

**INFLUENCE OF STUDENT COUNCILS ON MANAGEMENT OF DISCIPLINE IN
SECONDARY SCHOOLS IN KIRINYAGA EAST DISTRICT: KENYA.**

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DECLARATION

Declaration by Student

This thesis is my own original work and has not been submitted by anyone else or in any other university for award of a certificate, diploma or degree. This thesis or its part should not be reproduced by anyone without permission from the author and Karatina University.

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DEDICATION

This thesis is dedicated to the Almighty God, who has given me knowledge and understanding to write it.

I dedicate this thesis to my husband Mr. Daniel Murage Sheki who has sacrificially and with a lot of love educated me and contributed greatly to my being what I am today. I deeply appreciate our children Pauline, Macharia and Esther for their support, patience and understanding during this study.

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ABSTRACT

In Kenya, every secondary school has its own unique system of maintaining discipline in the school in addition to the Ministry of Education Science and Technology guidelines. However, there are common methods of discipline that most schools use such as the school rules, punishment and guidance and counseling. All these methods to some extent help the schools to manage discipline issues particularly after the Children's Act (2001) criminalized corporal punishment. For effective management of discipline, the cooperation between the head teacher, staff, students, parents and the community is essential. In view of the causes of students' indiscipline in secondary schools in Kenya, various stakeholders have made suggestions regarding how this problem can be addressed. The study sought to establish the influence of student councils on management of discipline in secondary schools in Kirinyaga East District, Kenya. The objectives of the study were to; determine the perceptions of students towards the methods of establishing student councils, establish the role played by student councils in the management of discipline, find out some of the measures put in place by student councils in the management of discipline and establish the challenges facing student councils in the management of discipline in secondary schools. The theoretical framework that guided the study was the House (1974) Path-Goal Theory. The study adopted a descriptive survey design. Purposive samplings technique was used to sample schools while simple random sampling technique was used to sample teachers, members of student councils and students. The sample size comprised a total of 20 principals / deputy principals, 40 teachers, 160 members of student councils and 100 students from both Boarding and Day secondary schools in Kirinyaga East District. Questionnaires were used as the tools of data collection in the study. The data was analysed using Statistical Packages for Social Sciences (SPSS) and descriptive statistics such as frequency distribution tables and graphical techniques were used for data presentation. The study found out that students had positive perceptions towards student councils when the establishment and voting was free and fair. In schools where student councils had been established, members played their role as expected. In some schools, however, students failed to take instructions from student councils where they felt that the election of student council members was not free and fair. From these findings, it was recommended that all secondary schools should establish student councils in a free and fair process for effective management of school discipline.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter presents background to the study, statement of the problem, purpose, and objectives of the study, research questions, and the significance of the study. The scope and limitations, assumptions, theoretical and conceptual framework and operational definition of terms are also presented.

1.1 Background of the study

There have been various types of students' leaders in the history of teaching and learning. These leaders include prefects, captains, councilors, ministers and student councils (Muli, 2007). Students' Governing Councils (SGC) is mainly found in higher institutions of learning like the universities. Students elect their leaders who represent their grievances to university management. Ministers are students' leaders in tertiary institutions like Teachers Training Colleges. The chief minister is responsible for coordinating the activities of other ministers. Students' leaders in high schools are referred to as captains, prefects or monitors. In primary schools leaders are referred to as prefects or monitors. Prefects are mostly selected by school authorities for their academic ability and conformity to the philosophy of alma mater. The prefect system reflects a hierarchical type of management (O'Gorman, 2003). Student councils on the other hand, differ primarily in that students elect the members. They aim to represent students' issues and are a voice for students within the school.

Student councils are representatives' structure through which students in post-primary schools can become involved in the affairs of the schools, working in partnership with school management and staff and parents for the benefits of the school and its students (O'Gorman,

2003). Student councils are an integral part of education institution administration. These councils, therefore, are present at all levels of education administration including primary or elementary, high schools, colleges and universities. Student councils consist of student leaders in different types of institutions. Student leadership at different levels of education is charged with varied responsibilities. At the elementary or primary level, students' leadership is mainly related to enforcement of the school administration's policy (Loukas, Suzuki, & Horton, 2006). Students leaders remain in close proximity with the school's administration and thus are able to inform the administration of any unbecoming behavior among fellow students (McGregor, 2007).

In the United States of America, 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 Kenya, 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).

Student councils are a new system of governance in the Kenyan secondary schools as opposed to prefect system. The learners elect their leaders and in some cases the elected leaders are confirmed by the teachers. Student councils system allows adequate participation of students in the running of school. Students are involved in decision making process, policies and structures of the school.

Students' leadership at the high school level is of critical importance. High school students mainly consist of adolescents and thus it is imperative for the teachers and other stakeholders to understand the behavioral impulses associated with the stage. The adolescence stage is characterized by several physical, social and cognitive changes (Whitehead, 2009). Some of the physical changes are largely related to increased hormonal production that leads to development of distinct features in both boys and girls. Social change is mainly associated with an identity crisis. In this case, adolescents have an increased need for belongingness and thus increased need to belong to a particular group whose norms they are able to identify with.

Students' leadership in high schools plays several functions and thus an essential part of administration. One of the roles played by the students' leadership in high schools is resolution of conflicts (Whitehead, 2009). Students' leadership acts as the medium through which students can effectively communicate their concerns to the administration. Therefore, it acts as an important link between the students and the school administration. Also, students' leadership serves as a source of model behavior for the rest of the students' body. Students' leaders are mainly elected in many high schools across several countries. However, the administration puts down some minimum requirements which aspiring candidates are required to have met before they can be cleared to run for any office.

Conflict between school administrations and students often leads to violent protests and strikes. Strikes are manifestation of serious discipline issues in a school. High school students' unrest is a common phenomenon experienced in different countries across the world. In the United States for example, students often voice their dissatisfaction with the school administration's conduct of affairs through several ways. One of the most popular tools used by high school students is abandoning classes where students fail to attend classes and often seek audience with the administration. In the United States, high school students unlike college or university students are not allowed to hold demonstrations outside of the school premises by the law (Holland & Andre, 1999). However, incidences of direct or indirect assault on school administrators are common where high school students perceive it as a viable method of expressing their discontent.

In Kenya, violent high schools strikes are a common occurrence. In 2008, for instance, the incidence of high school strikes raised by (34%) (Ojwang, 2012). There are several causes that have been associated with high school students' infringements, unrest which eventually leads to violent strikes. One of the causes that have been identified is high handedness by school administrations. In Kenya for example, the decision making process in high schools pertaining matters that affect students' welfare mainly involves the board of governors, principals and teachers. Usually there is little input from students who are primarily affected by the policy implementation.

Secondly, parental neglect has also been identified as a factor associated with increased students' infringements and violent protests in high schools especially in Kenya (Buhere, 2008). The global financial crisis in 2008 had varied effects on countries across the globe. Kenya, which is a net importer of manufactured goods, suffered some of this effects which

eventually led to an increase in the cost of living. Therefore, there has been increased pressure on parents as they try to mitigate such effects by engaging in more income generating activities. This therefore, has resulted in increased time constraints and thus parents are not in a position to take care of all emerging issues from teenagers in high schools. Therefore, such children resort in more violent ways to express their discontent.

Learning in secondary schools in Kirinyaga County has been disrupted by students' unrest. For example, following a series of unrest in November 2012, 18 schools were closed and more than 1,000 students suspended on disciplinary measures. Unrest continued to sweep across secondary schools in Kirinyaga County (Munene & Wanyoro, 2012). In Kirinyaga county more schools were closed as the county came in terms with the growing number of strikes that had hit the region. Property worth millions of shillings was destroyed as students burnt stores, staffroom, classrooms over the anger of extension of third term (Kariuki, Karanja, & Munene 2012). 30 out of 119 schools in the county were affected by riots which disrupted studies.

1.2 Statement of the Problem

Management of discipline in secondary schools continues to be a major challenge to teachers, parents, ministry, government and all stakeholders of education in Kenya. Indiscipline in schools has caused untold havoc both financial and social to parents, teachers and sponsors of schools. During schools riots and unrest, property of unknown value is lost through fire inferno, destruction or malicious damage. To students, schools riots and unrests impact on them negatively where they lose valuable learning time which makes them perform poorly in national examination. In order to enhance academic excellence and quality education, the Ministry of Education has continued to put some control measures to mitigate the effects of

unrest in secondary schools. One of the control measures of indiscipline was the formation of Kenya Secondary Schools Students Council.

Despite the formation of Kenya Secondary Schools Students Council (KSSSC) in 2009 by the Ministry of Education with a view to make secondary schools governance more participatory by including students in decision making structures in schools management, students' indiscipline, in Kirinyaga East district remains relatively high. The study sought to investigate why indiscipline continues in the district, despite the introduction of the councils. Available studies have focused on students' unrest but have not fully explored the role Student councils play in the management of discipline in secondary schools.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of student councils on management of discipline in secondary schools in Kirinyaga East District, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To determine perceptions of students towards methods of establishing student councils in secondary schools in Kirinyaga East District.
- ii. To establish the role played by student councils in management of discipline in secondary schools in Kirinyaga East District.
- iii. To find out some of the measures put in place by student councils in managing discipline in secondary schools in Kirinyaga East District.
- iv. To establish challenges facing student councils in management of discipline in secondary schools in Kirinyaga East District.

1.5 Research Questions

The following research questions guided the study;

- i. What are the perceptions of students toward the methods of establishment of student councils in Kenya?
- ii. What are the roles played by the student councils in management of discipline in secondary schools?
- iii. What are some of the measures put in place by student councils in managing discipline in secondary schools?
- iv. What are the challenges facing student councils in managing discipline in secondary schools in Kenya?

1.6 Significance of the Study

The results and recommendations from the study have theoretical and practical significance.

In the theoretical significance, the study would create awareness of the important role student councils play in managing discipline in secondary schools.

In practical significance, the study would provide guidance on effective methods of selecting student councils so that they become effective in managing discipline in secondary schools.

This information would be important to teachers, educationists and other stakeholders in education.

1.7 Scope and Limitations of Study

The study limited itself to only one district in Kirinyaga County. For a more conclusive result, all the districts should have been studied. However, this was not possible due to financial and

other logistical constraints. Use of a sample which was scientifically selected enabled generalization to its entire population.

The study confined itself to student councils, principals, deputy principals, teachers and students in public secondary schools in Kirinyaga East District. It was not possible to cover the opinions of the parents, community and other education stake holders such as education officers because tracing them would require considerable time, resources and other logistics. The study only focused on schools' internal management of discipline in secondary schools.

1.8 Assumptions of the Study

The study was based on the following assumptions;

- i. Respondents would co-operate voluntarily in participating in the study.
- ii. Respondents would give honest responses. The participants would be in a position to provide reliable responses, which would be used as the raw data during data analysis.
- iii. The students selected were aware of the duties and operations of student councils in secondary schools.

1.9 Theoretical Framework

The study was guided by Path-Goal theory developed by House (1974) based on the leader-follower concept. The Theory primarily relates the leader's behavior with the motivation, performance and the satisfaction of followers. The leader defines the goals, clarifies the path so that subordinates know which way to go, remove roadblocks that are stopping them going there and provides support by increasing the rewards along the route. Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with

gold. The leadership styles include directive, supportive, participative and achievement-oriented (House, 1996).

The Path-Goal model indicates that effective leadership encompasses identification of the most suitable leadership behavior in various situations. Student councils, act as students' leaders in Kenyan secondary schools, therefore, their ability to recognize the appropriate leadership behavior in various situations is critical. Similarly, various student council's posts demand varied behavior. Therefore, it is imperative for student councils to identify the leadership behavior most suited for their council posts. Discipline is key to academic success in a school environment. The ultimate goal of a student in school is academic achievements. This can be possible through interplay of hard work and discipline. The students' leaders can set high discipline standards in school to be followed by fellow students in order to achieve academic success.

The students' leaders can reduce or remove obstacles like bullying, laziness, untidiness, drug abuse, theft just to mention a few which prevents students to perform in class work. Students' leaders can guide and support other students in healthy social relationships, team work, completing various tasks assigned to them by teachers and being role models in good study habits. Leaders should keep on encouraging their subject along the way to academic achievements.

1:10 Conceptual Framework

The conceptual framework comprised of independent variables which were, students' perception towards the methods of establishment of student councils, role of the student councils in managing discipline in secondary schools, disciplinary measures put in place on management of discipline and challenges faced by student councils in managing discipline

in secondary schools. Independent variables interacted with each other as they got modified by the intervening variables consisting of children's rights, constitution of Kenya, political factors, media and democratic ideals to produce dependent variables represented by effective school discipline whose indicators are punctuality, adherence to school rules, decency, good behavioral, good human relations and good academic performance (See Figure 1:1).

Independent variables

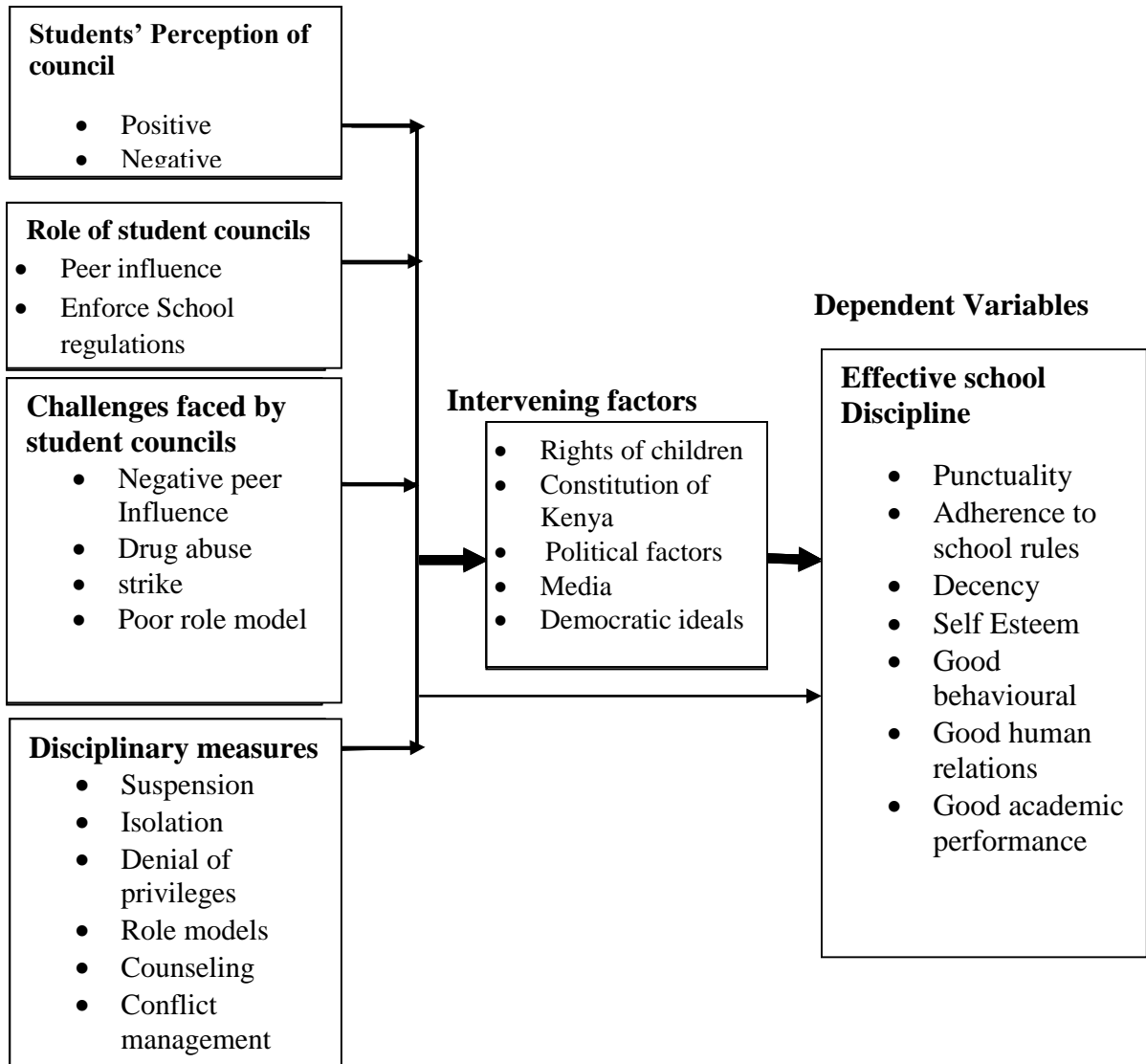


Figure 1:1 Conceptual Framework

1.11 Operational definition of terms

Student councils: Students leaders appointed through elections or selection to guide students' behavior and conduct in secondary schools.

Discipline: Refers to the manifestation of appropriate behavior and conduct among students in school.

Management of discipline: Refers to actions taken by student leaders and staff in guiding students' behavior in schools.

Leadership: Refers to the act of influencing followers towards a desired goal.

Election: Refers to the democratic process through which students choose their leaders by voting.

Selection: Refers to a process where the school administration chooses leaders from among students' in school.

Appointment: Refers to the act of choosing student leaders for positions of authority by the school authorities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents the review of the related literature to the research study. It covers the evolution and development of student leadership, students' perceptions towards methods of establishment of student councils, teachers' perceptions on student councils, and role of student councils and discipline in Kenya. It also presents student councils and disciplinary measures, challenges facing student councils and the management of discipline in schools in Kenya.

2.1 Student Councils and Management of Discipline

Student councils are representatives' structure through which students in post-primary schools can become involved in the affairs of the schools, working in partnership with school management and staff and parents for the benefits of the school and its students. In Ireland, many schools have student councils system operating in their schools. Students in these bodies may be called 'prefects', captains, or councilors. Prefects are mostly chosen by school authorities for their academic ability and conformity to the philosophy of alma mater. The prefect system reflects a hierarchical type of management (O'Gorman, 2004). Student councils on the other hand, differ primarily in that students elect the members. They aim to represent students' issues and are a voice for students within the school.

O'Gorman (2004) underlines that student councils is not a union, which may conjure up images of confrontation, and that it must assist management and support the school mission statement and ethos. Dowling (2003) states that a student councils is not a student group to

run a unit of the school, a body to gripe about teachers, an organization to change everything and finally not a power base for student authority.

In many countries in Europe the student councils feed into a bigger organization of either regional or national student councils or youth organizations. Some countries like Ireland, Belgium and Finland have very good student councils systems in place. Their effectiveness depends on the school principal's willingness to listen to the views of students. Quite a number of student councils in Europe include staff and parental representatives and quite a few countries have students on school boards of management. In the United Kingdom, however, there is a law that forbids having students as members of governing bodies of secondary school as these bodies have a lot of authorities.

Student councils have achieved much in European countries. In Ireland, they have promoted the increase in creating awareness of young people's rights and reflect a changing way of thinking about children and young people. The focus is on a respect for authority and accepting the roles assigned to them by their parents (Devine, 1999). They have also promoted youth participation in democracy and citizenship by encouraging youth to vote and providing ways of learning about democracy as well as acting as student representatives.

Student councils have supported school effectiveness through assisting in management by participation, responsibility and accountability, hence creating a sense of ownership of the school and its activities among students population. Student councils encourage high academic achievements and learning where they are involved in aspects of learning environment in areas of curriculum development, codes of conduct, and exam policy. Students' integrations into school system have raised their self-esteem through the sharing of

trust, responsibility and participation in decision making. They promote better discipline in schools. Giving students a voice in learning of the school help promote inclusion and reduce the behavior problems. Learners generate codes of conduct and anti-bullying policies. They have improved students and staff relationships in schools. Student councils provide opportunities for students to engage in a structured partnership with teachers, parents and school managers in operation of their schools. In Belgium student councils lobbied successfully to make the math's curriculum easier in secondary schools.

In Finland, student councils were involved in developing the matriculation examination. They argue that one of the reasons for their success is that 1/3 of upper secondary school students are member of organization. In some countries, students have also had in put into education system. In United States, the National Association of Student Councils (NASC) has been supporting student councils since 1931. It works under the auspices of the National Association of Secondary School Principals (NASSP). NASC support state association of the student councils in 50 states and organizes an annual conference which host schools in the United States of America (USA). Most high schools in USA have student councils. Some of the student councils concentrate on students' activities such as dances, rallies and assemblies. Others have broader remits and are involved in school policy issues, curriculum and hiring and the evaluation of teachers. One of the difficulties for student councils, according to NASC is staff attitude to the councils.

In Australia, Students' Representatives' Council (SRC) are very common and most high schools have SRC. The department of education and training has students' representatives which represents the views of students in New South Wales government secondary schools. The Canada Association of Students Activity Advisors (CASAA), established in 1985, is

students 'organizations which promotes and develop students' leadership and activities within Canada high schools. The 1st international Students Representative Conference (ISRC) together with the 1st international SRC adult advisors conference held in Australia in 2000 was supported by a number of students' organizations such as NASC in USA, CASAA in Canada and Professional Association of Students Representative Council Advisors (PASTA) in Australia. Among the topics discussed in the conference were challenges facing young people in the 21st century. The 2nd conference was held in Canada in august 2004 hosted by CASAA.

In Kenya, Kenya Secondary Schools Student Council (KSSSC) was formed in 2009 by the ministry of education with a view to make secondary schools governance more participatory by including students in decision making structures in schools management. The prefect system of governance which was dictatorial was replaced by democratic student councils system, where students would elect their leaders and participate in management of discipline in schools.

However, despite the student councils being in place, management of discipline in secondary schools remains a problem. Not much research has been conducted to investigate whether student councils have impact on management of discipline in secondary schools. It is in light of this therefore that the study aimed at investigating whether the student councils had influence on management of discipline with a view to fill the gap between theory and practice in management of discipline.

2.2 Discipline Issues in Secondary Schools in Kenya

At organizational level, discipline can be defined as the action by the management to enforce organizational standards and the process of encouraging workers to move uniformly towards

meeting the objectives of an organization. It is the administrative action taken by education managers to encourage employees to follow the standards, rules and organizational expectations enthusiastically (Okumbe, 1999). It also refers to the values that students should live by within the school, family, the neighborhood, the village and all the social units, up to the nation and the entire world community (Shiundu & Omulando, 1992).

At classroom level, discipline can be defined as the business of enforcing simple classroom rules, to facilitate learning and minimize disruption. In fact, school discipline is the system of rules, punishment and behavioral strategies appropriate to the regulation of children and the maintenance of order in school. Also, the term discipline is applied to the punishment that is the consequence of breaking the rules in a school.

Cowley (2001) points out that there can be a tendency for teachers to think that misbehavior is planned or premeditated by their students. She adds that whilst it is certainly true in some cases that students make conscious decisions to misbehave, in reality the majority of poor behavior stems from very different factors. Cowley points out that if teachers understand some of these causes and learn ways to deal with them, they can avoid setting up situations where confrontations occur between them and the students. The success of instilling positive discipline therefore, calls for the establishment of a relationship of trust and respect between the adult and the child (Waithaka, 2005).

Ojwang (2012) identified several causes that can be associated with student unrest in Kenyan secondary schools. In her study, which focused on Rachuonyo district, Nyanza province, she identified several causes including drug abuse. Students both in day and boarding secondary schools have had increased access to drugs which has resulted in an escalated rate of drug

and alcohol abuse. Another cause identified is decreased motivation amongst the teaching staff. Consequently, most teachers are not keen on change of student behavior which could be an indication of presence of vices such as drug abuse (Sushila & Bakhda, 2006). Therefore, the teachers are not in a position to identify such issues emerging from their classroom interactions with the students. This may lead to misunderstandings which could be the basis of violent student protests and strikes.

Poor administration was also identified as a primary cause of student unrest. Mostly, school administration enacts policies affecting student's welfare without consultation with the students. Therefore, there is increased dissent amongst students during the implementation of such school policies. In many cases, where the school administration remains hard-headed, students often resort to violent protests as a tool of expressing their dissenting views. This often leads to loss of school property and in worse cases fatalities. Parental neglect has also been identified as a factor associated with increased students' infringements and violent protests in high schools especially in Kenya (Buhere, 2008).

The breakdown of traditional values is another contributing factor to discipline problems in our schools. Traditional norms and customs are no longer valued in our modern society due to the influence of western culture. There is a breakdown of traditional ties due to urbanization, formal education and white collar jobs, leading to individualism. The society is no longer concerned about the welfare of the child. Discipline of the child is left to the teacher who has too much to handle and only concentrate on academics. This has raised an undisciplined generation in the modern society. Also, there are frequent go slows, demonstrations and strikes amongst workers and professionals agitating for better pay and other rights in Kenya. Examples include teachers, doctors, nurses, lecturers among others.

This has impacted negatively on the students as they see strikes as way of forcing the school administrators to give in to their demands.

2.3 Perceptions of Students on Methods of Establishment of Student Councils

A study by the National Youth Council of Ireland (2000) surveyed all the second level schools in Ireland on students' perception on the establishment of student councils. There was a response rate of only (40%) from Principals (300 out of 752 schools). It found that all-girls' schools were more likely to have student councils than all-boys' schools (60%) compared to (40%). This is significantly different to the Department of Education and Science survey in Ireland (2000) which indicated that more voluntary secondary boys' schools had student councils than girls' schools. In (79%) of cases, the school Principal was responsible for the establishment of the student councils, in only (8%) did the students take the initiative. In schools that had student councils, (25%) thought they were 'very useful', (44%) said that they were 'somewhat useful' and (31%) said they were not useful. In schools that did not have a council, (61%) of students wanted to set student councils up and (30%) said they did not know, (9%) said they did not want it. Therefore majority of students (61%) had a positive attitude towards the establishment of the council.

McLoughlin (2004) surveyed the views of 129 female students. They found that first year students perceived the student councils to be more beneficial than the fifth year students. When asked if the council was a benefit to the school, (75.6%) of first year and (51%) of fifth year students answered that it was beneficial, and (65.4%) of first year and (53.1%) of fifth year students believed that the council did benefit the students. When asked 'is the student council effective?' (57.6%) of first year students responded positively compared to (34.6%) of fifth year students. Senior students expressed dissatisfaction with the limits of the council's

power. They felt that teachers ignored their opinions and suggestions, and decisions were made without taking their views into account. They wanted to be involved in the running of the whole school. First year students wanted the council to organize non uniform days and special trips, while the 5th years were interested in student participation on the school's Board of Management. Both groups wanted more representatives on the student councils and more feedback and involvement from the wider student body. This is a suggestion that students would like to be involved more in decision making processes in the running of schools.

Walsh (1999), cautions against expecting too much too soon from a council. Duffy and Flynn (1990) found that there were unrealistic and often conflicting expectations of the student councils that lead to frustration and discouragement among the members. They argue that good leadership from among the student body is a real asset to a school. O'Gorman (2003) found that the overall opinion of the working of their student councils was negative. Students were dissatisfied with the way their councils communicated with them. Boys were more negative about their student councils than girls. All students gave a negative on 'Management listens to the student councils'.

"Effective discipline requires the principals to redefine the role of prefects in schools" (Nasibi, 2003, 38). MOEST (2000/2001) reports that there are many problems in Kenyan secondary schools because of the poorly perceived role of prefects among the student's body. This has led to open hostility, violence and even murder. Students view prefects as puppets of the administration, traitors and sell-outs (Oyaro, 2005). Oyaro adds that they see them as part of the autocratic system that suppresses them and as such they despise and loathe them. This attitude has prevailed because of the following: The way the prefects are chosen; Special privileges given to prefects but denied other students like eating and sleeping in

privileged situations or rooms; being served meals first and therefore getting the best; Power to discipline, scare and report other students; In some cases, they have more powers than the teachers (Republic of Kenya, 2001).

Nasibi (2003) adds that negative attitudes towards prefects can be changed if school administrators do the following: Form student councils with representatives elected directly by the students. Such student councils would owe their loyalty to fellow students and not the administration. At the same time, it gives the students a say on who is going to lead them; ensure that the teachers do not abdicate their responsibilities to students' councils; be clear on the role/duties of the student councils. These must be in writing; Encourage students' councils to give peer guidance and counseling to fellow students instead of policing over them; student councils should treat students with respect so that they can earn the same from the students they are serving; See student councils as a bridge between the school administration and the student's body and therefore an effective tool for creating understanding between fellow students and the administration.

Student councils therefore, play a very important role in the management of discipline in schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadre of student councils is appointed for effective administration. To ensure that they perform their roles effectively, they must be inducted to orient them into their roles. They should also be supported and encouraged to maturely handle issues by themselves.

Students' leadership is an important tool in communicating all the student grievances and thus ensuring that the school administration stays abreast with development in the student fraternity (Kiprop, 2007). One school that has been able to implement a system that ensures

that students' grievances are voiced in time to avert violent protests is Starehe Boys Centre School. This is a boarding school with a system of freedom, trust and maximum responsibility to students. The boys are free to question anything they think is not done right, whether by fellow student or the director in their weekly Baraza, (Graffin, 1994). The congregation of school captains is known as the House of Captains and is very instrumental in the process of selection of incoming captains. Therefore, potential leaders are verified by the house before they can become full members of student councils. Also, former director, the Late Dr. Geoffrey Griffin met regularly a cabinet appointed from the body of student councils from where he was able to gather grievances from the student body. The system has remained very effective for the school which also enjoys high levels of discipline (Hongo & Mugambi, 2000). If principals, deputy principals and teachers in other secondary schools can adopt this system, they can positively enhance management of discipline and students in their care.

2.3.1 Teachers' Perceptions and Student Councils

Lack of clearly defined roles and expectations for student councils also could contribute to a level of fear among the teachers regarding the breakdown of discipline if there was an increase in the level of student involvement in school matters (Fox, 2000). Teachers in O'Gorman's study also identified transparency and clarity of purpose in the activities of the council as one of the most important factors for the effective operation of a council. Although it is perhaps impossible to listen to children too much; there is a danger if teachers feel disempowered and bypassed through students' consultation. Monahan (1999) gives a number of reasons why there might be opposition to student councils, including previous bad experience of students using the council for 'teacher-bashing' and complaints. It may have

raised questions about the traditional understanding of the teacher's role and there may be a perception that students had more influence with the Principal than the teachers. It may have led to a two-tier student body, taken students' energy away from their academic work and unfairly raised expectations of students which led to disillusionment.

Duerr (2004) found that 'the attitudes of teachers towards students participation seem to mirror at least to a certain degree their own life experience and socialization line an authoritarian education system. However, it has also been recognized that a student council can play an important role in recognizing and supporting the work of teachers.

2.4 Role of Student Councils and Discipline in Kenya

The research in Ireland has highlighted a number of particular issues which impact on the successful operation of student councils. O'Neil (1997) emphasizes the need for planning, support and commitment for effective student councils. One of the most important issues is that there should be clarity about the role of the student council and realism about what a student council can achieve. Dowling (2003) states that great disparity seemed to exist in his study between how the principals viewed the role of the student councils and what the student councils' representatives believed their role to be.

Monahan (1999) surveyed 190 senior students in 7 schools. Four of the schools had councils and three did not. The main functions of the student council according to students was to represent the views of students, to organize events for the students, help first years settle in and take on special projects such as improving locker facilities, involvement in an anti-bullying structure and assisting students with special needs. The most important functions according to students were to represent the views of students, involvement in an anti-bullying structure and assisting students with special needs.

Monahan (1999) states that difficulties arise when there is lack of clarity in relation to the three distinct yet linked areas of partnership, responsibility and decision-making. He says that where there is clarity regarding the responsibility and input into decision-making, there is a greater possibility of a positive and productive relationship between partners.

Dowling (2003) argues that notions of partnership and collaboration must be accompanied by a clear definition for the context in which they are used. Recognizing the student as a significant partner in the enterprise of the school requires us to discern with them how their influence and contribution can be respected and integrated into the daily life and direction of the school. Browne (1996) identified that there was needs to have a clearer role definition for the student councils and its members and that adequate preparation and on-going training and development be made available to students. She argued that if school authorities were more aware of the advantages and disadvantages of membership of student councils, they would be more understanding and supportive of the members.

Muli (2007) put duties assigned to student councils in Kenya into four major categories. These include areas of study, supervisory duties within the school, monitoring students and assisting the administration in management. Similarly, different schools have established different student councils system where different duties and tasks are associated with different posts (Sushila & Bakhda, 2006). One of the most common students' council rank systems includes school captains at the helm of the student councils body. The school captain is primarily responsible for coordinating the activities of the student councils body with those of the administration. In most cases, he/she is assisted by two or more assistant captains who primarily co-ordinate the activities in the captain's office.

Other members of student councils include dining hall captains whose role is to ensure that meals are taken on time and in an orderly manner (Muli, 2007). They are also expected to ensure that high standards of hygiene are maintained around the dining area. Games captains are primarily responsible for co-coordinating co-curricular activities with the help of the games tutor. Also, they are charged with responsibility of supplying various teams with the appropriate games gear and ensuring safety of such games equipment. Laboratory captains work closely with the laboratory technicians in ensuring that students have adequate access to the laboratories and that necessary materials are supplied. Dormitory captains are mainly characteristic of boarding secondary schools where their main role is to ensure safety of students in the dormitory. Therefore, they are expected to work closely with their dorm masters and report incidences that likely to cause harm to students in the dormitory.

2.4.1 Students Regulations and Discipline

As students from various socio-economic backgrounds meet in the school environment; the need to observe rules and regulations becomes imperative so that order, discipline, and conducive learning environment may be created. Saya (2005) argues that rules are very important because they help to set academic excellence and also contribute to all round development of students.

In Kenya, the Education Act permits the authority structure in any school to make administrative rules pertaining to the discipline of the students and to prescribe appropriate punishment for breach or non-adherence to such rules (Republic of Kenya, 1980). The purpose of the school rules is to create a safe and warm environment (Chaplain, 2003). All students and teachers are supposed to be familiar with the rules and it is the first thing students

are given whenever they join a new school. Not knowing the school rules can be termed as defiance of authority and is punishable in some schools. Shannon and McCall (2005) indicate that rules should not be very restrictive because students like adults resent unrealistic restrictions and struggle against them. Human Rights Watch (2005) adds that when the rules are broken specific punishment given should be immediate, appropriate and remedial.

Classroom Discipline Plan (2005) suggests that the students can be encouraged to come up with rules that could be incorporated in the old school laws. This would give them a feeling of ownership since they will view them as their own creation and thus strive to obey them. Students are far more likely to internalise and respect rules that they helped create than rules that are handed to them. Classroom Discipline Plan (2005) notes that such involvement must be genuine and should include all students and not limited to just a few students in student government. Such students may be least likely to challenge the rules in the first place. It is the role of the student councils to observe that other students follow the school rules (Arthur-Kelly et al. 2006).

2.5 Student Councils and Disciplinary Measures

Throughout history student councils are known to participate in disciplinary matters. These matters include conflict management, participation in decision making and engagement of students.

2.5.1 Conflict Management in schools.

In the Kenyan education system, various legislations serve as guidelines for management and administration of educational institutions. However, it appears that most educational institutions have been less successful in management of conflicts MOE (2002). The Ministry of Education (2002) report indicated that in spite of the government policies put in place,

Kenyan educational institutions have continued to report increased cases of conflict. In the recent past, the concern has shifted to the changing nature and increased number of organizational conflicts. Most of these conflicts occurred in secondary schools, middle level colleges and tertiary institutions MOE (2002). Many of the conflicts were characterized by violence and wanton destruction of institutional property.

Between 1980 and 2008, the number of conflicts in public secondary schools alone increased from 22 (0.9%) to 300 (7.5%) (MOE, 2008). School unrest in secondary has escalated and this has raised the level of conflict between the students and administration. This has resulted to a need to address the unrest in schools using avenues like the student councils.

2.5.2 Students' Participation in Decision Making and Discipline

In the history, student councils are known and expected to participate in disciplinary issues. Magadla, (2007), states that the extent of students' involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. Basically there are three viewpoints that guide the extent of student involvement in decision making. The first is that students must remain passive and receive instructions from parents and teachers (Sithole, 1998).

This view will mean that policies must be designed by adults and students are to follow them to the letter. The second viewpoint suggests that students can participate but only to a certain degree. In support of this view, Huddleston (2007) suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect

students only and which have no immediate relevance to other stakeholders, e.g., playgrounds, toilets and lockers.

Aggrawal (2007) adds that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision making, it however confines student involvement in decision making to specific areas of school life. Defining the limits of student participation in this way is however not only likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning (Huddleston, 2007).

The notion is authoritarian and paternalistic, rather than democratic. It not only assumes that school students have a legitimate interest only in student-specific issues, but it also assumes that students have no right to decide for themselves the issues in which they want or do not want to be involved. For this reason many commentators have suggested that opportunities for student participation should go beyond specifically student-related issues and extend to wider aspects of school life, as well as to society beyond the school. Effective involvement, it has been said, would go beyond student comment on aspects of their lives which are seen as safe or without significant impact on the work of adults in the school, embedded at classroom level, at institutional level and at the interface between local, national and international community's (Fielding & Rudduck, 2002). There are very few aspects of school life and decision-making in which, principle at least, school students cannot be meaningfully

involved – depending upon their age and experience hence the need to examine the third level of student involvement in decision making.

The third viewpoint suggests that students should fully participate in decision making (Magadla, 2007). This view is supported by Njozela (1998) who points out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007) feels that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

Over the last few years there have been increased calls for increasing the extent of inclusion of students in decision making in secondary schools in Kenya owing to the frequent occurrences of student unrests in the sector (Kamuhanda, 2006; Ogot, 2003; Buhere, 2008; Kindiki 2009). Proponents of students' participation in decision making have justified their support for this idea on premise that decisions in a school affect the student in latent and manifest ways. Largely they are recipients of final decisions hence the recommendations made by students may be very constructive and if approached in the right manner would work positively (Sushila & Bakhda, 2006). In this way, students rejectionist tendencies of decisions imposed upon them by school administrators would change to ownership and acceptance of decisions arrived at with their participation.

Calls for inclusions of students in the decision-making structure in schools have led to various attempts by the Ministry of Education to put in place structures for inclusion. The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) formed in 2009 with a view to making secondary school governance more participatory. In this new arrangement, students would be part and parcel of decision-making to ensure their interests are adopted in the administration of schools (KSSSC, 2009).

2.5.3 Engagement of Students and Discipline

Vibert and Shields (2003) examine student engagement conceptually as an inescapably ideological term, and thus assign differential meanings of student engagement according to three ideological lenses: 1) a techno-rational lens 2) an interpretive/ student-centered lens, and 3) a critical/ transformative lens. These different ideological lenses yield different educational and Political consequences. I conceive of student engagement through the critical/ transformative lens; hence, I see student leadership as a means of providing possibilities for a just and equitable education system. Vibert and Shields' (2003) identification of ideological lenses is complimented by McMahon and Portelli's (2004) conception of three popular notions of student engagement: 1) The conservative or traditional conception; 2) The liberal or student oriented conception; and 3) critical-democratic conception of engagement. The conservative or traditional conception envisions student engagement in a hierarchical, narrow or limited way.

As enacted, engagement is generated through the interactions of students and teachers, in a shared space, for the purpose of democratic reconstruction, through which personal transformation takes place (McMahon & Portelli, 2004). This conception of engagement is one that recognizes the capacity of students and educators to co-construct the educational

environment. Likewise, it values substantive student involvement. It is also predicated upon the important relationship between teachers and students; only through a positive and respectful rapport can genuine teaching and learning occur.

Mitra (2008) sees student voice as an integral part of school improvement and sees it in partnership with the school organizational leadership. Although it is sometimes called consultation, Mitra points to projects that “partner teachers and students” and which led to a greater empowerment of the students. She argues that even at its simplest level, student voice initiatives give young people the opportunity to share with administrators and faculty their opinions about school problems.

2.6 Challenges Facing Student Councils in Management of Discipline

This section presents some of challenges student councils face in managing discipline in secondary schools which include democracy in schools and rights of students.

2.6.1 Democracy in Leadership and Discipline

Leadership without authority has little or minimum effect. To ensure that the school leadership is effective the leaders have to be voted in through a democratic process and they are able to govern through laid structures.

Mabovula (2009) observes that politically, democracy is the right of everyone in an organization, to vote on matters that affect them and to be treated equally. Democratic societies emphasize the principle that all people are equal before the law. Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or sexual orientation. However, the concept of democracy is wide and vague and needs to be clarified because democracy

tends to be taken to be a form of political organization and an arrangement for government than it is viewed as a way of life. Rutto and Njoroge, (2001) assert that the call to democracy has always been associated with political restructuring and is rarely associated with social institutions such as education. This view is supported by studies on democracy and education.

In education, democracy is a word much used by educational leaders, yet it is rarely defined beyond general statements. According to Mabovula (2009) this means that learners at school should be given a degree of choice, both as individuals and as a group, but within the parameters provided for by all stakeholders in the school. In secondary schools, the main stakeholders for purposes of democratic governance comprise of parents, teachers, students, and representatives of the broader community served by the school. But, despite a number of laws and policies that have been passed regarding learner rights and learner participation in governance of schools, there is still no comprehensive evidence and understanding of how learner participation has shaped the experiences of school stakeholders in Kenya.

Effective education for democracy, therefore, combines formal instruction with access to democratic role models and opportunities for active participation in school life and decision-making. It entails a shift from authoritarian to democratic child adult relationships; from students as passive to active participants in their education, sharing responsibility for school decision-making with other stakeholders. This view is supported by Starrat (2004) who asserts that student inclusion in decision making is situated in a democratic governance structure and policies that sustain the public institutions of schools that provide education for the citizens, by the citizens and with the citizens of democracy. This means that school authorities must embrace their responsibilities to cultivate and sustain a rich educating

environment for the young members of their democratic society so that they will gradually embrace and participate fully in the democratic way of life of their society.

Fagbongbe, (2002) posits that the social importance of democracy in school governance has also not been lost to African countries such as Nigeria and South Africa. In Nigeria, a series of student unrest in secondary and post-secondary institution of learning in the late 1970s to early 1980s has led to the acceptance of companion related dialogues between students and administrators together with reasonable participation in the running of school. Republic of South Africa, (1996) argue that student participation in decision making is also accepted practice in South African secondary schools where it is mandated by law that all public state schools in South Africa must have democratically elected school governing bodies composed of teachers, non-teaching staff, parents and learners.

Kenya, despite the move towards democracy by means of multi- party politics in the 1990s, democracy still remains an elusive goal (Sifuna, 2000). This is because the democracy debate has tended to over emphasis the need to develop democratic institutions through law as a prerequisite for democracy while de-emphasizing the need to revolutionalise Kenyan society through re-entrenchment of socio economic forces and the deconstruction of undemocratic institutions such as schools (Kanyinga, 2006).

This means that democracy in the Kenyan society has failed to flourish because it is not practiced in schools which, according to Ezewu (2005); Chege (2006) are charged with the social responsibility of socializing the individual into a cultured, mature, well-spoken and useful member of the society, that is, a democratic citizen. The schools in Kenya reflects the prevailing mood of no confidence in governance and lip service to democracy. Rajani (2003)

adds that in Kenyan schools there is virtually no space for students to organize or speak about their concerns. With the partial exception of universities, colleges, polytechnics and a few elite schools such as Starehe Boy's Centre, there is no credible students' organization which may be used as a platform for student representation and inclusion in decision making.

The institution of prefects and monitors is considered antithetical to true democracy because the agents are selected by teachers and their primary function is to "keep order" including meting out punishments to their fellow students. Consequently, students with grievances or constructive critique have no substantive space to air their opinions and ideas. When students are heard, their views are often treated with paternalism and rarely taken seriously into account.

Obondoh, (2006) states that the recurrent student unrest in the Kenyan secondary schools scene are often reflections of student demands for democracy through their participation in decision making. Rejectionist tendencies of students and their negative reactions to policy statements from the school authorities indicate that ordinary students are not adequately involved in processing of decisions. It is thus clear that students do not have opportunity and mechanism to participate in school governance and this situation sets the conditions that spark student unrest. The prevailing situation has had the effect of convincing students that real gains only come from forceful forms of action and not through dialogue and deliberation (Kiprop, 2007).

To manage discipline effectively and to reduce unrests, involvement of student leadership is crucial. The current structure requires that students be represented by councils elected from among their peers with certain traits through an agreed criterion. Whereas this structure has

not effectively taken root in all Kenyan schools, where it is effective it has yielded positive results.

2.6.2 Rights of Students and Decision Making

The rights of students in decision making should not be undermined. The students should play a critical role in making decisions that affect them.

Human Rights Watch (2005) argues that the purpose of children's education, as enshrined in the Convention on the Rights of the Child, should be the development of respect for human rights and fundamental freedoms, and preparation for responsible life in a free society, in the spirit of understanding, peace, and tolerance. Students have several basic rights which they are entitled and which they should expect, but which unfortunately they often do not enjoy. However, the penetration of human rights movements into schools in Kenya has created awareness among children about their rights.

Various acts of parliament are also in their defense (Eshiwani, 2001). Some of the basic rights include: The right to a learning environment that is appropriately well ordered, peaceful, safe, non-threatening, and conducive to learning; The right to having a caring, well-prepared teacher who instructs effectively and who limits students inappropriate self-destructive behavior; and the right to choose how to behave, with full understanding of the consequences that automatically follow their choices. Rights of children are a challenge that students council face in discipline management in secondary schools in Kenya.

2.7 Chapter Summary

Student councils are representatives' structure through which students in post-primary schools can become involved in the affairs of the schools, working in partnership with school management and staff and parents for the benefits of the school and its students.

Student councils are found in most parts of the world e.g. in Europe, America, Canada and Australia. Some countries like Ireland, Belgium and Finland have very good student councils systems in place. Student councils have achieved much in European countries. In some countries, students have also had in put into education system. Student councils are also very effective in South Africa.

In Kenya, Kenya Secondary Schools Student Council (KSSSC) was formed in 2009 by the ministry of education with a view to make secondary schools governance more participatory by including students in decision making structures in schools management.

Student councils given opportunities and when established in a free and fair way has a positive effect on the management of discipline. The prefect system of governance which was dictatorial should be replaced by democratic student councils system, where students would elect their leaders and participate in management of discipline in schools.

Student councils should fully participate in decision making. Opportunities for students' participation should go beyond specifically student-related issues and extend to wider aspects of school life, as well as to society beyond the school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter describes the methodology that was used as to carry out the research study. The research design, location of the study, target population, sampling techniques and sample size are discussed. Research instruments, pilot study, validity, reliability, data collection techniques, data analysis used and logistical and ethical considerations for the current study are also discussed.

3.2 Research Design

The study adopted a descriptive research design. This design was preferred because the subject is being observed in a completely natural and unchanged natural environment. Kothari (2004) indicated that descriptive research is important because it acts as a pre-cursor to quantitative research designs and the general overview gives some valuable pointers as to what variables are worth testing quantitatively. Descriptive research attempted to obtain a complete and accurate description of a situation (Orodho & Kombo, 2002). The approach was considered valuable in collecting and assessing data for this particular study because it was suitable for an in depth study of the target population. Descriptive research involved collecting data in order to answer questions concerning the status of the subject of the study. The research design enabled the researcher to collect large data and thus increased the reliability of the study results.

3.3 Location of Study

The study area was Kirinyaga East district. Kirinyaga East District (former Gichugu constituency) is located in Kirinyaga County, Central Kenya. It borders the following: Mt. Kenya forest to the north, Embu to the north east, Kirinyaga South District (Mwea) to the

south and Kirinyaga Central District (Kerugoya) to the west. Kirinyaga East District covers an area of 229.7 km² with six locations and 24 sub-locations. The six locations are: - Kirima, Karumandi, Ngariamama, Njukiini, Baragwi and Kabare. Kirinyaga East District of Kenya lies on the geographical coordinates of 0° 49' 0" S, 37° 6' 0" E.

Economic activities: The main economic activities are horticulture, tea and coffee farming, fishing, commercial businesses, tourism and forestry. Tea and coffee are grown in areas bordering Mt. Kenya forest (highlands).The highland is also suitable for dairy farming. Fishing is carried out in River Thiba and in fish ponds.

3.4 Target Population

The study was conducted in Kirinyaga East district. Kirinyaga East district had 35 secondary schools. Teacher/student ratio was 1:25. There were 400 teachers in secondary schools. Members of student councils in these 35 secondary schools were 525 (District Statistics Office, Kirinyaga, 2011).

The target population in the study were student councils from national, provincial and district secondary schools in Kirinyaga East District. Student councils were also from both day schools and boarding schools.

3.5 Sample Size and Sampling procedures

The study used a sample selected from the target population. The researcher used (30%) to calculate the sample size for student councils. This percentage was also used to select the deputy principals, principals and secondary schools in Kirinyaga East District. For a descriptive study (10%) of accessible population can be used for sampling. This percentage was used to sample students and teachers in the secondary schools (Mugenda & Mugenda, 2003).

The sampling procedures that were used in this study were purposive sampling and random sampling technique. The simple random sampling procedure was used to select 160 members of student councils who took part in the study. Simple random sampling was also used to select 100 students and 40 teachers who offered information on student councils' -students' interaction.

The schools were purposively sampled. Purposive technique enabled the researcher to select various identified schools, whose students were used to offer the required information with the objectives of the study in mind (Oso & Onen, 2009). This procedure was preferred due to the different categories of schools and respondents that were used in this particular study. The study sample consisted of 10 principals, 10 deputy principals, 40 teachers, 160 members of student councils and 100 students from 10 schools (national, provincial, district, day, boarding, boys, girls, mixed). The total sample size used was 320 for the study.

Table 1:1 Sample size and sampling methods used

Respondents	Target	Sampling procedure	Sample Size	Percentage
Student councils	525	Random	160	30%
Students	1000	Random	100	10%
Teachers	400	Random	40	10%
Principals/Deputy Principals	70	Purposive	20	30%
Total			320	

3.6 Data Collection Instruments

Questionnaires were the main data collection instruments in the study. They were used to obtain important information about the population and they were thus developed to address, specific objectives and research questions of the study (Mugenda & Mugenda, 1999). Two types of questionnaires were used to collect data; one for the students and another for

teachers. Items on the questionnaire were structured in order to capture data relevant to the variables as per stated objectives of the study.

3.7 Reliability and Validity

A pilot study also known as a feasibility study was done to assess the feasibility of the study, its validity and reliability. Procedures used in pre-testing the questionnaire were identical to those that were used during the actual study or data collection. 1% of the entire sample size was used (in one school). The sample size comprised of 1 principal, 1 deputy principal, 4 teachers, 16 members of student councils and 10 students. This procedure was repeated in the same school. The pilot study offered the opportunity to assess the appropriateness of the data collection methods and other procedures and to make changes where necessary (Mugenda & Mugenda, 1999).

Reliability is the degree to which a particular measuring procedure gives similar results over a number of repeated trials. A test-retest method was used to determine the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. The scores obtained by each respondent on the first and second test were quite close (Orodho, 2003). A Pearson's product moment formula for the test-retest was employed to compare the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient of 0.8 was considered high enough to judge the questionnaire as reliable. According to Kerlinger (2008), a correlation coefficient of 0.7 and above was acceptable.

Validity is a measure of how well a test measures what it is supposed to measure. It is concerned with establishing whether the questionnaire content is measuring what it is supposed to measure (Huitt, Hummel, & Kaeck, 1999). The supervisor assessed the relevance of the content used in the questionnaire developed. Input of the supervisor on the face validity of the above items was put into consideration. The researcher used checklist for content validity.

3.8 Data Collection Procedures

Permission to collect data was granted by the department of educational administration after defense of the research proposal. An introduction letter from school of education to apply for a permit for the research was acquired. Acquired permit from Ministry of Education Science and Technology to carry out research. The researcher got permission from county director of education to carry out research in Kirinyaga East District. The researcher got permission from principals to collect data from their schools which enabled researcher to carry out a pilot study and actual data collection.

After obtaining an introductory letter from the university and permission from the school heads, the researcher visited the schools to establish rapport with respondents in preparation for the study. This was helpful in determining a suitable time to deliver the questionnaires to them. At the time agreed upon with the school principals, the researcher and the assistants visited each school involved in the study. Questionnaires were handed out to the respondents.

3.8.1 Ethical Issues and Their Considerations

Before data collection exercise begun, the researcher obtained an introductory letter from the department of education, Karatina University. With the letter from the university, the

researcher visited the selected secondary schools where she explained the purpose of the study and sought permission to conduct the study in the respective school. The researcher assured confidentiality to the principals and the other respondents. She explained to the respondents all that was entailed in the research and then the respondents were given time to fill in the questionnaires. The respondents were given information about the study aims and objectives to ensure they were well informed.

3.9 Data Analysis Techniques

The collected data was put into a systematic form. Pre-processing was done to correct the problems that were identified with raw data (cleaning the data). A coding scheme was developed; 1 for yes, 2 for No. Data was stored in paper storage and electronic storage (excels). Data was analyzed using statistical techniques. Descriptive statistics was concerned with organizing and summarizing the data at hand, to comprehensible.

The analysis of the data required a number of closely related operations such as the establishment of categories, the application of these categories to raw data through coding, tabulation and drawing statistical inferences. Large amount of field data was condensed into manageable groups and tables for further analysis. Editing was done to improve quality of data; coding and tabulation was done to classify the data and put it in form of tables (Kothari, 2004). After tabulation, data was computed into percentage. Data was presented using statistical techniques such as frequency distribution tables and graphical techniques such as pie charts and bar graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Overview

This chapter presents the questionnaire return rate, demographic characteristics of the respondents, analyses of data in accordance with the objectives. Data was analyzed and presented according to the stated objectives. The data collected was presented in frequency tables, charts and graphs.

4.1 Questionnaire Return Rate

The number of questionnaire administered were 320 while those that were returned were 320. This gives a questionnaire return rate of (100%). The reason for (100%) return rate was due to cooperation of the respondents and their willingness to fill in and return the questionnaire immediately since the researcher administered them personally.

4.2 Demographic Characteristics of Respondents

The characteristic of respondents was analyzed in accordance to their gender, position, and class/form.

Gender of the respondents

This section shows the gender of the respondents. With regard to gender of respondents, 167 (52.2%) were females while 153 (47.8%) were male. There was fair representation of each gender (See Figure 1:2)

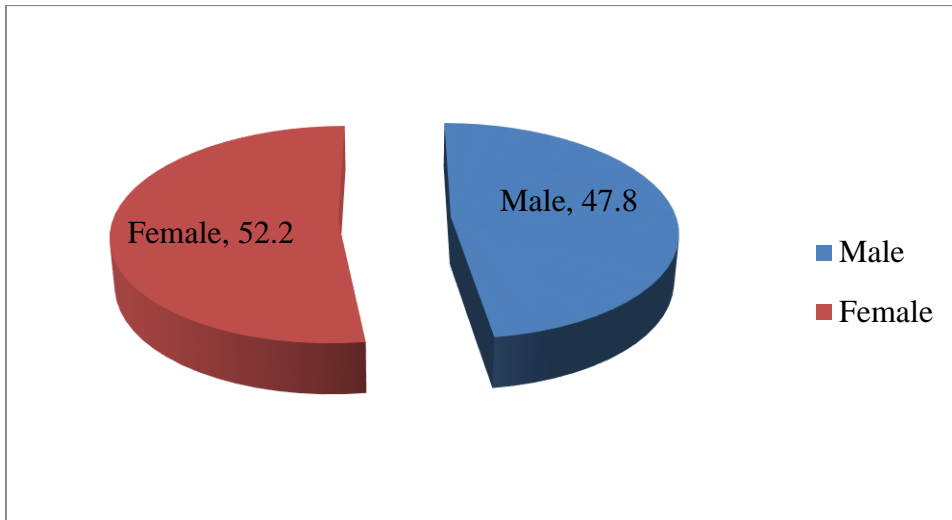


Figure 1:2 Gender of the respondents

4.2.1 Position of Respondents

This section shows the position of the respondents.

The results indicated that, in accordance to position, 160 (50%) of the respondents were members of student councils, 100 (31.3%) of the respondents were students, 40 (12.5%) of the respondents were teachers, and 20 (Six point three percent) of the respondents were principals/deputy principals.

Members of student council were more because they were the main respondents (See Figure 1:3).

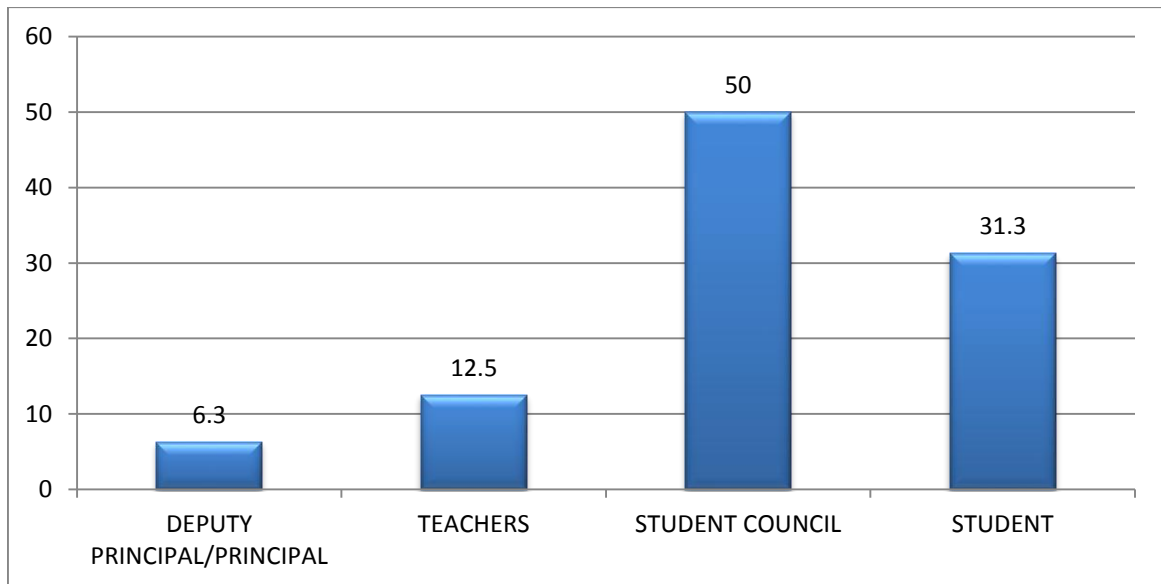


Figure 1:3 Positions of Respondents

Class/Form of the Respondent

In accordance to class/form; 105(65.6%) of the respondents were form three students while 38 (23.8%) of the respondents were Form four students, 9 (five point six percent) of the respondents were form one students and 8 (five percent) of the respondents were form two students. Most of student leaders in schools were in Form Three.

4.3 Students' Perceptions Towards Methods of Establishing Student Councils

The study sought to get responses from respondents regarding the perceptions of students toward methods of establishing student councils and also confirm from students whether student councils played their roles as expected. It also sought to find out whether the establishment of the student councils was free and fair.

4.3.1 Establishment of the Student Councils Was Free and Fair.

Respondents were required to indicate whether the process of establishing student councils was free and fair, i.e. whether the council was democratically elected by students. Results

indicated that 60 (60%) of the respondents agreed that the establishment of the student councils was free and fair while a significant number of students 40 (40%) disagreed(See figure 1:4)

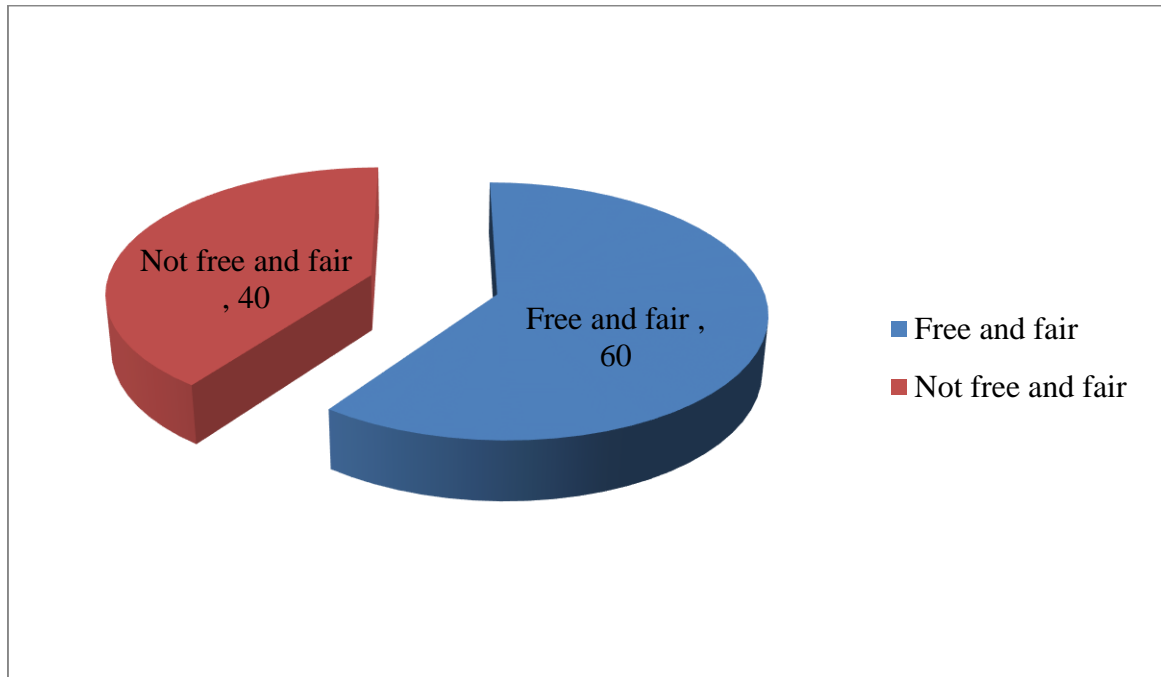


Figure 1:4 Establishment of the Student Councils Was Free and Fair.

The student councils system was a new concept that was re- inventing itself. Teachers who have been in the system for a long time were still stuck in the era of school prefects who were easily manipulated by the administration. This could affect the establishment of student councils as well as the management of discipline negatively.

4.3.2 Why Establishment of Student Councils Was Not Free and Fair

Responses were sought regarding why the students felt that the methods of establishment of student councils were not free and fair. Results indicated that, 48 (48%) of respondents agreed that the selection was based on class performance, 30 (30%) agreed that they were appointed

by teachers while 15 (15%) reported that the selection was based on their fame (See Table 2:1)

Table 2:1 Why the Establishment of Student Councils Was Not Free and Fair

Responses	Frequency f	Percentage %
They were appointed by teachers	30	30.0
Selection was based on class performance	48	48.0
Selection was based on their fame	15	15.0
Others	7	7.0
Total	100	100

This implies that students have not been fully involved in election of their leaders. In the past school prefects were selected by the school administration and mostly based on performance. The teachers and the school administration seem to be resistant to change. This could affect negatively the attitude of students towards the councils and methods of establishment of student councils.

4.3.3 Students' Perceptions on the Roles of Student Councils

Students were required to confirm whether members of student councils played their role as expected. Results indicated that 51 (51.0%) of students confirmed that members of student councils played their role as expected, for example, students agreed that the student councils promoted school rules and regulations and represented students' grievances/views to the school administration. A number of students 33 (33.0%) were for the opinion that student councils did not play their role as expected (See Table 3:1).

Table 3:1 Students' Perceptions on the Roles of Student Councils

Responses	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Student councils gives students the opportunity to contribute to decision-making in order to enhance quality of decisions	15	15	13	13	3	3	35	35	34	34
Student councils enhances students' commitment to the programmes of the secondary school	22	22	15	15	15	15	25	25	23	23
Student councils promotes cordial relationship between staff and students	22	22	9	9	15	15	32	32	22	22
Student councils enhances students' feelings of belongingness	18	18	14	14	14	14	34	34	20	20
Student councils promote school rules and regulations	10	10	10	10	18	18	33	33	29	29
Student councils represents students grievances/views to the administration	15	15	4	4	22	22	31	31	28	28
Student councils treat all students fairly/equally	37	37	13	13	9	9	17	17	24	24
Student councils are role models to students	13	13	21	21	10	10	40	40	16	16
AVERAGE	20	20	13	13	15	15	30	30.0	21	21

This implies that students appreciated the role of councils if the methods of establishment were free and fair. However a significant number of student 33 (33%) were for the opinion that student council did not play their role as expected, where the process of establishment was not free and fair.

4.4 Role of Student Councils in Managing Discipline.

The study sought to get responses from members of student councils regarding their roles in managing discipline in schools in Kenya. The result attained indicated that 91 (56.9%) of the

respondents agreed to a high extent that student councils played a positive role in managing discipline while 69 (43.1%) disagreed (See Table 4:1).

Table 4:1 Role of Student Councils in Managing Discipline

Responses	NOT AT ALL		SMALL EXTENT		HIGH EXTENT		VERYHIGH EXTENT	
	f	%	f	%	f	%	f	%
Student councils take part in school governing body activities	31	19.4	77	48.1	33	20.6	19	11.9
Policies are formed after rigorous deliberations including students	51	31.9	50	31.3	31	19.4	28	17.5
Student councils ensure enforcement of school rules and regulations to the latter	13	8.1	29	18.1	73	45.6	45	28.1
Student councils participate freely in disciplinary meetings with school authority	84	52.5	27	16.9	31	19.4	18	11.3
Student councils are equal partners in decision making about discipline	42	26.3	60	37.5	29	18.1	29	18.1
Student councils cultivate a culture of positive behavior amongst students	7	4.4	26	16.3	56	35.0	71	44.4
Student councils encourage fellow learners to participate and are responsible for the sound functioning of school	5	3.1	25	15.6	63	39.4	67	41.9
Student councils are involved in anti-bullying	45	28.1	20	12.5	32	20.0	63	39.4
Student councils promote good discipline by holding regular learners meetings and discussions	17	10.6	39	24.4	59	36.9	45	28.1
Student councils use communication channels to discuss learners fears and frustrations	25	15.6	55	34.4	39	24.4	41	25.6
Student councils create clubs and special projects to promote learners involvement	43	26.9	44	27.5	36	22.5	37	23.1
Student councils develop and promote a positive learner spirit and culture within the school	4	2.5	33	20.6	47	29.4	76	47.5
AVERAGE	29	18.2	40	24.9	44	27.7	47	29.2

A significant number of respondents 69 (43.1%) were for opinion that student councils did not play any role. The student councils did not participate freely in disciplinary meetings with school authorities. They did not take part in school governing activities where they could have learnt management skills. This implies that some members of student councils had not been orientated on their roles hence they were not effective in management of discipline in their schools. Student councils given opportunities and when established in a free and fair way has a positive effect on the management of discipline.

4.4.2 Extent of Student Councils participation in decision making in administrative tasks.

Responses from student councils regarding the level of participation in decision making in administrative tasks were sought. Results indicated that student councils did not participate much in decision making in administrative tasks, 106 (65.4%) were for opinion that student councils participated in decision making to a small extent. Members of student councils were not involved in planning school menu, co-curricular activities, extra tuition and choice of school uniform. Only 36 (24.8%) reported that they were involved in decision making in administration tasks (See Table 5:1).

Table 5:1 Extent of Student Councils Participation in Decision Making

Responses	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Planning of co-curricular activities	39	24.4	20	12.5	25	15.6	53	33.1	23	14.4
Preparations of School budget	107	66.9	18	11.3	7	4.4	10	6.3	17	10.6
Choice of school uniforms	97	60.6	22	13.8	8	5.0	31	19.4	2	1.3
Extra tuitions	79	49.4	23	14.4	17	1.6	36	22.5	5	3.1
Planning of School Menu	91	56.9	27	16.9	19	11.9	15	9.4	8	5.0
Formulating School rules and regulations	52	32.5	22	13.8	14	8.8	57	35.6	15	9.4
Decision on teaching methods	78	48.8	18	11.3	24	15.0	33	20.0	7	4.4
Discipline of staff	107	66.9	17	10.6	13	8.1	17	10.6	6	3.8
Interview of staff	125	43.1	14	19.4	10	13.8	6	20.6	5	2.5
Planning and developing physical facilities	69	43.1	31	19.4	22	13.8	33	20.6	4	2.5
Managing free secondary education fund	122	76.3	17	10.6	13	8.1	6	3.8	2	1.3
Decision on the nature of punishments	65	40.6	33	20.6	19	11.9	38	23.8	5	3.1
AVERAGE	85	50.8	21	14.6	16	9.8	28	19.7	8	5.1

This implies that students were not involved in decision making oversensitive issues that affected them and caused indiscipline in schools such as school menu and extra tuition.

Students should be involved in all areas of school life. The range of activities that make up the work of a school can be categorized in a number of different ways, such that students have opportunities for involvement in each major area –including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

4.5 Student Councils Measures in Managing Discipline

The study sought to get responses from respondents regarding the measures put in place by student councils in management of discipline in schools. It further checked whether there were adequate measures put in place in administration of punishment and guidelines used by student councils to enhance discipline.

4.5.1 Aspect of Administration of Punishments

Responses were sought regarding measures put in place by student councils in management of discipline. Results indicated that 74 (45.7%) of student councils had not put adequate measures in managing discipline in schools. For example, Student councils did not maintain a disciplinary file for recording students' punishments; they did not have a disciplinary committee to handle students' cases and student councils did not give students opportunity to participate in decision-making about discipline. Only 66 (41.6%) had put measures to manage discipline (See Table 6:1).

Table 6:1 Aspect of Administration of Punishments as a Measure to Enhance Discipline

Responses	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Student councils ensures that students are punished for the right cause in this school	37	23.1	30	18.8	10	6.3	57	35.6	26	16.3
Student councils maintain that all students have a disciplinary file for recording their punishments.	64	40.0	28	17.5	20	12.5	31	19.4	17	10.6
Student councils have a disciplinary committee to handle students' cases in this school.	54	33.8	27	16.9	30	18.8	33	20.6	16	10.0
Student councils ensure that students are given reasonable punishments.	36	22.5	17	10.6	23	14.4	58	36.3	26	16.3
Student councils observe that students serve the given punishments in this school.	58	36.3	34	21.3	16	10.0	28	17.5	24	15.0
Student councils maintain that all students are equally punished in this school.	36	22.5	17	10.6	23	14.4	58	36.3	26	16.3
Student councils solve conflicts amongst students	62	39.2	31	19.4	12	7.0	33	20.6	22	13.8
Student councils gives students opportunity to participate in decision-making about discipline	45	28.1	45	28.1	15	9.4	28	17.5	27	16.9
AVERAGE	48	29.7	26	16.0	20	12.7	44	27.6	22	14.0

This implies that most of members of student councils lacked adequate skills and knowledge for management of discipline. This could affect discipline management negatively in schools.

4.5.2 Guidelines Used By Student Councils to Enhance School Discipline.

The respondents had a combination of the guidelines used by student councils in different schools to enhance discipline. Results indicated that 92 (57.6%) of the respondents stated that there

should be prior knowledge of rules and regulations, a disciplinary action should be applied immediately while 39 (24.5%) of the respondents observed that there should be prior knowledge of rules and regulations, disciplinary actions must be objective and 27 (18.1%) maintained that there should be prior knowledge of rules and regulations, allow right of appeal (See Table 7:1).

Table 7:1 Guidelines Used By Student Councils to Enhance School Discipline

Responses	Frequency f	Percentage %
There should be prior knowledge of rules and regulations, allow right of appeal	27	18.1
There should be prior knowledge of rules and regulations, a disciplinary action should be applied immediately	92	57.6
There should be prior knowledge of rules and regulations, disciplinary actions must be objective	39	24.5
Total	160	100.0

Rules should be objective and not subjective to avoid resistance from the students. Students should participate in formulation of school rules.

4.6 Challenges Facing Student Councils in Managing Discipline in Secondary Schools in Kenya

The study sought to get responses from respondents regarding challenges facing student councils in managing discipline in secondary schools in Kenya. The researcher also wanted to find out whether the challenges were internal or external. Results indicated that 77 (51.1%) of respondents were for opinion that student councils faced internal challenges, for example, students refusing to take orders from them and being victimized. A number of respondents 58 (36.6%) agreed that challenges were external (See Table 8:1).

Table 8:1 challenges facing student councils in managing discipline

Responses	Strongly Disagree		Disagree		Note sure		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Being reported to school authorities	36	22.5	39	24.4	25	15.6	32	20.0	28	17.5
Parents' interference	59	36.9	29	18.1	25	15.6	27	16.9	20	12.5
Community interference	17	45.0	43	26.9	26	16.3	11	6.9	8	5.0
Media interference	92	57.5	33	20.6	18	11.3	11	6.9	6	3.8
Students refusing to take orders from us	16	10.0	9	5.6	12	7.5	44	27.5	79	49.4
Being victimized	26	16.3	16	10.0	19	11.9	45	28.1	54	33.8
Being treated as social outcasts	44	27.5	30	18.8	13	8.1	33	20.6	40	25.0
Being target of violence	49	30.6	23	14.4	28	17.5	26	16.3	34	21.3
Being sued for infringing students' rights	67	41.9	25	15.6	24	15.0	29	18.1	15	9.4
Political interference	87	54.4	24	15.0	16	10	12	7.5	21	13.1
AVERAGE	50	34.2	27	16.9	21	12.8	27	16.8	31	19.8

The student councils faced challenges, one of the challenges being that, students refused to take orders from councils. Inadequacy of student councils' orientation on their roles creates conflicts between them and students hence problem of internal management of discipline.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents summary of the findings of the study, conclusions and recommendations. It also gives suggestions for further studies.

5.2 Summary

The study investigated the impact of student councils in management of discipline in secondary schools in Kenya. The main respondents were 160 members of student councils that comprised of form three students 105 (65.6%), Form four students 38 (23.8%), Form one student 9 (Five point six percent) and Form two students at 8 (Five percent). Others were students, teachers, deputy principals and principals. The respondents gave information in line with the stated objectives. Data was analyzed and the summaries of the findings were as per the objectives.

5.2.1 Perceptions of the Students Toward Methods of Establishment of The Student Councils

The first objective was to determine the perceptions of students towards methods of establishing student councils. The study found out that 60 (60%) of students had positive perceptions towards student councils when establishment and voting was free and fair.

However the student councils have been established and the link that they were supposed to form between teachers and students have not been fully exploited hence the lack of effectiveness. From the findings it was noted that the establishment of student councils was perceived by 40 (40%) of the respondents not free and fair.

The student leaders were selected by teachers and therefore students were not involved in the processing of choosing leaders of their choice. In some schools, however, students failed to take instructions from the student councils where they felt that the voting in of council members was not free and fair. This resulted to a situation where a good rapport was lacking between students and the members of student councils. This is in line with Oyaró, who affirmed that 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 (Oyaró, 2005).

From these findings, all secondary schools should establish student councils in a free and fair process for effective management of school discipline. The findings were also in line with Nasibi who supported that their appointment should be democratic and cautiously done so as to ensure that the right cadre of student councils is appointed for effective administration and management of discipline (Nasibi, 2003).

5.2.2 Role Played by Student Councils in Management of Discipline in the Secondary Schools.

The second objective was to establish the role played by student councils in the management of discipline. The result attained indicated that 91 (56.9%) of the respondents agreed to a high extent that student councils played a positive role in managing discipline while 69 (43.1%) were for opinion that student councils did not play any role. The study established that student councils given the opportunity and when established in a free and fair way has a positive effect on the management of discipline. In schools where student councils had been established, members played their role as expected. This is in line with Kiprop who affirmed that students' leadership is important in communicating students' grievances and thus

ensuring that the school administration stays abreast with development in the student fraternity (Kiprop, 2007).

Students also confirmed that student councils played their role well. Student councils were involved in ensuring rules and regulations were followed to the letter as indicated by 118 (73.7%) of the respondents; promoted good discipline by holding regular meeting and discussion with students as shown by 130 (81.3%) of the respondents and encouraged fellow learners to participate and was responsible for the sound functioning of school.

However student councils did not participate much in decision making in administrative tasks. They were not involved in planning of menus as indicated by 118 (73.7%) of the respondents, formulation of school rules and regulations, choice of school uniform as indicated by 119 (74.4%) of the respondents, planning of co-curricular activities indicated by 102 (63.8%) of the respondents and planning of extra tuition which has been a major source of conflict between students and school administration. Student councils have not been integrated into school system which should have raised their self-esteem through the sharing of trust, responsibility and participation in decision making. These findings were supported by Dowling who stated that great disparity seemed to exist in his study between how the principals viewed the role of student councils and what student councils' representatives believed their role to be (Dowling, 2003). Giving student councils a voice in running of school would help promote inclusion and reduce behavior problems.

If principals, deputy principals and teachers in all secondary schools in Kenya can adopt this system, they can positively enhance the management of discipline and students in their care. This is in line with Devine who confirmed that student councils system has remained very

effective in Belgium, Finland and Ireland and schools also enjoys high levels of discipline (Devine, 1999).

5.2.3 Measures in Place by Student Councils in Management of Discipline in Schools

The third objective was to find out measures put in place by student councils in management of discipline. Student councils had put some preventive measures by ensuring that students were punished for the right cause in school. However student councils had not put adequate measures in managing discipline in schools. Results indicated that 74 (45.7%) of student councils had not put adequate measures in managing discipline in schools while 66 (41.6%) had put measures to manage discipline. Student councils did not maintain a discipline file for recording all the punishments of the students; had no disciplinary committee to handle the students' cases in schools; did not give students opportunity to participate in decision-making about discipline and had not put a mechanism to solve conflicts amongst students. These findings were supported by Browne, who argued that there was needs to have a clearer role definition for the student councils and its members and that adequate preparation and on-going training and development be made available to students (Brown, 1996). This was also supported by O'Neil who emphasized the need for planning, support and commitment for effective student councils (O'Neil, 1997).

Student councils should be supported and encouraged to maturely handle issues by themselves. If student councils could be involved in school governing activities they would learn management skills and tend to have a more positive impact on the management of discipline.

5.2.4 Challenges Faced By Members of Student Councils in Managing Discipline

The fourth objective was to establish the challenges facing student councils in managing discipline in secondary schools in Kenya. Results indicated that 77 (51.1%) of respondents were of opinion that student councils faced internal challenges while 58 (36.6%) agreed that challenges were external. The study established that members of the student councils participated to a small extent in the school governing activities; the councils had limited powers and decisions were made without taking their views into account. It was thus clear that students did not have opportunity and mechanism to participate in school governance and this situation sets the conditions that spark student unrest.

The findings were also supported by Rajani who affirmed that in Kenyan schools there is virtually no space for students to organize or speak about their concerns (Rajani, 2003). This is also in line with Obondoh who stated that the recurrent students' unrest in the Kenyan secondary schools scene are often reflections of student demands for democracy through their participation in decision making (Obondoh, 2006).

Results indicated that 123 (76.9%) of the respondents agreed that students refused to take orders from student councils. Students can be encouraged to come up with rules that could be incorporated in the old school laws. This would give them a feeling of ownership since they will view them as their own creation and thus strive to obey them. Students are far more likely to internalize and respect rules that they helped create than rules that are handed to them.

Students should be involved in all areas of school life. The range of activities that make up the work of a school can be categorized in a number of different ways, such that students

have opportunities for involvement in each major area –including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

5.3 Conclusion

Based on the summary arising from the study findings, the following conclusions were made:

- i. Student councils helped in managing discipline in secondary schools where it had been established.
- ii. The study established that student councils given opportunity and when established in a free and fair way has a positive effect on the management of discipline.
- iii. If student councils could be involved in school governing activities they tend to have a more positive influence on the management of discipline.
- iv. Student councils have not been properly inducted into their roles hence lacks of adequate skills to manage discipline.
- v. Planning, support and commitment by schools administration for effective student councils was inadequate.
- vi.** Involvement of student councils in decision making in school governing activities would reduce indiscipline in schools.
- vii.** Schools had a hybrid of student councils and prefect system.

5.4 Recommendations

From the study, the following recommendations are made;

- i. All secondary school should establish student councils in a free and fair process for effective management of school discipline. The election process should be democratic.
- ii. The ministry of education should organise capacity building programmes for educators to equip them with adequate skills and abilities to handle the emerging issues like the establishment of student councils.
- iii. The school administration should involve student councils in school governing activities. Student councils should be involved in decision making like planning of co curriculum activities, entertainments, choice of school uniform, formulation of school rules and regulation and planning of the menu.

5.5 Suggested Areas for Further Study

The researcher suggests that studies should be conducted on;

- i. Levels of interaction between school administrators and students on discipline issues.
- ii. Induction of student councils on management of discipline
- iii. Impact of disciplinary procedures on management of discipline in secondary schools.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER

Lucy Muthoni Murage
P.O. Box 1957-10101
Karatina
0721986148

Dear Sir/Madam,

RE: PERMIT TO CONDUCT RESEARCH

I am a Masters student carrying out a research on **Influence of Student Councils on management of discipline in secondary schools in Kirinyaga East District, Kenya.**

I am therefore seeking your permission and assistance to conduct the research. This questionnaire is to collect data for purely academic purposes.

All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Thank you in advance

Yours faithfully

Lucy Muthoni Murage
REG NO: KUC/MEA/4501/12

APPENDIX II

QUESTIONNAIRE 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 Kirinyaga East District, Kenya.**

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

SECTION A: Basic Demographic Data

1. How old are you? (Years)

- | | | | |
|---------|-----|---------|-----|
| 15 – 20 | [] | 21-25 | [] |
| 26 – 35 | [] | 36 – 45 | [] |
| 46 – 55 | [] | 56 – 59 | [] |

2. Gender;

- Male [] Female []

3. Form

- One [] Two [] Three [] Four []

What are the Students' Perceptions towards establishment of Student Councils in secondary schools?

1. Do you think student councils establishment was free and fair?

- Yes [] No []

If no to question 1, why?

They were appointed by teachers []

They were selected based on class performance []

They were selected based on their fame []

Any other reason, specify.....

2. Tick the appropriate response

SD - Strongly Disagree "I firmly disagree with this statement."

D - Disagree "I think this statement is not true."

U - I am not sure

A - Agree "I think this statement is true"

SA - Strongly Agree "I firmly agree with this statement."

Students' perceptions towards establishment student councils	SD	D	U	A	SA
Student councils gives students the opportunity to contribute to decision-making in order to enhance quality of decisions					
Student councils enhances students' commitment to the programmes of the secondary school					
Student councils delays activities in the secondary school					
Student councils promotes cordial relationship between staff and students					

Student councils enhances students' feelings of belongingness					
Student councils promote school rules and regulations					
Student councils represents students grievances/views to the administration					
Student councils treat all students fairly/equally					
Student councils are role models to students					

APPENDIX I11

QUESTIONNAIRE FOR STUDENT 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 Kirinyaga East District, Kenya.**

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

SECTION A: Basic Demographic Data

1. How old are you? (Years)

15 – 20 [] 21-25 []

26 – 35 [] 36 – 45 []

46 – 55 [] 56 – 59 []

2. Gender;

Male [] Female []

3. Form

One [] Two [] Three [] Four []

SECTION A:

What are the roles of student councils in management of discipline in secondary schools?

1. Tick the appropriate response

Effectiveness of Student councils' role in the management of discipline	Not at all	Small extent	High extent	Very high extent
Student councils take part in school governing body activities				
Policies are formed after rigorous deliberations including students				
Student councils ensure enforcement of school rules and regulations to the latter				
Student councils participate freely in disciplinary meetings with school authority				
Student councils are equal partners in decision making about discipline				
Decisions about discipline are transparent and open				

Student councils cultivate a culture of positive behavior amongst students				
Student councils encourage fellow learners to participate and are responsible for the sound functioning of school				
Student councils promote positive communication with educators and school management				
Student councils are involved in anti-bullying				
Student councils promote good discipline by holding regular learners meetings and discussions				
Student councils use communication channels to discuss learners fears and frustrations				
Student councils create clubs and special projects to promote learners involvement				
Student councils act as ambassadors in the school and community				
Student councils develop and promote a positive learner spirit and culture within the school				

2. What is the extent of student councils participation in decision making in administrative tasks

SD - Strongly Disagree "I firmly disagree with this statement."

D - Disagree "I think this statement is not true."

U - I am not sure

A - Agree "I think this statement is true"

SA - Strongly Agree "I firmly agree with this statement."

Extent of Student Councils participation in decision making in administrative tasks	SD	D	U	A	SA
Planning of co-curricular activities					
Preparations of School budget					
Choice of school uniforms					
Extra tuitions					
Planning of School Menu					
Formulating School rules and regulations					
Decision on teaching methods					
Discipline of staff					
Interview of staff					
Planning and developing physical facilities					
Managing Free Secondary Education funds					
Decision on the nature of punishments					

SECTION B: What are the measures put in place by student councils in the management of discipline in secondary schools?

1. Below are the guidelines used by principals to enhance student discipline in schools?
 - There should be prior knowledge of rules and regulations. [1]
 - A disciplinary action should be applied immediately. [2]
 - Disciplinary actions must be objective. [3]
 - Avoid entrapment [4]
 - Allow right of appeal [5]

Which of **these two** principles do you most commonly apply in your school?.....

2. A systematic effective disciplinary action should follow a certain procedure. The procedure must include the following
 - A) Demotion, suspension and discharge from school [1]
 - B) Preliminary investigation [2]
 - C) Temporary suspension/interdiction [3]
 - D) Oral warning and written warning [4]

Which is the correct order, when dealing with an in disciplined student?.....

3. Indicate the methods that you most commonly use to maintain classroom discipline?

4. Kindly indicate the aspect of administration of punishments in your school

- SD** - Strongly Disagree “I firmly disagree with this statement.”
- D** - Disagree “I think this statement is not true.”
- U** - I am not sure
- A** - Agree “I think this statement is true”
- SA** - Strongly Agree “I firmly agree with this statement.”

Aspect of administration of punishments	SD	D	U	A	SA
The student councils ensures that students are punished for the right cause in this school					
The student councils maintain that all students have a disciplinary file for recording their punishments.					
The student councils maintain that the disciplinary committee handles students' cases in this school.					
The student councils ensure that students are given reasonable punishments.					
The student councils observe that students serve the given punishments in this school.					
The student councils maintain that all students are equally punished in this school.					

SECTION C: What are the challenges facing student councils in management of discipline in secondary schools?

1. What are the main challenges faced by student councils in discipline management in your school?

Tick the appropriate response

SD - Strongly Disagree “I firmly disagree with this statement.”

D - Disagree “I think this statement is not true.”

U - I am not sure

A - Agree “I think this statement is true”

SA - Strongly Agree “I firmly agree with this statement.”

Challenges faced by student councils in discipline management in your school?	SD	D	U	A	SA
Being reported to school authorities					
Parents interference					
Community interference					
Media interference					
Students refusing to take orders from us					
Being victimized					
Being treated as social outcasts					
Being target of violence					
Being sued for infringing students’ rights					
Political interference					

2. Any other challenge, specify.....

.....

APPENDIX 1V

QUESTIONNAIRE FOR PRINCIPALS, DEPUTY PRINCIPAL AND 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 Kirinyaga East District, Kenya.**

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

SECTION A: Basic Demographic Data

1. How old are you? (Years)

- 18 – 25 [] 26 – 35 []
 36 – 45 [] 46 – 55 []
 56 – 59 []

2. Gender;

- Male [] Female []

3. What is your academic/professional qualification?

- Technical certificate [] Diploma []
 Degree [] Masters/ Degree []
 Others (Specify).....

4. How long have you been working in the same school?

- 1 – 5 years [] 6 – 10 years []
 11 – 15 years [] 16 – 20 years []

What is your perception on the role of student councils in the management of discipline in secondary schools?

1. Tick the appropriate response

SD - Strongly Disagree “I firmly disagree with this statement.”

D - Disagree “I think this statement is not true.”

U - I am not sure

A - Agree “I think this statement is true”

SA - Strongly Agree “I firmly agree with this statement.”

	SD	D	U	A	SA
Perception on the role of student councils leadership					
Secondary schools are not compelled to have student councils					
Secondary schools can have perfect system if they wish so					

The educators and the principal must be allowed to nominate some members of the student councils					
The student councils interferes with school administration if it assumes some of responsibility of planning and executing the activities of schools					
The student councils is not always consulted, when student issues are discussed by educators					
The student councils regularly interacts with educators					
The student councils interferes with issues that they do not have any knowledge on					
The student councils helps educators to organize cultural and sporting events					
The student councils works with the educators to promote a culture of learning in the school.					
The student councils supports the principal, educators and non-teaching staff in the performance of their duties					
The student councils help the educators with administrative duties during the registration period.					
The student councils causes some educators to feel that they lose control over their work					

2. Given the opportunity to be involved in the secondary school decision-making process, which **two** decisional situations does student councils participate in most? Please, tick [] the appropriate options

- a) Purchasing food items for the secondary school [
- b) Planning the secondary school menu [
- c) Purchasing items (t-shirts, exercise books) that are sold to students [
- d) Disciplining students [
- e) Planning new projects for secondary school [
- f) Formulating school rules and regulations [
- h) Planning of extra tuition [

3. Which of the following **two factors** do you think greatly prevent student councils from participating fully in the decision-making process of your secondary school.

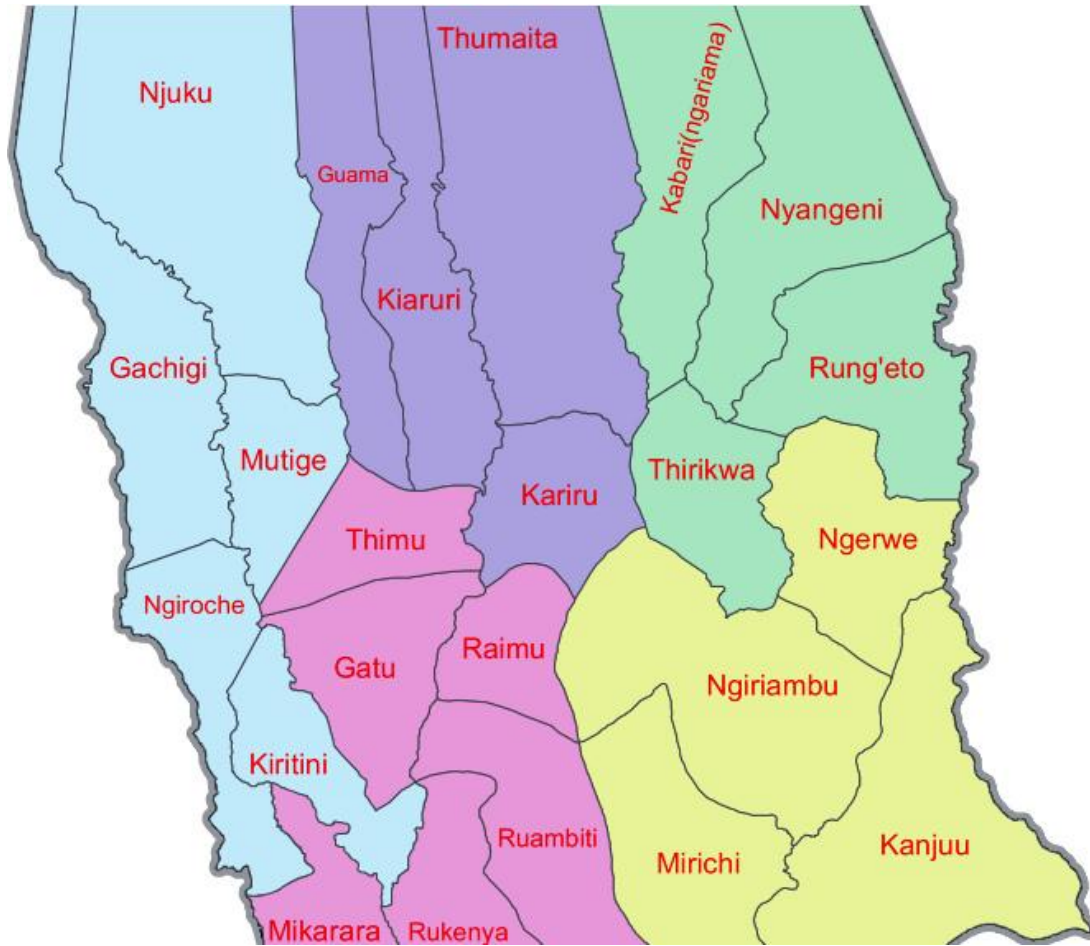
Fear of being victimized [

Authoritative nature of the secondary school administration [

- Lack of students' representation in committees []
- Non-functioning of the student councils []

APPENDIX V

MAP OF KIRINYAGA EAST DISTRICT



APPENDIX IX

MAP OF KIRINYAGA COUNTY

