistical techniques such as frequency distribution tables.



## CHAPTER FOUR: FINDINGS AND DISCUSSIONS

### 4.1 Introduction

This chapter entails the study findings based on the specific objectives. It also provides the interpretation and discussion of the findings. To find out the duties of students councils in various schools, whether students' councils are empowered by secondary schools, if the secondary schools administrations have delegated some discipline components to the students' councils and evaluate the impacts of students councils in discipline management. The findings were analyzed to answer the research questions of the study and presented in frequencies and percentages as follows;

**Table 4. 1: Students' responses**

#### Gender

	Frequency	Percent
Male	10	50.0
Female	10	50.0
Total	20	100.0

According to the data collected, 50% of the informants were male while 50% of them were female. This totals up to 100% of the informants and this is shown on the table above.

**Table 4. 2: Age**

	Frequency	Percent
Below 15	4	20.0
Above 15	16	80.0
Total	20	100.0

Out of the sample population of 20 students, those who had 15 years and below were 4 of them and this translated to 20%. These were found to be students in the form one class. The

rest 16 students were found to be having 15 years and above. This frequency of 16 represented 80% of the informants as shown in the table above.

**Table 4. 3: Class**

	Frequency	Percent
Form 1	5	25.0
Form 2	5	25.0
Form 3	5	25.0
Form 4	5	25.0
Total	20	100.0

The frequency of the informants were five students per class. This means that the number of students subjected to a questionnaire were; five in form one, five in form two, five in form three and five in form four. This translates to 25% out of 100% from each and every class.

**Table 4. 4: Formation of School Rules and Regulations**

	Frequency	Percent
Not sure	2	10.0
Strongly disagree	1	5.0
Disagree	2	10.0
Agree	3	15.0
Strongly agree	12	60.0
Total	20	100.0

When trying to determine whether or not the members student council participates in the formation of school rules and regulations, the above results were obtained.60% of the informants strongly agreed that student council takes part in the formation of school rules and regulations. 15%agreed 10% disagreed, 5% strongly disagreed and the rest 10% of the informants were not sure whether student councils take part in the formation of school rules and regulations. From the above table, it can be seen that members of the student councils participates in the formation of school rules and regulations in public secondary schools in

Turbo sub county, Uasin Gishu county ,Kenya. This is because 75% of the informants accepted that they do take part.

**Table 4. 5: Determining the Appropriate Measures for Law Breakers**

	Frequency	Percent
Strongly disagree	1	5.0
Disagree	4	20.0
Agree	5	25.0
Strongly agree	10	50.0
Total	20	100.0

From the table above, it can be noted that students leaders determines the appropriate measures to be applied on the students who are found with an offence or who are found to have broken the law. This can be seen from the percentage of the students who gave the positive response concerning the same.50% of the informants strongly agreed while 25% agreed. This totals up to 75% of the positive response out of 100%.20% disagreed while 5% strongly disagreed.

**Table 4. 6: Formulation of School Policies Affecting Students**

	Frequency	Percent
Not sure	2	10.0
Strongly disagree	3	15.0
Disagree	2	10.0
Agree	4	20.0
Strongly agree	9	45.0
Total	20	100.0

On determining whether student leaders/councils formulates the school policies affecting students in the school or not,45% strongly agreed,20% agreed,10% disagreed, 15% strongly disagreed and the rest 10% out of 100% of the informants were not sure whether or not the

student councils formulates the school policies that affects the students in school. But from the results in the table above, it is noted that student councils Turbo Sub County public secondary schools formulates some policies to impact positively to student's academic performance.

**Table 4. 7: Advocating for the Students Welfare in School**

	Frequency	Percent
Agree	6	30.0
Strongly agree	14	70.0
Total	20	100.0

Student councils advocates for the welfare of the students from the field results, it is clear that the students strongly agreed and agreed .The students that strongly agreed were 70% while those who agreed made 30% and therefore summing up to 100%.

**Table 4. 8: Leadership Retreats**

	Frequency	Percent
Strongly disagree	1	5.0
Disagree	1	5.0
Agree	7	35.0
Strongly agree	11	55.0
Total	20	100.0

Student leaders/councils are accorded leadership retreats so as to boost their leadership skills. The students who were subjected to this questionnaires responded positively. As per the above table, it is clear that those who strongly agreed made up 55%, those who agreed made up 35%, those who disagreed made up 5% and lastly those who strongly disagreed made up 5%.The percentage of those students who agreed totals up to 90% out of the 100%.

**Table 4. 9: Uniqueness in School Uniforms**

	Frequency	Percent
Not sure	2	10.0
Strongly disagree	1	5.0
Disagree	2	10.0
Agree	7	35.0
Strongly agree	8	40.0
Total	20	100.0

When trying to find out whether or not the student councils have their unique uniform, I found out from the students that these student councils are given their unique uniforms. They appear different from the rest of the students and therefore one can notice them from far. From the above table, 40% of the students strongly agreed, 35% agreed and therefore making up the percentage of those who gave positive response to 75% out of the 100%. Those who disagreed were 10% while those who strongly disagreed were 5%. The rest 10% were not sure.

**Table 4. 10: Council Leadership Badges**

	Frequency	Percent
Strongly disagree	1	5.0
Disagree	1	5.0
Agree	12	60.0
Strongly agree	6	30.0
Total	20	100.0

The largest percentage of the sample population agreed that student councils are given leadership badges by the administration. 60% of the respondents agreed while 30% strongly agreed. 5% of the respondents disagreed while the rest 5% strongly disagreed.

**Table 4. 11: Council Offices**

	Frequency	Percent
Strongly disagree	2	10.0
Disagree	3	15.0
Agree	8	40.0
Strongly agree	7	35.0
Total	20	100.0

From the above table, 75% of the respondents gave positive response. 40% of them agreed while 35% strongly agreed.15% of the sample population disagreed while 10% strongly disagreed. This shows that student councils operates at their various offices whenever they are not in their classes.

**Table 4. 12: Reporting Indiscipline Cases to the Teacher in Charge**

	Frequency	Percent
Not sure	2	10.0
Strongly disagree	5	25.0
Disagree	2	10.0
Agree	6	30.0
Strongly agree	5	25.0
Total	20	100.0

30% of the respondents agreed while 25% of them strongly agreed. The percentage of the respondents who gave positive response were 55%.This tells us that the student councils are responsible for reporting the indiscipline students to the concerned department.10% disagreed while 25% strongly disagreed. 10% of the respondents were not sure.

**Table 4. 13: Student leaders' responses**

**Gender**

	Frequency	Percent
Male	5	50.0
Female	5	50.0
Total	10	100.0

From the table above, the total number of student leaders interviewed through the questionnaire were 10 in number.50% of them were male while 50% of the rest were female. This means the frequency for male student leaders was 5 while the female student leaders were 5 in number too.

**Table 4. 14: Age**

	Frequency	Percent
Above 15	10	100.0

All of the interviewed student council members were above 15 years. This translated to 100%.

**Table 4. 15: Class**

	Frequency	Percent
Form 3	5	50.0
Form 4	5	50.0
Total	10	100.0

All of the interviewed student council were from the upper classes.5 of them were from Form three while the rest 5 were from Form four. Their percentage translated to 50% each.

**Table 4. 16: Formation of School Rules and Regulations**

	Frequency	Percent
Agree	3	30.0
Strongly agree	7	70.0
Total	10	100.0

70% of the student council strongly agreed that they take part in the formation of school rules and regulations. 30% agreed and therefore the percentage of them all totaled to 100% meaning they participate in the formation of school rules and regulations.

**Table 4. 17: Determining Appropriate Measures for Law Breakers**

	Frequency	Percent
Agree	6	60.0
Strongly agree	4	40.0
Total	10	100.0

On trying to find out whether student council determines the appropriate measures to be done to law breaking students, 60% of the respondents agreed while 40% of them strongly agreed.

**Table 4. 18: Formulation of School Policies Affecting Students**

		Frequency	Percent
Valid	Agree	5	50.0
	Strongly agree	5	50.0
	Total	10	100.0

50% of the respondents agreed while 50% strongly agreed. This therefore means that the student council formulates school policies affecting students.



**Table 4. 19: Advocating for Students Welfare in School**

	Frequency	Percent
Agree	6	60.0
Strongly agree	4	40.0
Total	10	100.0

Student councils advocates for the welfare of the students in schools. This is as per the results shown in the table above.60% of the respondents agreed while 40% of them strongly agreed.

**Table 4. 20: Leadership Retreats**

	Frequency	Percent
Agree	7	70.0
Strongly agree	3	30.0
Total	10	100.0

Student councils are sent for leadership retreats to different institutions by the administration. This is shown in the table above whereby 70% of the respondents agreed while 30% strongly agreed.

**Table 4. 21: Uniqueness in School Uniform**

	Frequency	Percent
Strongly disagree	1	10.0
Disagree	1	10.0
Agree	6	60.0
Strongly agree	2	20.0
Total	10	100.0

Student councils are provided with unique school uniforms.60% of the respondents agreed while 20% strongly agreed.10% disagreed and the rest 10% strongly disagreed.

**Table 4. 22: Council Leadership Badges**

	Frequency	Percent
Agree	2	20.0
Strongly agree	8	80.0
Total	10	100.0

Student leaders /councils are given leadership badges by the administration for them to appear unique from the rest and for easy identification. This was from the respondents. 20% of the respondents agreed while 80% strongly agreed. This totals up to 100% as shown in the table above.

**Table 4. 23: Council Offices**

	Frequency	Percent
Disagree	1	10.0
Agree	2	20.0
Strongly agree	7	70.0
Total	10	100.0

Student councils have their own council offices.70% of the respondents strongly agreed while 20% agreed. Only 10% of the respondents disagreed. 90% of the respondents gave positive feedback about this hence telling me that student councils operates from their offices.

**Table 4. 24: Determination of appropriate corrective measure for law breakers**

	Frequency	Percent
Agree	5	50.0
Strongly agree	5	50.0
Total	10	100.0

Student leaders determines an appropriate corrective measures for students found to be breaking the law.50% of the respondents agreed while 50% of the other respondents strongly agree. This means that 100% of the respondents gave positive feedback concerning the same.

**Table 4. 25: Teachers’ responses**

**Gender**

	Frequency	Percent
Male	7	70.0
Female	3	30.0
Total	10	100.0

Out of the 10 teacher respondents (1 Deputy head teachers and 1 teacher in every school), 7 of them were male teachers while 3 of them were female teachers. This translated to 50% each.

**Table 4. 26: Formation of School Rules and Regulations**

	Frequency	Percent
Agree	3	30.0
Strongly agree	7	70.0
Total	10	100.0

Student councils take part in the formation of school rules and regulations. 70% of the respondents strongly agreed while 30% agreed. This translates to 100% of the respondents who gave positive feedback. This is shown on the table above.

**Table 4. 27: Determining appropriate corrective measure**

	Frequency	Percent
Agree	4	40.0
Strongly agree	6	60.0
Total	10	100.0

It is very clear that the student councils determines the appropriate corrective measures for the students found to have broken the law. This was seen by the way the respondents responded to the questionnaire. 40% of them agreed while 60% strongly agreed. This turns to 100% and this means that it's true that the student councils determines the corrective measures for the law breakers in the school (students).

**Table 4. 28: Formulation of school policies affecting students**

	Frequency	Percent
Agree	5	50.0
Strongly agree	5	50.0
Total	10	100.0

Student councils plays a role of formulating school policies that impacts positively to the lives of students in schools.100% of the respondents gave positive response on the same. Those who strongly agreed were 50%and those who agreed were 50%.

**Table 4. 29: Advocating for students' welfare in school**

	Frequency	Percent
Agree	2	20.0
Strongly agree	8	80.0
Total	10	100.0

Student leaders /councils advocates for the welfare of students in public secondary school in Turbo sub -county. 80% of the respondents strongly agreed while 20% agreed. This means that student councils advocates for the welfare of the students.

**Table 4. 30: Leadership retreats**

	Frequency	Percent
Agree	7	70.0
Strongly agree	3	30.0
Total	10	100.0

70% of the respondents agreed that student councils are sent for leadership retreats to improve on their skills of leadership while 30% strongly agreed. This translates to 100% of the respondents.

**Table 4. 31: Uniqueness in School Uniform**

	Frequency	Percent
Agree	1	10.0
Strongly agree	9	90.0
Total	10	100.0

Student councils have their unique school uniform which make them easily identified. 90% of the respondents strongly agreed while 10% agreed. This makes a total of 100% as per the table above.

**Table 4. 32: Council Leadership Badges**

	Frequency	Percent
Agree	3	30.0
Strongly agree	7	70.0
Total	10	100.0

Student leaders/councils are given leadership badges by the administration. This badges enables the rest of the students to know who the student leader is.70% of the respondents strongly agreed while 30% agreed. The respondents who gave the positive response about the same totals up to 100%.

**Table 4. 33: Council Offices**

	Frequency	Percent
Agree	5	50.0
Strongly agree	5	50.0
Total	10	100.0

Student leaders/councils in Turbo Sub-County operates in their offices. They perform their duties in their respective offices and this is as per the response from the respondents. 50% of the respondents strongly agreed while 50% agreed. This makes 100% of the respondents.

**Table 4. 34: Determination of appropriate corrective measure for law breakers**

	Frequency	Percent
Agree	6	60.0
Strongly agree	4	40.0
Total	10	100.0

On trying to find out whether or not the student councils determines the appropriate corrective measures for the law breaking students, I later found out that student councils do so. The table above shows that 60% of the respondents agreed while 40% strongly agreed. The percentage of the respondents who gave positive feedback totals up to 100%.

**Table 4. 35: Reporting indiscipline cases to the teacher in charge**

	Frequency	Percent
Agree	8	80.0
Strongly agree	2	20.0
Total	10	100.0

Student councils reports the indiscipline students to the teacher in charge. From field results, it was not that 80% of the respondents agreed while the remaining 20% strongly agreed. This means that 100% of the respondents accepted that the student councils reports the misbehaving students or any student found to have broken the school laws or policies to the teacher in charge.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.**

### **5.1: Introduction**

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

### **5.2: Summary of the Study**

The purpose of the study was to investigate the roles played by students' council in management of students' discipline in public secondary schools in Turbo Sub- County Kenya. The study was guided by the following objectives: To find out the duties of the student's council in various schools in Turbo Sub- County, to find out whether or not the student's council are empowered by secondary schools administration in Turbo Sub- County, to find out if secondary schools in Turbo Sub - County have delegated some discipline to the student's council and to evaluate the impact of student councils in discipline management in public secondary schools in Turbo Sub-County Uasin Gishu county Kenya.

The study adopted the social systems theory proposed by Talcott Parsons (1951).The researcher used stratified and simple random sampling techniques to sample the study population. Stratified sampling was used sample mixed boarding schools. Simple Random Sampling was used to sample 50% of the sample population. Questionnaires were used for the collection of the data. Data collected was analyzed, quantitatively and qualitatively. Descriptive statistics such as percentages and frequencies were used to answer research questions. Tables were used to present the data.

The study findings on the roles played by the student councils in formulation of school rules and regulations indicated that :Deputy Principals ,teachers, student's councils and students strongly agreed on a great number of statements pertaining student's involvement in formulation of school rules and regulations influence in management in public secondary schools including: Students opportunity to represent other students, students taught leadership skills, students induction before taking their management roles, grievances of the students should always be channeled to the school administration by the student councils without fail among others.

On the role of the student councils in determining appropriate measures to be applied to indiscipline students, the findings reveals that the majority of the Deputy Principals ,teachers

,student's council members and students strongly agreed that student's council determines appropriate measures to be applied on those students who are found to have broken the law. This help to reduce indiscipline cases among students in secondary schools. There must be a student leader in charge of guidance and counseling .A student counselor is of much importance to the indiscipline students since he /she knows much how to tackle the minds of fellow students since he/she maybe knowing the cause making these students to misbehave. A student being guided may pay more attention to a student counselor than a teacher counselor.

Regarding the extent of student's council involvement in helping the administration in discipline management, the study also revealed that there was a positive relationship between students discipline and management of students' discipline. Majority of the students agreed that student's council take part in the formation of school rules and regulations.

The research study also revealed that student's council advocates for students' welfare in schools. This enables them to be in a forefront in management of the student's discipline since they have the interest of students at heart and therefore have a lot of respect from their fellow students. The respect accorded to them has enabled them to have a strong and stable ability to deal with students unrest compared to teachers. This was strongly agreed by the Deputy Principals, teachers, student's council and students in general.

On reporting the indiscipline students to the teacher in charge, the study revealed that the student's council played a role in reporting the notorious indiscipline students to the Deputy Principals. These are the students who have failed to abide by the laws and policies of the school and have failed to change regardless of being subjected to frequent guidance and counseling.

The study established that the most preferred measure the student's leaders/council would use to manage indiscipline cases was to determine appropriate measures for dealing with indiscipline students or these students found to be breaking the school laws. These measures includes: offering guidance and counseling-This will help in management of indiscipline in secondary schools .This was supported by the highest number of students as compared to suspension and manual work as a measure of solving indiscipline cases.



### **5.3: Conclusions**

The study findings led to a conclusion that it is important to have students participating in different school's activities for a school to realize its goals on matters concerning students discipline since discipline has a connection with academic performance. These matters includes formulation of school rules and regulations, determining the appropriate corrective measure for law breaking students, formulation of school policies affecting students, advocating for students welfare in the school which in turn reduces students unrest and reporting the indiscipline students to the Deputy Principal who is the teacher concerned with discipline matters.

However the administration should actively engage student's leaders in leadership retreats for them to be taught leadership attributes and skills to be applied when executive duties. The administration should also administer leadership badges to student leaders and also construct council offices for student councils to operate from their badges will make the student leaders easily identified from the rest of the students. The schools administration should also design unique school uniforms for student councils.

Similarly, a teacher should involve all students' council in punishment administration. The study also concludes that students council should not be allowed to punish other students by bullying neither should they be allowed to over exercise their authority while administering punishment over issues concerning management of students discipline.

It's the responsibility of a student leader/council to ensure that new students and form ones are instated on school rules and regulations through an elaborate induction process.

### **5.4: Recommendations**

Based on the research findings the study recommends that:

1. The school Principals should engage students in setting their own academic achievement target through collaborative decision making .Their active participation would bring a sense of ownership and in turn improve management of student's discipline.
2. School Principals should engage student's council in the management of discipline in their schools by engaging them in amendment, formulating and enforcing school rules and regulations. This would reduce indiscipline cases in the school and improve on their management of student's discipline.

3. The school Principal together with The Board of Management (B.O.M) should construct offices for the student's council for them to execute their duties. They should also design school uniforms and leadership badges for the student's council for them to appear unique from the rest of the students.
4. The TTCs should design a curriculum that aim at educating teachers in pre-service the importance of student's council involvement in secondary school management.
5. That there is need for the Kenya Education Management Institute to design programs that will enhance teachers understanding of practical schools Management with regard to students' council involvement in discipline management.

### **5.5: Areas of Further Research.**

Ares of further study that were identified includes a similar study to be carried out on secondary schools and institutions of higher learning. Also:

1. A similar study should be carried out in other sub counties in Kenya for comparison purposes.
2. A study on the influence of student councils on academic performance.
3. A study should be done on the influence of student councils involvement in the management of drug and substance abuse in public secondary schools.

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## APPENDICES

### Appendix I: Questionnaires for students

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; Influence of Student Councils on Management of Discipline in Secondary schools in Turbo sub-county of Uasin Gishu.

NB. All information given would be treated with utmost confidentiality. Thank you

#### SECTION A: Basic Demographic Data

Please indicate your gender

Male [  ] Female [  ]

Is your age...?

Below 15 years [  ] or above 15 years [  ]

In which class are you? Tick one

Form 1 [  ] Form 2 [  ] Form 3 [  ] Form 4 [  ]

#### SECTION B: specific Information

Please tick from the options given: **SA= strongly agree, A= agree, D= disagree, SD= strongly disagree, NS= not sure**

	SA	A	D	SD	NS
Student's council take part in formulation of school rules and regulations.					
Student council determines the appropriate measures for law violators.					
Student council form school policies affecting students in school,					
Students council advocate for welfare of students in school					
Leadership retreats are offered to student council					
Student council have unique school uniforms.					
Student council are given leadership badges					

Student council have offices.					
Student council reports indisciplin students to the right authority.					

## Appendix II: Questionnaire for students' councils

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; Influence of Student Councils on Management of Discipline in Secondary schools in Turbo sub-county of Uasin Gishu.

NB. All information given would be treated with utmost confidentiality. Thank you

### SECTION A: Basic Demographic Data

Please indicate your gender

Male  Female

Is your age...?

Below 15 years  or above 15 years

In which class are you? Tick one

Form 1  Form 2  Form 3  Form 4

### SECTION B: specific Information

Please tick from the options given: **SA= strongly agree, A= agree, D= disagree, SD= strongly disagree, NS= not sure**

	SA	A	D	SD	NS
Student's council take part in formulation of school rules and regulations.					
Student council determines the appropriate measures for law violators.					
Student council form school policies affecting students in school,					
Students council advocate for welfare of students in school					
Leadership retreats are offered to student council					
Student council have unique school uniforms.					

Student council are given leadership badges					
Student council have offices.					
Student council reports indiscipline students to the right authority.					



### Appendix III: Questionnaire for teachers

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; Influence of Student Councils on Management of Discipline in Secondary schools in Turbo sub-county of Uasin Gishu.

NB. All information given would be treated with utmost confidentiality. Thank you

#### SECTION A: Basic Demographic Data

Please indicate your gender. Male [ ] Female [ ]

How old are you? [ ]

#### SECTION B: specific Information

Please tick from the options given: **SA= strongly agree, A= agree, D= disagree, SD= strongly disagree, NS= not sure**

	SA	A	D	SD	NS
Student's council take part in formulation of school rules and regulations.					
Student council determines the appropriate measures for law violators.					
Student council form school policies affecting students in school,					
Students council advocate for welfare of students in school					
Leadership retreats are offered to student council					
Student council have unique school uniforms.					
Student council are given leadership badges					
Student council have offices.					
Student council reports indiscipline students to the right authority.					

## APPENDIX 1V: Questionnaire for deputy principal

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; Influence of Student Councils on Management of Discipline in Secondary Schools in Turbo Sub-county, Uasin Gishu county

NB. All information given would be treated with utmost confidentiality. Thank you.

### SECTION A: Basic Demographic Data

Please indicate your gender. Male  Female

How old are you?

### SECTION B: specific Information

Please tick from the options given: **SA= strongly agree, A= agree, D= disagree, SD= strongly disagree, NS= not sure**

	SA	A	D	SD	NS
Student's council take part in formulation of school rules and regulations.					
Student council determines the appropriate measures for law violators.					
Student council form school policies affecting students in school,					
Students council advocate for welfare of students in school					
Leadership retreats are offered to student council					
Student council have unique school uniforms.					
Student council are given leadership badges					
Student council have offices.					
Student council reports indiscipline students to the right authority.					

