

**STUDENT COUNCILS' EFFECTIVENESS AND MANAGEMENT OF PUBLIC  
SECONDARY SCHOOLS IN KISII COUNTY, KENYA**

**BY**

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## DECLARATION

### Declaration by Student

This thesis is my own work that has not been submitted for assessment or completion of any post-graduate qualification to another University for another qualification. It should not be produced in part or whole without the authority of the author and or Moi University.

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## DEDICATION

I dedicate this thesis to my late mother Soti Chepkawai who relentlessly gave me unwavering support materially and morally during my education pursuit. This was evident in her persistent statement: “*soman*” referring to “read,” whenever we discussed about my urge to achieve higher education. Secondly, to my father the late Chepkawai, who brought me up from an ample background cannot go without mention. As a peasant farmer he met all the obligation of paying fees without any interruption in my twelve years’ education. Finally, to my wife Magrine who fitted in the shoes of my late mother and kept on encouraging me to pursue my educational endeavor. She supported the huge financial outlay that went into my PhD degree and previous levels.

## ABSTRACT

The Ministry of Education established Student Councils in Secondary Schools in 2009 to assist in managing student affairs. However, student unrests which are manifested in strikes, rioting, burning of school property and violent behaviors still continue unabated. In the recent past there has been a large number of Secondary Schools' unrests reported in Kisii County. This happens despite inclusion of student councils in secondary school management. The purpose of this study was to determine the student councils' effectiveness in the management of public Secondary Schools in Kisii County. The specific objectives of the study were to; establish the effect of student councils' involvement in communication between students and administration, student welfare activities, decision- making and implementation of school rules and regulations on management of public Secondary Schools in Kisii County. The study was anchored on two theories the functional leadership theory and social systems theory. The study adopted pragmatism paradigm, mixed method approach and concurrent explanatory design. The target population was 140948 respondents comprising of 104 principals, 2080 teachers, 1040 student leaders, 137713 students and 11 Sub County Directors of Education. The sample size was 1066 respondents comprising of 31 Principals, 336 teachers, 289 Student leaders, 399 students and 11 Sub-County Directors of Education. Stratified, simple random sampling and purposive sampling technique was used to select respondents. Data collection was done through the administration of questionnaires, interviews and document analysis. Validity was established using expert judgement, while reliability was determined using Cronbach's Alpha Coefficient. Data analysis was done by using descriptive and inferential statistics such as Correlation analysis and linear regression with the aid of SPSS V26. The findings indicated that there was a significant relationship between student councils' involvement in communication ( $\beta_1=0.780$ ), student welfare ( $\beta_2=0.539$ ), decision-making ( $\beta_3=0.527$ ) and implementation of school rules ( $\beta_4=0.492$ ) and management of public Secondary Schools in Kisii County. The study concluded that involving student council acts as a link between students and school administration. Involving student council in students' welfare activities influences management of public Secondary Schools. The student council were involved in decision making and implementing school rules in public secondary school. Student council were involved in ensuring that school rules are implemented effectively. School administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff. The school administration should involve students in decision making through student councils. The students should be involved in welfare activities like meals and time for preps. The findings and recommendations will be used to advice both ministry of education and school administrators on the importance of Student Councils' involvement in school management in order to improve school effectiveness in management and avert perennial students' unrests. The findings will benefit the society considering that secondary school education plays an important role in the education system in Kenya. Improvement of school environment arising from better understanding of the role of student councils in school management and its influence will help them take more responsibility in their own learning.

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**LIST OF ABBREVIATIONS/ACRONYMS**

<b>ACE</b>	Advisory Centre for Education
<b>BOG</b>	Board of governors
<b>BOM</b>	Board Of Management
<b>CEB</b>	County Education Board
<b>GOK</b>	Government Of Kenya
<b>HASAS</b>	Having a Say at School
<b>KESSHA</b>	Kenya Secondary Schools Heads Association
<b>KEMI</b>	Kenya Education Management Institute
<b>KSSSC</b>	Kenya Secondary School Student Council
<b>MOE</b>	Ministry Of Education
<b>MOEST</b>	Ministry of Education
<b>NASSP</b>	National Association Of Secondary School Principals
<b>NGO</b>	Non Governmental Organisation
<b>NSPCC</b>	National Society for the Prevention of cruelty to Children
<b>QASO</b>	Quality Assurance And Standards Officer
<b>RCL</b>	Representative Council of Learners

**SC** Student Councils

**SEL** Social Emotional Learning

**SGC** Student Governing Council

**SPSS** Statistical Package For Social Science

**UNCRC** United Nation Convention on the Rights of the Child

**UNESCO** United Nations Educational Scientific And Cultural Organisation

**UNICEF** United Nations International Children Emergency Fund



## **CHAPTER ONE**

### **INTRODUCTION TO THE STUDY**

#### **1.1 Overview**

This chapter comprised of the following: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, justification of the study, significance of the study, assumptions of the study, limitations of the study, theoretical framework, conceptual framework and operational definition of terms.

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

Management is the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing, and controlling an organization or effort for the purpose of accomplishing a goal. Fessehatsion (2017) stresses that the 21<sup>st</sup> Century principal requires skills for thinking quicker, working smarter, dreaming wider as they relate and supervise the teachers, students and other stake holders to attain the expected improvements in students' academic performance.

Njeru et al (2013), continues to argue that communication of the set goals to various stake holders by the principal through provision of a base upon which progress can be measured; building strong and functional teams with teachers with a clear vision on how the school will run is an indication of school success. Such collaboration may provide the school management with new ideas which can steer the school to greater heights of excellence and commit the school funds to a well-organized and coherent performance

agenda. Such a process may be referred to as application of strategic planning strategy within the school-wide change process.

The Board of Management has been left with questions of whether they are supposed to take full control of the school, or leave some of the responsibilities to the principal. Consequently, this has created a gap in their governance and management capabilities as either poor or made them feel they are not of great consequence in the institution (Wainaina, 2015). The situation has left many questions as to whether the level of decentralization complements the conditions that enable effectiveness in the management of secondary School.

McIntyre (2018) linked exemplary results on student performance to the culture of teacher collaboration and shared responsibility for all students and also to principal's management of such collegial and collaborative strategy. McIntyre also purport that the principals' use of collaborative approach in management has gained popularity in school management and therefore the need for this study. The need for strong school management system on the part of both the principals and teachers is characterized by collaborative and inclusive teaching and learning involving all school teachers and the students working together for a common purpose (Link, 2013).

Pinto (2014), on effective principal management behavior noted that student's participation in school management may be critical as the students are the focus by the teachers and may need to appreciate the kind of educational services delivered, and may also have insights into how well they may want to be served. This study investigated the influence of Student Council's involvement on effectiveness of school's management in

Kisii County. Irsheid (2018), in his study on the effectiveness of student's involvement in management process in schools found that involvement had an impact on increasing students' academic achievement in Jordanian schools. He ascertained that when the school management allowed students to take part in decision making in Ramtha City, Jordan schools, the process in return influenced managerial decisions as well as policy formulation in the schools.

In order to decentralize effectively roles related to discipline management, school management is encouraged to embrace student leadership and councils so that students can play an active role in managing not only discipline but also other matters that are deemed to be significant for school prosperity (Mukiti, 2014). School management is related to the whole process of overseeing school administration and management procedures for the well-being of the entire school. Student participation also refers to participation of students in collective decision-making at school or class level and to dialogue between students and other decision-makers, not only consultation or a survey among students.

Effective participation of all management members of school lead to high performance in all levels of management. Student Governing Council (SGC) is a representative body of students, through which they participate in the affairs of the school in partnership with teachers, parents and school management for the benefit of the wider student population (Kamuri, 2014). Student Councils are representative bodies of students elected by students to voice their grievances to school management authorities (Wachira, 2010). Student councils play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising

learning activities like early morning and late evening preps. Student councils share students' ideas, interests and concerns with school managements thus creating cohesion and harmony in learning institutions (Mutua 2014). Student councils' involvement in school management entails active involvement in school-based decision-making.

In the United States, Canada, Australia and South Africa they are variously referred to as Student Council, Student Government, Student Activity Council or Student Council Association respectively. Irrespective of the name, student councils represent students' interests and grievances to school management authorities with a view to improving their welfare and harmony in school (Norman, 2015). Student councils do report, punish, communicate students complains to the management and represent the views of the students like; lack of water, poor meals, poor light in school and teachers missing lessons (Glover, 2015).

Globally, in United States of America, issues pertaining Student Council's involvement in management of Secondary Schools such as management of discipline, planning school development activities, formulating by-laws, rules and regulations which appear to be compatible with the goals towards the attainment of quality education (Alexander, 2017). Likewise, European countries experience several problems related to poor involvement of students' voice in management discipline issues in Secondary Schools. Similarly, in Austria and Slovenia, Secondary Schools have practical experience in collection and use of student voices in any decision made in schools. It is an imperative requirement of the law in European countries such as Switzerland and Finland to consider student councils when making decision on matters concerning students' welfare (Cato, 2018).

In Jamaica, Student Councils are responsible for student welfare, leading and guiding to create a good learning atmosphere in schools. They act as facilitators to an end or mediators to effectively manage student unrests (Craig, 2013). In Jamaica student Councils began as a policy by the government of Jamaica in 1973 (Craig, 2013). In 1975, student councils were participating in the decision making processes. For instance, Shier (2016), while researching on students' views about children's rights in New Zealand, reported that where student councils were involved in school governance, students were more likely to involve themselves in a range of discipline management issues, engage actively in school ownership, enhance problem-solving abilities, and improves behaviour. In essence, each school is unique and has its own rules and regulations, which the student councils uphold as they influence the other students to adhere to them.

Most countries that are signatories to the UNCRC have made statutory provisions for children to participate in decision-making and some have developed structures that represent the views of students at various levels (United Nations, 2009). These include countries Norway, France, Sweden, United Kingdom, Northern Ireland and Finland in Europe, where schools establish Student Councils through which they voice their views on matters that affect them (Shatilova, 2014). In Norway, all Secondary Schools are by law obligated to constitute students' councils with students' leaders democratically elected by the students. According to children in Scotland and University of Edinburgh (2010) such councils increase consultation between pupils and staff on important issues pertaining to the daily administration and general welfare of the student's body.

Regionally, in Africa, most of the Sub Saharan countries face lot of problems pertaining to involvement of students' councils in making decision about school development plans

including management of school discipline. In Nigeria, students' government is not given the required value in management of school discipline. Students in most of the Secondary Schools face indisciplinary behaviors such as truancy, stealing, examination malpractice, sexual immorality and substance use that hinder them from attaining quality education (Usman, 2016). In South Africa for instance, the emphasis for students right to participate in the process of democracy in schools, their activities and voices still is not given the attention they merit (Nishiyama, 2017).

In a report by the University of Zululand South Africa, Duma (2015) in his study, explored on student's involvement in school management and established that principals involving students in management of schools was one of the determinants of the students' academic achievement. The student representatives in school governing bodies provide the students with a legitimate role to play in school governance. In Cameroon, there has been an increase in indiscipline problems such as stealing, truancy, sexual offense, vandalism and cheating in an exam as destructive practices (Ponfua, 2015). The role of student councils was to report such vice to the school management. This has been successful as the student councils report such vices to curb student unrests in schools through decision making, communicating student's needs, disciplinary, guidance and counseling.

In Tanzania, a study by Mnubi (2016) on practical aspects of gender-sensitivity in schools and whether the student councils were democratically elected to strengthen school management and whether there was democracy in involving male and female students in their elections. The study established that the use of student councils helped to improve the delivery of quality education in schools, teachers' responsibility and

accountability. Similarly, Shija (2016) in Tanzania reports that students' councils in Secondary Schools are statutory requirement in every school though most of the time students' leaders are usually appointed by teachers and effectively represent the interests of students which is the main goal of the forums in schools. In other words, the essence of students' councils and other forums that intend to encourage students' voices to be held and supported in disciplinary matters is well known.

Research further has it that in Uganda student councils play dynamic roles where students are allowed to participate in the administration of their own affairs. They control on the punishment of students by teachers and reduce congestion of students in staffroom by representing and communicating students' needs. They also empower students to instill morals amongst themselves by arbitrating cases, in the school court before being referred to the disciplinary committee (Mukiti, 2014).

Locally, the procedures for creation and execution of secondary school students' councils MOE (2009) defines the Student Council's as a representative structure through which students in an institution of learning can be involved in the affairs of the school, working side by side with school management, teachers, support staff and parents for the success of the school. Research has shown that young people want to be involved in participative decision-making in their schools. This is in line with the Constitution of Kenya, 2010 that requires all decisions to be arrived at through Participation of key stakeholders.

Similarly, Kennedy (2018) in his study on managing student discipline through student leadership in Kenyan Secondary Schools; argues that discipline is considered one of the essential characteristics of an effective school; hence, there has been a growing debate on

how to create positive school culture, in which students can grow and develop morally. Therefore, in order to ensure that there is effective discipline management in schools; school leadership should decentralize some roles to students so that they can help in overseeing discipline matters in their Secondary Schools. Thus, student councils are forums through which issues affecting students' welfare like discipline can be communicated between school management and students.

In Kenya, Ndung'u & Kwasira (2015) opine that Student Councils facilitate discussion of issues raised by students before they resort to violence. SGC is a new phenomenon in the Kenyan school system that was introduced in 2009 following numerous strikes that affected most Secondary Schools in Kenya. This made the Ministry of Education (MOEST) in conjunction with Kenya Secondary Schools Heads Association (KESSHA) recommend for the involvement of students in the school governance through the establishment of SGCs to enable students to participate in the school governance in general and in the communication process in particular.

According to the Ministry of Education, a student council is, a representative structure through which students in a school can become involved in the affairs of the school, working in partnership with school management, teachers, support staff and parents for the benefits of the school and its students (KESSHA, 2016). The specific goals for the councils include: enabling communication between key stakeholders involved in school management and activities, creating a conducive environment for students; personal and education development, ensuring equal representation of students on matters that affect them in the school setting and enabling management and staff to partake in the sustainable development of schools. Although there exists evidence in support of the



effectiveness of student councils (Omote, Thinguri, & Moenga, 2015; Murage, Mwaruvie, & Njoka, 2017), counterevidence indicates that student unrests are still prevalent across the country, especially during the second term (National Crime Research Centre, 2016).

A study done in the Eastern Region of Kenya found that the necessary structures that allow students to participate in decision making process had not been established in Secondary Schools (Mulwa, Kimosop, & Kasivu, 2015). The governance of schools without structures that provide for student participation in decision making has seen secondary school educators in Kenya contend with student indiscipline for a long period of time (Njoroge & Nyabuto, 2014). It is manifested in different forms such as boycotting of classes, sneaking from school, failing to do cleaning duties and assignments, absenteeism, fighting, theft, drug and substance abuse, violent unrests, riots, strikes among others (Gikungu & Karanja, 2014 and Ndaita, 2016).

A study involving 15 Secondary Schools in the former Rift valley province of Kenya showed that the level of student participation in decision-making was at best tokenistic (Tikoko & Kiprop, 2011). It is worth noting, however, that by the time the said study was conducted there was no law providing for the establishment of the Student Councils. In the year 2008 more than 800 Secondary Schools went on strike in Eastern part of Kenya (Juma, 2008), (Ogol & Ruth, 2017). In July to August, 2016 over 120 Secondary Schools were burnt and several closed down indefinitely in the Republic of Kenya (Ogol & Ruth, 2017).

Kisii County had the highest number of dormitories (7) burnt down in one day in 2016 students' unrest that rocked Kenya. Similarly, it had 23 out of the National 120 schools that had experienced Unrests within July/August of 2016 (ROK, 2016). This razing down of 7 dormitories in one school hit the headlines in Kenya, making the then Cabinet Secretary to take radical measures on the Principal and Education Official responsible for the Sub-County on laxity and or omissions. It was therefore important to determine the student councils' effectiveness in the management of public Secondary Schools in Kisii County.

### **1.3 Statement of the Problem**

In Kenya as late as 2014, the Cabinet Secretary for Education directed that all the Secondary Schools that had not embraced the democratically elected Student Councils to do so with immediate effect (KSSHA, 2014). A survey carried out by UNICEF, KSSHA and MOE in March 2013 revealed that sixty-seven percent (67%) of schools had established students' councils. This shows that there are schools that have not complied with the Ministry regulations as far as establishment of Student Council's is concerned. This shows that despite the effort of the government in providing for the establishment of democratic student councils, schools are still using the prefect system of leadership.

The prefects are seen as control tools for the teachers and administration and therefore the students do not trust them in airing their views. Due to this lack of trust, the students' concerns are not addressed and at times these culminate to full blown unrests in schools. The student strikes in Secondary Schools seem to be on the rise and points to the lack of involvement of students in school management. It is against this backdrop that this study was mooted. Student participation in secondary school's management has come under

sharp focus after the enactment of the Basic Education Act, No 14 of 2013. This Act ushered in a new dispensation, as far as children's' rights to express their views and involvement is concerned. This has been implemented in most schools, through the formation of Student Councils and enactment of laws to support the same. But even with that in place, the mass unruliness of students in Kenyan Secondary Schools has continued unabated.

For many years, student council is touted as one of the most important ways of minimising or even eliminating student unrest and discontent in schools. Even with the creation of Student Councils in Secondary Schools, it is not clear the extent to which the student council members, and by extension the students' body, are involved in the management of public Secondary Schools. Therefore, this study sought to unravel the effectiveness of student council involvement in management of public Secondary Schools. Whereas there have been many studies on student indiscipline in Secondary Schools in Kenya, majority have tended to focus on causes, effects and management (Kiprop, 2012; Malenya; 2014; Samoei, 2012; Simatwa, 2012; Simatwa, Odhong, Juma, & Choka, 2014). Those that have focused on student participation in decision-making or lack of it in secondary school management have not been considered.

Kambuga and Omollo (2017) suggest that, student leadership or rather councils give students opportunities, support and encouragement to express their voices pertaining to their welfare in schools as active members of the school community. Mukiti (2014) Kambuga and Omollo (2017) and Kennedy (2018) show that large number of Secondary Schools and other educational institutions have been exercising in various situations to incorporate student voices when making decisions on issues concerning schools'

development. Few of these previous studies have focused on the effectiveness of student councils in management of public Secondary Schools through involvement.

There have been waves of student Unrests in 2016, where over 120 schools were burnt within three months. In Kisii County alone, 23 schools were burnt during the same period, translating to 19.2% of the national total. Out of these, 30% of the schools burnt had a student council involvement. This was a higher number reported from one county compared to other 46 in Kenya. This indicated that involvement of student councils on effective management of public Secondary Schools in Kisii County may have contributed to the higher number of unrests. In view of the foregoing, it was of interest to carry out a study to determine the student councils' effectiveness in the management of public Secondary Schools in Kisii County, Kenya.

#### **1.4 Purpose of the Study**

The main purpose of this study was to determine the effectiveness of student councils' involvement and management of public Secondary Schools in Kisii County, Kenya at large. This purpose was achieved by establishing how student councils' involvement in communication, student welfare activities, decision-making and implementation of school rules and regulations between them and school administration during the management of public Secondary Schools in Kisii County.

#### **1.5 Objectives of the Study**

The main objective of this study was to determine the effectiveness of student councils' involvement on management of public Secondary Schools in Kisii County. This main objective was guided by the following specific objectives:

- (i) To establish the effect of Student Council's involvement in communication on management of public Secondary Schools in Kisii County.
- (ii) To establish the effect of Student Council's involvement in welfare activities on management of public Secondary Schools in Kisii County.
- (iii) To examine the effect of Student Council's involvement in decision-making on management of public Secondary Schools in Kisii County.
- (iv) To establish the Effect of Student Council's involvement in implementation of school rules and regulations on management of public Secondary Schools in Kisii County.

### **1.6 Research Questions**

The questions were guided by a main question: How effectiveness is the student councils in the management of public Secondary Schools in Kisii County? The specific research questions therefore were:

- (i) What is the effect of Student Council's involvement in communication on the management of public Secondary Schools in Kisii County?
- (ii) What is the effect of Student Council's involvement in student welfare activities on the management of public Secondary Schools in Kisii County?
- (iii) Does the Student Council's involvement in decision-making affect the management of public Secondary Schools in Kisii County?
- (iv) Does the Student Council's implementation of school rules and regulations affect the management of public Secondary Schools in Kisii County?

### **1.7 Research Hypotheses**

The following null hypotheses were formulated and tested to interrogate further the effectiveness of Student Council's involvement and the management of public Secondary Schools (**H<sub>0</sub>**);  $p \leq 0.05$ ):

**H<sub>01</sub>**: There is no statistically significant effect of Student Council's involvement in communication and management of public Secondary Schools in Kisii County.

**H<sub>02</sub>**: There is no statistically significant effect of Student Council's involvement in student welfare activities and management of public Secondary Schools in Kisii County.

**H<sub>03</sub>**: There is no statistically significant effect of Student Council's involvement in Decision-Making and management of public Secondary Schools in Kisii County.

**H<sub>04</sub>**: There is no statistically significant effect of Student Council's involvement in implementation of school rules and regulations and management of public Secondary Schools in Kisii County.

### **1.8 Justification of the Study**

In Kenya there had been several strikes in Secondary Schools after independence. Education commissions were formed to look into the causes of these strikes. Their findings pointed to the leadership wrangles and indiscipline matters. Therefore, they recommended the embracing of student councils in leadership and involving them in school management as advocated by John Dewey in "Democracy of Education."

According to BBC News 25<sup>th</sup> July, (2016) schools were set ablaze and several schools shut down completely in a period less than three months an evident of the indiscipline

increase. This was in reference to Kenya during the spade of school unrests which led to burning down of 120 schools in less than three months, and 23 in Kisii County. Could this be a sign of breakdown of effectiveness in school management? If so why?

A new way of management may be required to change the style of school management from the exclusionist management characterized by top-down mode of decision-making and communication. Current management is an all-inclusive exercise where students are part and parcel of school management in terms of decision-making and communication- the paradigm shift in management.

A Student Council is a management tool to fighting unrests in Secondary Schools. During the period of fires August 2016, about 30% of the 23 schools burnt in Kisii, were organized and effected by at least a member of top management of Student Councils (MOE Kisii County, 2016). Concern in unrests and involvement of student councils' members especially the top management is a blow to the very democratic election and fully participative management of the student councils. Instead of being a solution to the many challenges caused by the complex nature of students, the student councils are a thorn in the flesh of school management? This is the sole reason why this research was conducted to justify and answer the two questions above.

Student councils play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases. This therefore denotes that student councils are the link between the school administration and the entire student population in the school.

The student councils are a bridge between the students and the school administration. As a result, they share information and are fully informed with what takes place, without being in direct contact with the student population (Mwikali, 2015). Students' council is a key strategy to foster unity hence allowing students to participate in decision-making in the issues affecting their well-being in schools hence improving effective schools through sound participative management. Despite the strategy of involvement, democratic participation especially in decision-making, the menace of Students' Unrests still disturbs Schools in Kisii County.

### **1.9 Significance of the Study**

This Study will generate findings, draw conclusions and suggest recommendations that was useful to the Ministry of education in general and specifically Kisii County on the usefulness of student councils in the effective management of Secondary Schools. The findings of this study benefit the society considering that secondary school education plays an important role in the education system in Kenya. Improvement of school environment arising from better understanding of the role of Student Council's in school management and its influence on school management helped learners take more responsibility in their own learning.

The findings may be of help to the students' council in placing them in a better position to understand their roles in management. This study gave such guidance as far as the democratic space for student council is concerned. The study will anticipate to holding student council members and other students accountable for their school through continuous involvement, training, planning and teaming with administration on making major decisions affecting students. Student councils will assist in safeguarding and



developing their school through positive contribution during students' *barazas* and class meetings.

This study was very important to education stakeholders especially the school administrators who have not embraced the idea of student councils in Secondary Schools. Those with functional Student Council's will also benefit through challenges cited by respondents and possible ways of strengthening students' councils to effectively deal with indiscipline issues in schools.

The findings of this study will also provide baseline data that may be used by education policy makers such as the Ministry of Education (MOE) in formulating policies that will improve the management of Secondary Schools. The study will also be a reference when policy makers are formulating policies on the role played by Student Council's to enhance discipline. Institutions like KEMI may use the findings of this research to establish programmes for school learners' management so as to empower student councils in school management.

The study will provide data for policy implementers such as Sub-County Directors of Education (SCDE) and principals to redefine, the interaction of various partners in secondary school management. The findings helped the principals to re-evaluate their leadership styles and make them adjust where necessary. The data will also be used for instructional purposes in teacher-training institutions. In terms of extended research, the findings form a basis for further research in student councils' effectiveness in the management of Secondary Schools and its role in improving student discipline in the ever-changing education landscape.

### **1.10 Assumptions of the study**

The basic assumptions of this study were:

- (i) All Secondary Schools have Student Councils operational as envisaged. The student councils of public Secondary Schools are involved in the school management in Kenya.
- (ii) Secondary school principals, teachers, student council members, students, and Sub-County Directors of Education have certain views regarding the extent of student council participation in management of public Secondary Schools.
- (iii) That all the respondents to be targeted was available and that they will co-operate by responding to the data collection instruments (questionnaires and interviews).
- (iv) That all respondents will cooperate to give honest and reliable responses

### **1.11 Scope of the study**

The study sought to determine the student councils' effectiveness on management of public Secondary Schools in Kisii County. This was achieved through establishing the Effect of Student councils' involvement in communication, student welfare activities, decision-making and implementation of school rules and regulations on the management of public Secondary Schools in Kisii County. In Kisii County, 30% of the 23 schools were burnt in the year 2016 and each of them had at least a student council involved in burning. The study was carried out between January and April 2021.

### **1.12 Limitations of the study**

The limitations of this study were:

The study was limited by the fact that principals and the student councils may be reluctant to give information required since they may be exposed as individuals who have yet to embrace basic human rights in relation to the Kenya constitution, 2010. To overcome these challenges, the researcher interpreted some of the items in the questionnaires for the principals and the student councils so that the limitation towards responding to the questionnaires is minimal.

The researcher relied on respondents' perceptions which was influenced by their characteristics and hence affect the validity of the study. However, the researcher asked the respondents to be truthful. The researcher faced a challenge of administering the questionnaires in some schools because the principals may not cooperate. In such situations the principals were briefed on the purpose of the study. Some respondents may not respond to all the items in the questionnaires which may affect the sample size for those particular responses. Therefore, the incomplete responses were excluded during data analysis.

### **1.13 Theoretical Framework**

The study was based on the Functional Leadership Theory and social systems theory.

#### **1.13.1 Functional Leadership Theory**

Functional leadership theory (Hackman & Walton, 1986; McGrath, 1962) is developed by studying successful leaders and identifying the actions and behaviours they show. It correlates what leaders actually do i.e. their actions or functions with their successful results. In the functional leadership model, leadership does not rest with one person but

rests on a set of behaviours by the group that gets things done. Any member of the group can perform these behaviours, so any member can participate in leadership.

The functional theory of leadership places greater emphasis on how an organisation or task is being led rather than who has been formally assigned a leadership role. It is about people guiding the organisation (Ogol & Ruth, 2017). This is envisaged by this study where Student Council members, as part of key stakeholders are brought together by the leader (Principal) in a participative manner to make democratic decisions that gave desired results leading to effective management in schools.

The effectiveness in management entailed collegiality created, planning together, coordination and reporting progress. The ownership of such decisions stabilized schools hence reducing ineffectiveness and ultimately unwanted students' unrests/indiscipline which have rocked several schools in Kenya generally and specifically Kisii County. Hackman & Walton, (1986) and Posner, (2004) in strengthening the functional leadership theory states: ".....a leadership theory responds to specific leader's behaviour aimed at positively developing the organisation or to increase the effectiveness at different levels.

It demands that the leader's function is to provide the necessities needed for the organisation to achieve its goals". That means that a successful leader is one who contributes to group effectiveness and cohesion by so carrying the functions such as providing conducive environment, supervising, organizing, subordinated activities, educating and facilitating co-ordination of junior staff, motivating co-workers and participates actively in the team work. It was expected to change by adopting the current all-inclusive type where communication and decision-making are participative hence facilitating school effectiveness.

### **1.13.2 Social Systems Theory**

The study adopted the Social Systems Theory proposed by Talcott Parsons of 1975 as the theoretical underpinning for the study (Cohen & Romi, 2010). Social Systems Theory states that the social system is composed of persons or groups of persons who interact and mutually influence each other's behavior. This social system theory strengthens the functional theory by building on it. A social system is a bounded set of interrelated activities that together constitute a single entity. Talcott Parsons attempted to develop and perfect a general analytic model suitable for analyzing all types of collectivities.

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

According to the Social Systems Theory, all organizations are systems comprised of different units or parts, which are interrelated and, interdependent in carrying out their activities, are all geared towards attainment of common goals (Cohen & Romi, 2010). A school has principals, teachers, support staff, students and student councils who carry out various tasks towards the major purpose of enhancing student learning. If the head teacher involves students in participatory kind of management, then this motivates student councils' leaders; to them being fully involved in management and decision-making that touches their needs.

Student councils' involvement in management of communication, student welfare activities, decision-making and in implementation of rules and policies enhances collegiality and teamwork and realization of school set goals. Other students as well feel valued hence aroused to work towards achieving the intended goals (Mager and Nowak, 2011). Social Systems theory elucidates key principles that can be employed at different disciplines of life. School system is a live and always changing institution.

A school is comprised of other social institutions which include departments, committees and students' council experiencing continued interaction and interdependency amongst themselves. A learning institution is thus a system. This theory was suitable since the school is viewed to comprise other sub units like student councils, departments and the administrative unit interacting at different levels to bring about harmonious school management.

#### **1.14 Conceptual Framework**

A conceptual framework is used to illustrate what you expect to find through your research, including how the variables you are considering might relate to each other (Janssen & Swaen 2017). The conceptual framework was designed based on the functional leadership theory and social systems theory. The functional theory places greater emphasis on how an organisation or task is being led rather than who has been formally assigned a leadership role. The social system is a bounded set of interrelated activities that together constitute a single entity. A cause-effect relationship always involves two types of variables: independent and dependent (Janssen & Swaen 2017). The main connections in this research are the relationship between involvement of student councils and good school management.

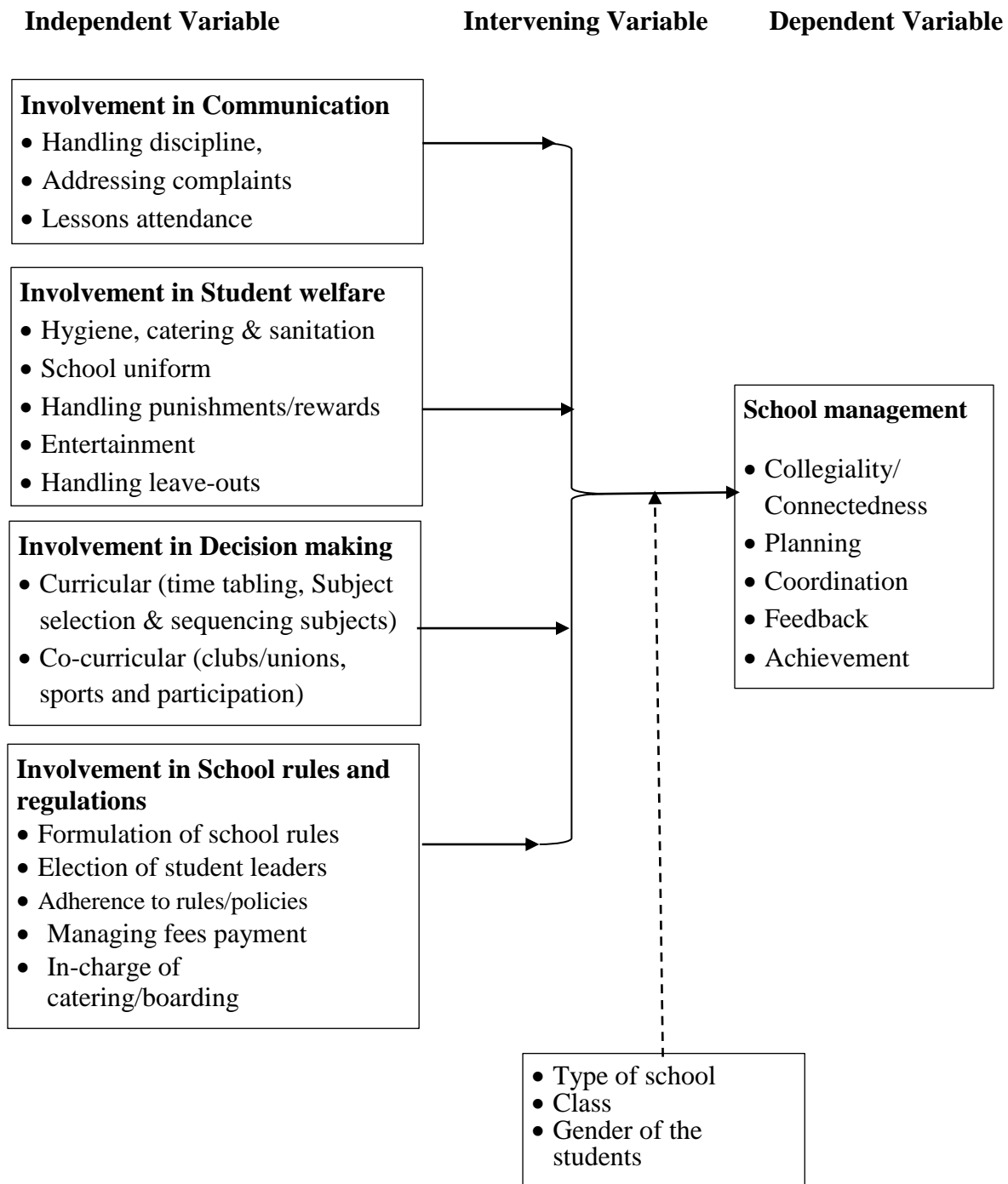
The conceptual framework shows the conceptualization of both the independent and dependent variables in the study. It outlines the school management which is the dependent variable. The student council involvement in decision-making in management of school communication, welfare issues, decision- making and implementation of rules and policies in Secondary Schools as the independent variables as summarized in Figure 1.1.

In this research, the Independent Variable(s) was the student councils' effectiveness' Involvement in: communication, student welfare activities, decision-making and implementation of school rules and regulations, while the dependent variable was good school management of public Secondary Schools in Kisii County. Management anticipated by this study was expected to bring about strong collegiality, in planning, in coordination and in reporting. These two variables correlate in Secondary Schools in Kisii County as a whole with independent variable(s) likely to affect the dependent variable(s).

When student councils become effective through involvement in communication, student welfare activities, decision-making and implementation of school rules and regulations, the school management improves in Kisii County as a whole. This improvement in management was as a result of strong collegiality build through collective responsibility that emanated from agreeable planning, coordination and reporting/feedback between the student councils and administrators. Communication is an integral part of an institution. When student councils are involved in all forms of internal and external communication, the whole school is connected and aware of all happenings/developments. Student

councils equally pass the same information to students and rumors, a source of trouble in most schools is managed.





**Figure 1.1: Conceptual Framework**

Trust and ownership of all decisions took effect and become acceptable to all. Management was smooth and all aspects of planning, implementation and coordination was done by all as a team. When students are involved in student welfare activities,

decisions there-off are acceptable, supported and implementation of such decisions by the school administrators become timely and smooth. This amounted to effective management through participation or involvement.

Involving student councils in decision-making processes in all aspects that affect the students directly and indirectly most likely be acceptable to student population and ownership take effect. Shared management of the school was a norm and stakeholders were referring to “our decision” not “their decision.” Running the institution was smooth and effective deliberations was easily done and achieved because of “our” idea a decision. Effective management was achieved in all areas of the school due to less resistance by the main consumers of programs, the students.

Implementation of school rules and regulations in a collegial manner through involvement of students through their leaders improve on general management in a school. When student councils are involved in coming up with such rules and policies, they own the same, and assist in implementation of such rules and policies. Whenever issues arise, the student councils can convince the student population to accept the administrators’ views because they were part and parcel of generating the rules and policies. Smooth management was achieved as a result of teamwork through involvement in planning, coordination and reporting.

Intervening variables may affect the correlation between the independent and dependent variables. The anticipated relationships by all the variables were affected as the researcher do not have a way to manipulate them. The type of school (boarding, day, boys, girls or mixed) yield different responses by their respondents. Class level (Form 1-4 respondents) had responses depending on how old one is in the school hence how much

they know about their school in responding to questionnaires. Gender of students equally gave responses to questions in the tool according to how each gender (boy or girl) perceive each item. The researcher has no power over the responses by respondents as given above. Their responses take the perception taken by the individual respondent as per the characteristics indicated above.

### **1.15 Operational Definition of Terms**

The operational definition of terms which was used in this study was as follows:

**Communication:** This is the sharing of meaning between individuals or groups of people to create understanding. Communication link refers the way information flows within the school among different groups of persons which include administration and students. For this study it means how communication is shared between the school administration and the students through their leaders or direct to them.

**Decision-making:** Refers to the process of coming up with the best option about important issues in secondary school management. This refers to the stages involved in making appropriate and acceptable conclusions that are acceptable both by students and administrators through student representatives and public administration on education matters.

**Effectiveness:** Is the capability of producing desired results for achievement of set objectives. In this study it means involvement of student councils in communication, student welfare activities, decision-making, and implementation of rules and policies hence creating a cordial working relationship and friendly environment full of collegiality and connectedness.

**Involvement:** Refers to the act of including and considering students' opinions in the process of making major decisions and policy formulation on student-related matters. In this study it involves engaging student councils or students in all management issues in Secondary Schools that lead to major decisions. This makes the decisions participative, owned and agreeable by all. With involvement of student leaders, implementation is easily achieved able.

**Rules and Policies:** Refers to sets of guidelines that ought to be followed, and goals and targets and the way to achieve them. In this work it means guidelines meant to achieve the aims and goals of schools and creating collegiality in school management.

**Management:** Refers to the process by which the school managers run and control a school. In this study involves the participation of student council in management of schools is the subject of this study.

**School management:** Refers to the formation and implementation of school policies by the school management body which include school principal, teachers and student councils. Refers to process put in place to ensure accountability, transparency, responsiveness and good management of schools by all those who share responsibility.

**Student Council:** Refers to student body that is elected by other students to represent their views and affairs in the school management. They give the views of the student when important decisions are being made in schools. In this study it can be referred to as prefects in school set up, students elected by student's body to

represent others in school management where their views are aired and feedback given on various decisions made.

**Student discipline:** Refers to the level in which students are adhering to the set school rules and regulations.

**Student involvement:** Refers to the contribution of students in decision-making processes in Secondary Schools. Student Participation is the process of involving students in decision-making process in Secondary Schools. This involvement may in areas like; formulation of rules, planning, coordination and reporting/how to give feedback.

**Student welfare activities:** Refer to all activities that cut across boarding, sports and provision of meals to students. These may cut across agreeable punishments, leave out, handling of indiscipline, clubs and unions among others. In this study, students need to be involved in coming up with agreeable standards on each of these.

**Students' Unrest:** Refers to a situation where students protest violently over certain unsuitable conditions in Secondary Schools. In this study this could be the peak of all unattended issues touching on students and or non-involvement in management leading to an explosion.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter focuses on literature related to student councils' effectiveness in secondary school management. In this chapter the literature was based on the objectives of the study in the following order: the concept of school management, the concept of student councils, student councils' involvement in communication between students and administration, student councils' involvement in welfare activities, student councils' involvement in decision- making, student councils' involvement in implementation of school rules and regulations and summary. In this Chapter the researcher was able to clearly bring out the summary of the key emerging knowledge gaps that the study sought to bridge.

#### **2.2 Concept of School Management**

Beam, Claxton and Smith (2016), pointed out that management of Secondary Schools is marred by a list of demanding issues like; diversity, reform initiatives, accountability measures, scarce resources, and inadequate support from principals and the teachers. According to Beam et al., (2016), the challenges faced by the Board of Management are not just task oriented. The new leaders must sometimes overcome leadership perceptions by previous Board. Thus, the new members might have to navigate the challenges of establishing credibility among individuals or groups that have obtained formal or informal power within the school. These sometimes negative perceptions of the administration sometimes can add to the challenges the BOMs face.

Boards of Management in public Secondary Schools have not been spared the tensions and dilemmas in their governance and management. They are involved in many aspects of the school like financial management, appointment of the teaching and non-teaching staff, setting targets and standards of the school, approving budgets and implementation of the curriculum (Onderi and Makori, 2012). Despite all the responsibilities, the BOMs lack appropriate skills, knowledge and understanding and partly low education level.

Onderi and Makori (2012) indicate that in Switzerland, besides tension and/ or friction between chairs of governors and principals, there is also another strand of tension involving principal (ships). In Switzerland there are two types of principal (ships), one in charge of several schools and the other one in charge of only one individual school (site) known as site principal (ship) and tensions among these groups of actors has been frequently reported.

In the UK, boards are in charge of school administration, strategic planning, staff appointment and dismissal, accountability, staff review and appraisal, monitor and evaluate performance, approve the school budget, setting strategic vision and aims, appoint the head teacher, act as a critical friend by providing support and challenge and community cohesions and the school, among others.

The Washington State School Directors' Association, USA (2015) asserts that school boards perform roles such as setting vision, establishing goals, developing policies, allocating resources and assuring accountability. According to The Republic of Kenya's Basic Education Act No. 14 of 2013, the schools' BoM are empowered to promote quality education for all pupils in accordance with the standards set under the Act or any other written law; ensure and assure the provision of proper and adequate physical

facilities for the institution; determine cases of pupils' discipline and make reports to the County Education Board; facilitate and ensure the provision of guidance and counseling to all learners; provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and non-teaching staff at the institution; encourage a culture of dialogue and participatory democratic governance at the institution; and administer and manage the resources of the institution.

Yau and Cheng (2011) also carried out a study on principals and teachers' perceptions of school policy as a key element of school-based management in Hong Kong primary schools and established that a clearly defined school policy should be developed in order to achieve the successful implementation of school-based management in primary schools. However, the schools' board committees were found to make all staff understand the school mission and goals so that it could help them decide easily the annual goals and plan. The current study tackled role board of management, school climate and teacher morale as determinants of pupils' academic performance.

Rout (2014) carried out a study on functioning of school management committee in rural elementary school in Balasore District, India. The results of the study showed that school management committee carried out its role actively in order to achieve universal enrollment by checking the attendance and absenteeism of the learners, developing school infrastructure and utilizing allocated funds prudently for school development. The current study investigated influence of board of management role, school climate and teacher's morale on pupils' academic performance.

In West Africa, Ghana, Osei-Owusu and Sam (2012) conducted a study on assessing the role of school management committees in improving quality teaching and learning in



Ashanti Mampong Municipal basic schools. The findings of the study indicated that school management committees were ineffective in the monitoring and supervising head teachers, teachers and pupils' attendance. This study tackled school management committee role of ensuring quality teaching and learning while the current study focused on the influence the role of BoM, school climate, and teacher's morale on pupils' academic performance.

In Africa, Khama (2014) carried out a study on views of board members on management of schools: A case of Caprivi educational region of Namibia. The study revealed that board members were faced with challenges such as; inadequate knowledge and understanding of educational act, low education qualification hence unable to understand fully their roles, inadequate resources to assist in managing schools, lack of capacity building programmes for board members and unclear understanding between governance and management of schools. However, the current study focused on schools board of management from a perspective of understanding the influence of their role on pupils' academic performance.

Mafora (2013) on learners and teacher's perceptions of principal's management of strategies in Soweto Secondary Schools in South Africa, a social justice analysis, found that students and teachers experienced school's management as democratically untransformed and that schools had a climate fraught with unfairness in school management, inequity among school members and disregard for human rights and that it had intolerance of diversity. The study further ascertained that principals and teacher's collegiality and collaboration has not been perceived positively which creates a barrier to democratic transformation and social justice and which threaten the management

effectiveness and also students' academic performance. This study of teachers' perception of principals' management of collegial and collaboration strategy may be found useful in such an environment.

On the contrary, there is a lot of collisions and divisions in the management of public Secondary Schools (Onderi and Makori, 2013). According to the South Africa Schools Act (SASA), it is the responsibility of the SGB to develop the mission statement of the school; adopt the code of conduct for learners of the school, and determine the admission and language policy of the school (Onderi and Makori, 2013). Onderi and Makori further argues that school governing body (SGB) is charged with the responsibility of administrating, planning and management of everything related to school funds, assets and the school budget.

According to Ibrahim and Orodho (2013), when the BOM functions well, the school is well supervised and performs well. They further argues that the BOM is important in the governance and management of the school for several reasons which include, but are not limited to, the following; liaising with the head teachers in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school's staff and learners, soliciting support for the school from the community and developing the quality and standards of education" (Orodho, 2013).

A study by Nkundabanyanga, Tauringana and Muhwezi (2015) on governing boards and perceived performance of Secondary Schools in Uganda: Preliminary evidence from a developing country had indicated that board role performance, finance committee role performance, frequency of meetings and finance expertise of governing boards had

significant effect on schools' performance. Apparently, the study focused on role performance of secondary school governing boards in Uganda. However, the current study focused on primary school board of management and attempted to establish the influence of board of management role, school climate and teacher's morale on pupils' academic performance.

In Kenya, the Education Act Cap 211 (revised in 1980) gave the Minister for Education a lot of power in the management of the education sector. The Minister had power to appoint the members of the respective governing and advisory boards. All public Secondary Schools were managed by BOGs appointed by the Minister for Education (Republic of Kenya, 1980). The BOG had members from various stakeholders but non from among the students. Therefore, students were not represented in main decision-making bodies in Secondary Schools.

Following the rise in the number of Secondary Schools that were experiencing students strike 1990s, the Task Force on Totally Integrated Quality Education and Training (TIQET) of 1999 recommended that a framework for the democratic governance of educational institutions at all levels involving the incorporation of students and other stakeholders be designed and legislated (Republic of Kenya, 1999). It was felt that by striking, students were demanding for involvement in decision-making in schools. The recommendation was however, not implemented and student remained unrepresented in the main decision-making body in the school.

A decade later, the Task Force on Realignments of Education Sector to the Constitution of Kenya, 2010 also recommended that a system to include effective participation of learners be put in place and pointed out that this could be achieved through student

councils (Republic of Kenya, 2012b). The fact that the task forces relentlessly recommended that the government put structures that allow student participation in decision-making in school points that it is an important aspect in management of Secondary Schools. It is not clear why it took the government too long to have the structures for student participation in decision-making in place. Under the current Constitution in Kenya, the Cabinet Secretary is responsible for the overall governance and management of basic education.

At institutional level, public Secondary Schools in Kenya are currently managed by Boards of Management (BOM) appointed by County Education Board (CEB) (Republic of Kenya, 2013). The composition of the BOM has representatives from various stakeholders, including one representative of the Student Council who should be an *ex officio* member. The law therefore, recognizes the importance of involving students in decision-making in school. The constitution of Kenya (2010) also advocates for participation of citizens in decision-making process.

The other body previously involved in management of the schools in Kenya was the Parents Teachers Association (PTA), currently referred to as the Parents Association (PA) in the Basic Education Act of 2013. According to the Sessional Paper No.14 of 2012, PTAs were not provided for in the legislation (Republic of Kenya, 2012a). Currently PA is now provided for in the Basic Education Act of 2013, and it consists of every parent with a student in the school and a representative of the teachers in the school.

The executive committee of this body has a parent representative from each class and two teachers and none from among the students. This creates a gap where students are not considered as important in participating in making decisions that affect them. Yet, the Task Force on Realignment of Education Sector to the Constitution of Kenya, 2010 also recommended for student representation in the PTA meetings (Republic of Kenya, 2012b). It is not clear why this recommendation was not considered for implementation.

A study by Kabiari (2013) on analysis of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani, District, Kenya also established that school management committees' role of facilitating procurement of teaching and learning resources and promoting interpersonal relationship among parents, teachers and pupils influenced implementation of inclusive education. However, the present study focused on the role of board of management, school climate, teacher's morale and pupils' academic performance.

Gichohi (2015) conducted a study on stakeholder involvement in schools in 21st Century for academic excellence in public primary schools in Nakuru Municipality, Kenya. The results of the study revealed that school management committees' participation in decision making process in regard to school management contributed positively to academic achievement. The current study tackled board of management role and its influence on pupils' academic performance and not school management committees' involvement in decision making.

A study by Opande (2013) investigated on influence of school management committees' motivational practices on Kenya Certificate of Primary Education (KCPE) performance in public primary schools of Suba-West division, Migori district, Kenya. The results

indicated that the school management committees motivated teachers through rewards to boost KCPE performance in their schools. It was also established that schools where school management had good relations with teachers posted better results than those with bad relations. The present study focused on influence of board of management role, school climate and teacher morale on pupils' academic performance.

In his study, Nyandusi (2012) established that Board of Governors in Secondary Schools management indicated that "there have been growing concerns over the differences between secondary school head teachers and the board of managers on management issues. Some of the areas where they have differed include but not limited to qualifications of BOM, staff recruitment, decision making, and the general performances of schools. Sometimes the disagreements have completely paralyzed the school operations to the disadvantage of the students and the whole school community.

According to Onderi and Makori (2012), Principals and BOM both contribute to educational development in various ways and because of their nature and status; they are meant to perform different but complementary roles in the life of the school. However, in a number of cases evidence suggest that their roles occasionally overlap resulting in tensions and conflicts. Conflicts among governing bodies have also been reported in South Africa, Zambia and Kenya. Due to these conflicts the efficiency and effectiveness of the managing board is hindering and hence reduced performance.

In many education systems in developing countries there are tensions and conflicts in the roles of PTAs and BOMs. Onderi and Makori (2012) in their study argued that tensions and conflicts are likely to occur in the following situations: when responsibilities and roles are either not clearly defined or overlapping or when certain groups have gone

beyond their mandates. Role conflict involves real differences in role definitions, expectations or responsibilities between individuals who are interdependent in social systems. If there are ambiguities in role definitions in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal frictions between the persons involved. Tensions and conflicts challenge the Board of Management and PTAs effectiveness in discharging their duties (Onderi & Makori, 2012). To avoid such conflicts by individuals in the management, the Ministry of Education must enforce clearly written statements of respective roles, powers and duties.

### **2.3 Concept of Student Councils**

According to UNICEF and Kenya Secondary Schools Heads Association, a student Council refers to a student body appointed or elected in a school educational institution to be able to represent students' interests and welfare to the school management (KESSHA & UNICEF, 2013). Student participation in the management of their affairs in school enables them to have a good experience to find a lasting solution in a challenging situation that requires setting a good example for others to follow, looking ahead to the future, taking initiative to change the status quo, building teamwork and trust and encouraging others to succeed. This entails distributing authority to different students who have good leadership skills and are in the position to solve and manage student unrests in schools (Kamau, 2017).

Student councils play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases. This therefore denotes that

student councils are the link between the school administration and the entire student population in the school (Kouzer, & Posner, 2013). It also denotes that student councils bridge all good or bad happenings in the school hence the administration is fully informed with whatever takes place without being in direct contact with the student population.

Student councils have always been involved in educational administration. This has been due to the fact that student councils are close to their colleagues and have been trusted with the management of students in school (Mukiti, 2014). They give directions to students, they set the pace for other students in order to attain the set objectives, and they also motivate and inspire other students to ensure good performance in all school activities.

In Jamaica, Student Councils are responsible for student welfare, leading and guiding to create a good learning atmosphere in schools. They act as facilitators to an end or mediators to effectively manage student unrests (Craig, 2013). In Jamaica student Councils began as a policy by the government of Jamaica in 1973 (Craig, 2013). In 1975, student councils were participating in the decision making processes. Consisting of the president, vice president, secretary, treasurer and reporter. They share students' ideas, interests and concerns with school managements thus creating cohesion and harmony in learning institutions (Mutua 2014).

In the United Kingdom participation of student councils in decision making was moving towards a democratization of leadership. These student councils have authority and power to effectively run and manage students in classrooms and outside the class with



duties, responsibilities, and special rights to punish students. For example, at the Lincoln Minster School, student councils make a valuable contribution to the wider school community by taking part in leadership roles, assisting and supporting both staff and pupils, liaising with prospective parents and pupils and other visitors and act as excellent role models for their peers and younger pupils (Norman, 2015). In New Zealand reveals that there are numerous benefits of involving more students in the governance of schools.

The interactions between students and staff are strengthened; students cultivate new talents and assist with the smooth running of schools (Anderson, 2016). This research, does not show the influence of student councils on curbing the frequency of student unrests in schools. This was corroborated by Kinyua (2015) where it was revealed that common patterns across Scotland schools showed that student councils meet once a month for training on their roles. This study however does not show the influence of student councils on curbing the frequency of student unrests in schools.

In Nigeria, it is reported that student unrests were attributed to lack of effective decision making by school management. Students resorted to violence to vent their frustrations and disagreements (Arekenya, 2012). Therefore, student councils facilitate discussion of issues raised by students before they resort to violence. Student councils in Nigeria are trained through courses and seminars on leadership to be able to manage student unrests (Sabitu 2014). They are trained on effective maintenance of school discipline to curb student unrests. Sabitu (2014) avers that constant leadership seminars for student leaders should be inbuilt in programs which make their administrative skills to be further sharpened. This happens when school principals and student councils meet in an open forum to discuss the roles of student councils in the school.

In South Africa, student councils are also in charge of promoting quality education for all students. They have influence over school decision-making roles and participate in school activities and governance (Duma, 2011). The scholar notes that student councils struggle for educational transformation throughout the country by representing students concerns and welfare on all matters of education. The efforts put in place by student councils are meant to curb the frequency of student unrests in schools.

In Zambia Sandra and Hall (2011), carried out a case study on student councils. The findings showed that all respondents expressed that they were satisfied with the student councils, the way they are organized and operated to address student unrests and student councils have structures and encouraging student participation at all levels of the school. Student councils in Tanzania are charged with advisory and supervisory roles. For example, the chairperson of the student council is supposed to advise Heads of schools on matters concerning students' affairs and maintenance of discipline. In classes, student leaders control noise and maintain the general hygiene. Outside the class, they control activities such as games, clubs and societies, supervise communal work within the compound, oversee the organization and life of students in dormitories and ensure that meals are served well and on time (Kambuga & Omollo, 2017).

In Uganda research shows that fifty students of Blessed Sacrament Kimanya Secondary School in Masaka District were expelled for academic crime and criminal indiscipline such as gambling, smoking marijuana and sneaking out of school to go to the dance halls (Bindhe, 2012). Seventy students in Brainstorm High school were expelled following unrests between the students and teachers overnight roll calls (Kushaba, 2012). This was because teachers had stormed their hostels with canes, whipping them which lead to

students defending themselves as they were resisting the roll call taken by teachers after it was reported by student councils of some students sneaking out of school. This implies that student councils were tasked to curb the frequency of student unrests in schools.

Research further has it that in Uganda student councils play dynamic roles where students are allowed to participate in the administration of their own affairs. They control on the punishment of students by teachers and reduce congestion of students in staffroom by representing and communicating students' needs. They also empower students to instill morals amongst themselves by arbitrating cases, in the school court before being referred to the disciplinary committee (Mukiti, 2014).

The Kenya Secondary School Student Council of 2009 empowered student councils to; represent views of students, promote good communication, contribute to the development of policies, link students with management and participate in decision making (KSSSC, 2009). The representation role played by student councils involves airing grievances on matters affecting students. The Ministry of Education developed the Sessional Paper No. 14 (2012) and the Basic Education Act (2013) which stipulated the role of student councils in the management of their institutions. Student councils voice students' grievances, participate in decision- making process, guide and counsel students under drug abuse, and represent students. All these efforts were geared towards managing student unrests in schools.

Studies in Kenya show that Student Councils began with the appointment of prefects to assist school administrations to manage complaints raised by students (Indimuli, 2012). Schools began to embrace Students Councils which are bodies consisting of students

elected and given responsibilities of promoting and creating good learning environment (Mutua, 2014). Mukiti (2014), found out that it is important to democratize the running of schools and decision making. School management should avoid chest thumping and making a decision that has a very major impact to the students without consulting and involving them, meaning that if student councils are effectively involved in school management there will be good discipline and behavior in schools hence smooth running of the school.

Murage (2014), in her study found out that the functions of the student councils according to students were to represent the views of students, to organize events for students, help students to settle in and take on special projects such as improving lockers facilities, involvement in an anti-bullying structure and assisting students with special needs in school. According to Mutua (2014), the main concerns of students are lack of entertainment, poor meals, poor hygiene, strict rules and regulation, teachers missing lessons and poor lighting in schools. Student councils alert the school management of students concerns which might lead to student misconducts. Therefore, although student councils have been embraced, their authority and capacity to carry out supervisory roles has not been emphasized. Although Student Councils have been embraced student unrests still continue bringing out possibility of non-involvement.

Student councils play an important role in school management, they play various roles like communicate student welfare to the management, coordinate co-curricular activities in the school, supervising preps in the morning and evening. They also check students' attendance in such activities as manual work and monitor indiscipline students in the school to address student unrests (Nzioki, 2015). The role of the student councils in

school is to attend to all responsibilities that have been delegated by teachers to make sure that students adhere to set rules and regulations to be able to prevent any form of student unrests. Mukiti (2014) found out that student councils make sure that students attend to their duties of cleaning the school compound including areas like in front and behind the office, sweeping and washing classroom, toilets, collecting and burning liters. It is on this basis that the researcher sought to establish Student Council's effectiveness in school management in public Secondary Schools in Kisii County, Kenya.

### **2.3.1 Student Councils' Involvement in Communication between Students and Administration**

Communicating student grievances refers to the process where student councils gather and present views of their fellow students to school management. Glover (2015) noted that student councils hold forums with principals periodically to address issues affecting students in the respective schools. The forums are strictly for student council members and principals. They help in communicating student interest like poor meals, lack of entertainment in school, lack of pavement in schools, lack of water, poor coverage of syllabus and leaking roofs.

Okonji (2016), in the study of the influence of institutional factors on Student Council's involvement in public secondary school management in Emuhaya Sub-county, Vihiga County Kenya found out that student councils use suggestion boxes, bulletins, assemblies, school magazine, class meeting, house meeting and open forum with principal as communication channels to air student concerns. Effective principals have learned to use student councils as a vehicle to share their vision for school and expectation. Student

councils effectively communicate principals' goals to students (Glover, 2015). The essence of student councils is therefore to communicate with principals and students.

Nyasio (2015) observed that school administrators should involve stakeholders, in this case teachers, in conflict management, in addition to the fact that transparency and effective communication are important and thus considered a must in implementation of policy in public Secondary Schools. Resolving conflict however requires expertise in active listening and assertive communication.

Mukiri (2014) also affirms that most of the Secondary Schools in Africa are very authoritarian due to the fact that the school administrations tend to be stricter with communications that SGC should make to the students and in some cases school administration tend to certify or doctor particular messages before they are passed to the students. Types of information passed to students through SGC can directly give indications on the extent of students' participation in communication process in their schools. Further, the strengthening of communication channels by increasing meetings in order to collectively manage conflict in work places.

Limited communication among students and the school management is the main cause of indiscipline cases (Kiprop, 2012). The indiscipline cases reported in Kenya show evidence of a communication breakdown between the school's administration and the prefects. In an attempt to improve communication and involve students more in decision-making in Kenya, other structures such as student's open forums "barazas" and the suggestion boxes have been designed.

Indimuli (2012) says that transforming students' leadership from the prefect to more representative body was a voice in their leadership while changing the role of prefect from being master to being a bridge of communication between the students and school administration. Effective communication must be enhanced. This enable effective day to day management of schools. Thus, school administration should put in place good communication systems in schools to ensure a smooth two-way flow of information to all prefects, students, and teachers and support staff (Muli, 2012).

Njue (2014) emphasized that the nature of response from students to any communication depends on who communicates. SGC create a good environment for further interaction, requisite for seeking more clarifications, thereby finding it easy to respond to information that they understand. Mutua (2014) notes that the types of messages communicated by students through SGC are normally limited to issues related to the student's welfare within schools, and occasionally are conveyed orally. Effective Communication between students, teachers and school administration reduces conflicts which may result into indiscipline that may cause confrontations as was witnessed in 2008-2009 when majority of Secondary Schools in Kenya experienced strikes (Kamuri, 2014).

Communication in Secondary Schools is basically top-down hierarchy with the Board of Management (BOM) at the top of hierarchy, followed by the School Principal, the Deputy Principal, senior teacher, Heads of Departments (HODs), class teachers, and finally the subject teachers with students not being part of the school administration. In this type of administrative structure, communication is generally a one-way process that involves passing of messages and information from top-down fashion, ranging from the school administration to the students. In this case the school administration gives

instructions to students rather than encouraging dialogue and open discussion between the students and the school administration.

Kiprop & Tikoko (2011) noted that prefects (now SGC) are backbone of information passage in Secondary Schools in Kenya, and their presence enables for an existence of an important link between students and school administration. The presence of prefects (SGC) enables students to open up to what they wish to communicate to schools' administration as they occasionally don't have direct contact with school administration. The presence of SGC builds the students' confidence in speaking their minds as they view them as their peers whom they can open up to and speak the same language.

Kisinga (2012) observed a variety of conflicts in the schools. Among the causes of conflict observed were conflicts related to money. In addition, most students cited poor communication, frustration and rumours as the major causes of conflict while principals and teachers cited interpersonal conflict as the most common type of conflict. Findings by Nyasio (2015) indicate that in schools, conflicting needs had the highest contribution to conflict in schools, followed by conflicting roles and pressures, unpredictable policies on teacher motivation and communication.

Titus (2014) notes that, SGC in Kenyan Secondary Schools are so important in ensuring a high level of effectiveness in communication process between school administration and the general student's body. The role of communication function of Student Governing Councils (SGCs) in the administration of Public Secondary Schools is increasingly becoming important. Currently, the government in partnership with other stakeholders



has made it mandatory for schools in Kenya to have active SGCs who should play active roles including communication between the students and the school administration.

Student councils create structures and mechanism to represent student views and that representing student welfare matters will create a good working environment suitable for learning which may in turn reduce cases of student unrests in schools (Nzioki, 2015). Arekenya (2012) noted that student councils play a good communication role in making sure that students' welfare is taken care of. For example, student councils ensure that students get permission to be out of class during lessons whenever they are sick or are engaged in other activities like cleaning of the school. No study has been conducted to establish the influence of communication roles played by student councils in curbing the frequency of student unrests in schools.

A major limitation for effective and meaningful students' participation in communication has been the lack of appropriate structures. The students' councils are the leadership structures established in Secondary Schools, where students have been given a voice to communicate complaints and be heard to be able to manage students in schools (Mulwa, 2011). KSSHA/UNICEF (2010), reported that student councils help in projecting student voices and opinions to school management which promote the general welfare of the students at the school level. It further points out that student councils interact more with students and know their needs best and that this helps the school to act fast in meeting the demands of students. No study has been conducted to establish the influence of communication roles played by student councils in school management.

Schools should build necessary frameworks and Communication opportunities where student councils can develop. This school administration should put in place good communication method in schools to ensure a smooth two-way flow of information to all student councils, students, and teachers and support staff (Muli, 2012). Kiprop (2012) found out that limited communication between students and the management is the main cause of indiscipline case. However, it is not empirically established the effectiveness of Student Governing Councils communication in school management.

### **2.3.2 Student councils' Involvement in Management of Students' welfare Issues**

Good management practice demands that part of the responsibility of guiding and counseling students be delegated to student councils as a way of preparing them for their roles as future leaders (Kirangari, 2014). It can be inferred that assigning this role would then free teachers to attend to other serious duties while empowering student leaders to be responsible and accountable for the welfare of their colleagues. Precisely, student councils, committees and leadership are experienced in public and private education institutions in which student leaders are elected through votes and others are appointed by the school management. The major role of establishing students' leadership structure in schools is to empower students in realizing their potentials in leadership and overseeing their welfare including disciplinary matters (John, 2017).

European countries experience several problems related to poor involvement of students' voice in management issues in Secondary Schools. Similarly, in Austria and Slovenia, Secondary Schools have practical experience in collection and use of student voices in any decision made in schools. It is an imperative requirement of the law in European

countries such as Switzerland and Finland to consider student councils when making decision on matters concerning students' welfare (Cato, 2018).

In Ghana, student councils ensure and safeguard the general welfare of students by acting as the voice of students, airing their grievances in order to create a conducive academic environment (Alexia, 2014). Student councils in Tanzania are charged with advisory and supervisory roles. For example, the chairperson of the student council is supposed to advise Heads of schools on matters concerning students' affairs and maintenance of discipline. In classes, student leaders control noise and maintain the general hygiene. Outside the class, they control activities such as games, clubs and societies, supervise communal work within the compound, oversee the organization and life of students in dormitories and ensure that meals are served well and on time (Kambuga & Omollo, 2017).

In Kenya, Nzioki (2015) found out in her research that student councils assists in the maintenance of school hygiene and sanitation. School administrators stipulate clearly that student councils have an influence on school management as far as maintenance of hygiene and sanitation is concerned in the school. According to Ogot and Thunguri (2017), most principals are threatened by student councils. Some consider members of student councils as lesser beings, not worthy reasoning with. Student councils are seen as immature. They lack awareness to handle student welfare.

Tikoko & Kiprop (2011), found that students were not involved in the making decisions about their welfare issues like diet, school routine, but it is not clear whether this is still the case since this study was done before the promulgation of the Basic Education Act No 14, of 2013 that provided for the establishment of the Student Councils. In most Secondary Schools' principals and the teachers make all the decisions in relation to the

co-curricular activities that the students need to participate in and at times students have no stake. Co-curricular activities include athletics, ball games, sports, clubs, movements and societies which impact directly on students.

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

Tikoko & Kiprop, (2011) found out that students are not involved in the making decisions about co-curricular activities. This actually contravenes the observation made by various scholars on effective discipline in schools. This study sought to determine the extent of student participation in decisions relating to sports, clubs, setting achievement targets in extra curriculum activities and entertainment. Though involved in welfare programs, they were not involved in school administrative issues.

In order to decentralize effectively roles related to discipline management, school management is encouraged to embrace student leadership and councils so that students can play an active role in managing not only discipline but also other matters that are deemed to be significant for school prosperity (Mukiti, 2014). Thus, student councils are forums through which issues affecting students' welfare like discipline can be communicated between school management and students. Kambuga and Omollo (2017) suggest that, student leadership or rather councils give students opportunities, support and

encouragement to express their voices pertaining to their welfare in schools as active members of the school community.

Previous studies, Mukiti (2014); Kambuga and Omollo (2017) and Kennedy, (2018) showed that large number of Secondary Schools and other educational institutions have been exercising in various situations to incorporate student voices when making decisions on issues concerning schools' development. This was affirmed by Kyalo, Konari & Njagi (2017), who found out that lack of student's involvement in the formulation of school rules and regulations in schools is regarded as a total problem to the administration, teachers, parents and the entire society. This is because student council are seen as immature and lack awareness to handle student welfare. This study sought to determine the extent of student involvement in welfare activities and whether this participation had any influence school management.

### **2.3.3 Student councils' involvement in decision-making in public Secondary Schools**

Student participation in decision making refers to the effort of student representative bodies such as school council, student parliament and prefectural body. It encompasses all aspects of student life like decision-making, communication and where students have a say, informally through personal negotiation as well as formally through purposely created structures and mechanisms (Kyalo, Konari & Njagi, 2017).

In the United Kingdom, student councils link school administration with students as they have authority over learners in decision-making (Arekenya, 2012). The involvement of student councils in school management, through decision making results in an improved school environment. They participate in decision making by giving views, negotiation and collective dialogue between students and administration (Nzioki, 2015). The link

between learners and school administration leads to good decision making and upholding of discipline because learners give opinions about how they should be disciplined.

In Finland, the law provides for the student participation in decision-making in schools. The constitution of Finland of 2012 provides for the children and young people to participate in decisions affecting their lives among other things. Students are given the right to participate in student association, student union and student councils (Shatilova, 2014). In Denmark, it is reported that the government underscored the importance of creating democratic schools (Bahou, 2011).

In South Africa, it is a requirement of the law that every public school should establish a governing body which should include learner's representatives from the eighth grade or higher. It makes provision for a representative council of learners in each ordinary public school that offers instruction in the eighth grade or higher (Mabovula, 2009). This arrangement, however, presumes that the children of lower grades do not need to be heard or even be represented in the student government.

In Zambia Mbonyonga (2018) examined the role of student representative councils in curbing students' riots in Secondary Schools. The study adopted descriptive case study design. The findings of this study demonstrated that students' councils were forums through which students through representatives were involved in decision making about school route and activities. This helped to create a sense of ownership towards school routines and therefore had a positive effect on management of students' discipline.

Lack of student participation in management of the staff personnel is not unique problem in Kenya, a study done in Nigeria by (Nwankwo, 2014) found that students participation

in decision-making in the areas human resources among others things was very low. This seems to be an area that is reserved for the adults as students are viewed as immature (Pérez-Expósito, 2015) to handle such cases. He observed that student participation in school governance includes making decisions about the effective use of resources and school budget among other things.

In Kenya, the Basic Education Act of 2013 requires that students in secondary be represented in BOM meetings. Tikoko, Kiprop & Bomett (2011) found out that students were not represented in BOGs, PTA and major decision-making committees in Secondary Schools. This means that students were therefore not involved in school budget, school fees and planning and development of the physical resources decisions, although by the time of Tikoko et al (2011) study the Basic Education Act of 2013 had not been promulgated and therefore there was no law requiring students to be represented in school management bodies. Njue, (2014) had similar findings that students were not involved in making decisions on school budget and school fees.

Chemutai & Chumba, (2014) in a study done in Kericho West Sub- County, found that students were not involved in decisions concerning the number of examinations done in a school during any given school term. Given that the researchers used descriptive survey design, this study used the mixed method design, specifically triangulation to determine the extent of student involvement in determining the number of examinations given in a school term. Triangulation methods helps in validation of the data collected using both quantitative and qualitative data collection methods.

In a study done in Eastern Region of Kenya, researchers found that the students participated in selection of the subjects they studied in Secondary Schools (Mulwa *et al.*, 2015). The researchers used the descriptive survey research design. It was interest to establish whether this was the state of affairs in other parts of the country and therefore this study used the mixed methods design to ensure validation of the data obtained to determine the extent of student involvement in management of schools in Kisii counties.

Chemutai & Chumba, (2014) on their study of the Student Councils participation in decision-making in public Secondary Schools in Kericho West sub-county, found that Student Council's members were not involved in making decisions relating to school budget and school fees among others things. These are decisions that are made either in BOM, PA and staff meetings in Secondary Schools. It is not clear why students were not involved in those decisions yet the Basic Education Act of 2013 now provides for their representation in BOM. With the enactment of laws that provide structures for student participation in decision making in schools, one would expect to find more involvement of students in decision making process.

Mati, Gatumu, & Chandi, (2016), in a study on students' involvement in decision making and their academic performance in Embu West Sub-County of Kenya, found that ownership was realized by students' participation in formulation of school rules and disciplinary issues among other things. They observed that student participation in disciplinary issues help them grow responsibly as well as making them accept the consequences of their own decisions and actions. Democratic schools are more effective because in such schools, students and staff comply to the rules if they agreed upon.



In a study by Nekesa (2018) to explore roles of students' councils in enhancing discipline in public Secondary Schools in Likoni Sub-County Mombasa County Kenya. The findings demonstrated that students' councils were involved in planning and supervising the implementation of school activities which in turn promote discipline and sense of belonging among students. In other words, if members of the students' councils were involved in all stages of planning and implementation of school activities makes the supervision by these leaders easier and students can easily obey instructions from students' leaders.

As regard nature of punishment, literature revealed that students were excluded in deciding on the nature of punishments (Chemutai & Chumba, 2014). Ideally, it is important that the students are involved in deciding the punishment they should receive after infringing on the school rules. Mulwa et al., (2015) noted that students should play an active role in determining disciplinary action against them since this is an area of decision making that affect the student directly. Student participation in decision-making in school is therefore an important aspect as far as school management is concerned.

Okonji (2016) explored areas that relate specifically to the involvement of student councils like the student's ability in the mediation process. Whenever there is conflict in schools, student councils have the ability to understand the school process and conduct themselves appropriately having developed emotional maturity to represent students. Okonji (2016) found out that 75% of schools agreed that student councils ensure that rules are followed. Therefore, they should participate in formulating rules and regulation, governing dressing within the school, the performance of manual work and sitting arrangement in class.

Student participation in decision making is hampered by fear of intimidation from administrators, delays in effecting student suggestions, lack of avenues where students can effectively participate and that some administrators blamed student councils for creating student unrests in schools (Kinyua, 2015). The most recent spate of unrest in Secondary Schools was experienced in the year 2016 where over 130 Secondary Schools experienced burning of their school property (National Crime Research Centre, 2017).

This point clearly that student indiscipline in Secondary Schools is a major challenge facing the educational sector. For the goals of education to be realized then the MOE in partnership with other education stakeholders (BOM, head teachers, teachers, parents, students among others) should come up with amicable measures to curb the problem. The students are demanding for their participation in decision making process in schools.

#### **2.3.4 Student councils' involvement in implementation of school rules and regulations**

Nayak, (2011) defines discipline as the submission of one's impulses to self-imposed regulation, referred to as individual self-discipline. This study argues for this type of discipline in secondary school where the students are guided to formulate their own rules and regulations to guide their behaviour. They are able to choose the right thing to be done. The rules should not be imposed by the teachers or the administration. The students are able to control their behaviour and be disciplined when given the opportunity to do so. Giving adequate opportunity to the students to share responsibility and participate in planning school activities on a cooperative basis help them develop self-discipline (Nayak, 2011).

In Malaysia Ching, Jiar and Jaffri (2015) conducted a study titled, instilling discipline on students through Social-Emotional Learning (SEL). SEL approach was viewed as alternative way of cultivating morals among students. Issues relating to the discipline of students have captured the ears of parents and other educational stakeholders (Ching, Jiar & Jaffri, 2015). A working student council should be active discussing various issues ranging from administration and discipline of students. It is advisable that school management should not infringe into the management of the students' councils. Student council plays an exceptionally viable train in learning institutions.

According to Mould (2011), improvement of discipline and behaviour can be achieved through students' councils especially when they are involved in drawing policies related to behaviour. One of the challenges faced by the councils is lack of training, therefore to strengthen them there is need for thorough training to enable them deliver effectively. Formal involvement of students in activities, like drawing behaviour policies and rules, regular consultations with the administration on major issues as well as the supervision of a teacher in charge, is also very helpful in strengthening student councils (Teasley and Miller, 2011).

In Ghana, Asare, Mensah, Prince and Gyamera (2015) studied on procedures involved on how teachers do through their perspective roles in managing discipline and how students perceive such involvement. The study found that, teachers used judgmental approach to subjective behaviors of students and evaluated disciplinary measures to interpret as the way to stop misbehaviors in schools. Therefore, Teachers and educators should see the importance of corroborating their students in establishing, implementing and controlling the rules in the welfares of their life at school.

Furthermore, in Nigeria a study by Usman (2016) conducted on the impact of students' indiscipline on management of Secondary Schools. The study indicated that truancy and examination malpractice was among the challenges on management of Secondary Schools in Nigeria. This was observed that the government lacked active laws, rules and regulations that could stop malpractices of examinations and other indiscipline issues in their schools. In other words, the situation showed that there was no way a student can be left behind for any means in school for one dealing with discipline issues in school including formulation of rules and regulations in schools.

Apart from that, a study by Kennedy (2018) conducted in Kenyan Secondary Schools revealed that student councils were involved in formulating school rules and regulations that geared towards managing discipline in schools. This implied that members of the student councils were charged with the role of thinking critically on the laws, regulations and rules that promoted virtues among students. In addition to that, a study by Kamau (2017) on the influence of students' council involvement in management of students' discipline in public Secondary Schools in Kenya found that student councils were charged with the role of formulating school rules and regulations. In other words, members of the student councils should make sure that they participate in formulating school rules.

Similarly, Murage (2014) in Kenya studied the influence of student councils on the management of discipline in Secondary Schools. The findings of this study demonstrated that student councils were responsible for promoting school rules and regulations towards enhancing ethical behaviors among students. Students' councils are instrumental organ that is required to articulate the discipline of students on behalf of the school

management; thus, teachers have the obligation to incorporate students' leaders since they are the first witness of the misconduct of students. This allegation is contrary in Bariadi Secondary Schools where teachers select leaders but unfortunately they do not empower them as required.

Kennedy (2018) conducted in Kenyan Secondary Schools revealed that student councils were involved in formulating school rules and regulations that geared towards managing discipline in schools. This implied that members of the student councils were charged with the role of thinking critically on the laws, regulations and rules that promoted virtues among students. In addition to that, a study by Kamau (2017) on the influence of students' council involvement in management of students' discipline in public Secondary Schools in Kenya found that student councils were charged with the role of formulating school rules and regulations. The student councils should make sure that they participate in formulating school rules and regulations that fostered good behavior among students.

A more recent study done by Kilonzo, (2017), found that majority of the respondents said that students were not involved in enacting school rules and regulations. This is contrary to what has been observed elsewhere on the effective discipline in schools by many scholars (Mager & Nowak, 2010; Nayak, 2011). Students' councils are charged with the role of enforcing school rules and regulations. The extent of student councils' involvement in formulation of school rules and regulations is therefore questionable due to conflicting views by various stakeholders' background. It is not clear why schools have continued to exclude students' views while formulating the school rules.

## 2.4 Summary

Irsheid (2018), on the effectiveness of students involvement in management process in schools found that involvement had an impact on increasing students academic achievement in Jordanian schools. The study recommended that student leaders be given the continuous training so as to have good working relationships with the school management so that in return, there would be success in school management.

Duma (2015) explored on students involvement in school management and established that principals involving students in management of schools was one of the determinants of the students academic achievement in South Africa. In Tanzania, Mnubi (2016) established that the use of student councils helped to improve the delivery of quality education in schools, teachers responsibility and accountability. The study did not explore these effects on school management. This study was to fill up this gap.

Kariuki (2014) on students participation in school management and academic performance in Kenya found that there was a relationship between students involvement in school management decision making and students' academic performance. The relationship was however weak. Kamau (2017) on the influence of students councils involvement in school management of students discipline, found that there was positive relationship between student leaders discipline and the school general discipline.

Kinyua (2015) on factors influencing effectiveness of students council found that principals management experience influenced the effectiveness of student councils and therefore the school discipline which in turn may influenced students academic performance. These studies did not relate the use of involvement of students council for

effectiveness on school management. This study set to investigate further on the effectiveness of student councils' involvement on school management.

Mwaniki (2018) on Student Council's participation in school management at the secondary school level in Kenya, found that the school management process is still bureaucratic in nature and that power and authority was being vested in the principals and teachers. While emphasis was on obedience to school rules and authority as opposed to student councils collaborating with school management and being involved in decision making.

A report by Republic of Kenya (2017) on the re-alignment of the education sector, found that student's involvement in decision making process produces motivation, a sense of belonging, a sense of ownership and therefore an overall higher academic performance. The report did not include other school-wide change strategies on student's governance that could bring about improved school management and therefore the need for this study. Therefore, there was need to determine the student councils' effectiveness in the management of public Secondary Schools in Kisii County, Kenya.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Overview

This chapter provides a description of the research philosophy and research design, the study area, target population, the sampling design comprising of sample size and sampling techniques, instruments, pilot study, validity and reliability of the instruments, data collection procedures, data collection techniques, data analysis and ethical consideration.

#### 3.2 Research Philosophy

Research philosophy outlines the belief, lenses, and stances on how legitimate knowledge is determined or derived from phenomena under investigation (Saunders, 2016). There are five research paradigms commonly used in research. These are realism, post-modernism, positivism, pragmatism and interpretivism (Saunders et al., 2016). It helps the researcher visualize research ideas and hence identify methodologies and detailed steps/processes on how data is collected, analyzed, and integrated to generate knowledge. This study adopted a pragmatic philosophical worldview due to its flexibility in choosing and applying appropriate methodologies in solving a known research problem.

The study adopted pragmatic paradigm that intrinsically echoes the researcher's beliefs about the world that s/he lives in and wants to live in. It constitutes the principles and abstract beliefs that form how a researcher understands the world and the researcher's interpretation the acts within that world (Zukaukas *et al*, 2018). According to Bryman (2012), pragmatism as a philosophy emphasizes flexibility of the methods and techniques used to investigate a research problem. Saunders, Lewis & Thornhill (2016), describe



research philosophy as a multi-dimensional set of continua rather than separate positions. These continua describe how researchers view the nature of reality (ontology), what is considered acceptable knowledge (epistemology), and the role of values and objectivity in research (axiology) (Saunders, Lewis & Thornhill, 2012). Being pragmatic means accepting the idea of these continua, but favour flexibility over choosing definite positions.

As pragmatists, recognize that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture (Saunders, Lewis & Thornhill, 2012). Hence, by adhering to a pragmatic philosophy the researcher was able to adapt our approach and be flexible without following a set epistemology, ontology, or axiology. Being pragmatic, however, does not necessarily mean that multiple methods or approaches are used. Students council involvement in effective management of schools was at the centre of this study; hence, the flexibility in the choice of methods and techniques for investigating this problem was paramount in order to understand its linkage with processes adopted in secondary school education.

Considering that, flexibility was essential in understanding how effectiveness of student council involvement was influencing school management, and the mixed methods research approach was hence adopted. This meant that qualitative and quantitative approaches were utilized in data collection, analysis and in deriving conclusions (Creswell, 2014). There are three approaches commonly used in research. These are quantitative, qualitative, and mixed methods (Bryman, 2012).

Notably, the study was predominantly quantitative, considering that it was guided by an established theory and research hypotheses to validate, reject or modify them. However,

the process of validation, rejection or modification required explanatory justification information, which in this study was gathered using document analysis and interview; hence, effective, and appropriate triangulation. A good example was the need to understand why schools were not involving students' representatives in the school management meetings. The study also wanted to understand the communication and decision making processes adopted in school welfare activities, implementation of rules and regulations. The narrative given by various participants helped to understand whether student council involvement had been entrenched in the school management.

Pragmatic approach belief is that, there are existing problems whose complexity studies uses a combination of quantitative and qualitative approaches (Kivunja, & Kuyini, 2017). The starting point for research is that the researcher had to develop study agendas anchored in participants' familiarities to ensure the practicability and relevance of the study ( Kelly & Cordeiro, 2020). The study used questionnaires to collect quantitative data and the qualitative data was collected using interview and Document analysis (Kaushik & Walsh, 2019).

The process of combining data from both quantitative and qualitative approaches utilized the mixed method approach and concurrent explanatory design. This is because; both qualitative and quantitative data were collected simultaneously. Collected data were analyzed separately, but qualitative data was regarded as supportive and primarily helped to explain the quantitative data. With the adoption of a mixed-method approach and considering the hypothesis tested, the study applied concurrent explanatory research design. A research philosophy adopted in a study underpins the selection of a research approach and further help to select appropriate research design.

### **3.3 Research Design**

A research design is a blue print used in integrating all the components of a study logically in order to address a problem (Abutabenjeh & Jaradat, 2018). The commonly used designs in social sciences are correlational, experimental, descriptive survey and phenomenological (Qutoshi, 2018). Research design can also be described as a model or scheme used to provide a solution to a research problem (Creswell, 2014). Research designs are procedures and plans, which facilitate a researchers' decision-making process to deal with assumptions to come up with tangible solutions to the research problem and provide direction to the research study (Schindler, 2019). Similarly, Kothari (2014) suggests that a research design requires the arrangement of requirements for collecting and analysing the data appropriately and incorporating significance to the research purpose and economy in the process.

Mixed methods approach using both quantitative and qualitative methods was used in this research. The mixed method research design, and specifically triangulation method in which both quantitative and qualitative data collection methods was implemented simultaneously. Quantitative data was obtained by use of questionnaires while qualitative data was collected through face-to-face interviews. This study adopted an explanatory concurrent mixed methods design (Creswell, 2012). The explanatory concurrent mixed methods design was suitable for this study because exclusive use of either quantitative or qualitative method may not have been sufficient in determining how effective student council are in School management.

### **3.4 Study Area**

The locale of this study was Kisii County which is in the South Western part of Kenya about 400 kilometers from Nairobi. Administratively, it is divided into eleven Sub-Counties namely: Kisii Central, Marani, Kenyenyia, Gucha, Nyamache, Gucha South, Etago, Kitutu Central, Sameta, Masaba South and Kisii South respectively. The County was selected since Kisii county was important as it had the highest number of dormitories (7) burnt down in one day in 2016 students' unrest that rocked Kenya. Similarly, it had 23 out of the National 120 schools that had experienced Unrests within July/August of 2016.

This razing down of 7 dormitories in one school hit the headlines in Kenya, making the then Cabinet Secretary to take radical measures on the Principal and Education Official responsible for the Sub-County on laxity and or omissions. This action immediately brought to a halt rampant burning as all Education structures and Principals reinvented their wheels, checked their supervisory roles and became more involved in school management and attention to students in order to protect unrests.

Student Councils are expected to be part of management of a secondary school and becomes an important source of respondents to give opinion on effectiveness of student council in school management. Similarly, there are few research-based information on the student councils' effectiveness on management of public Secondary Schools in Kenya and Kisii County provide ideal conditions for this study. Kisii County at the same time represent the case of other 46 counties in Kenya.

### **3.5 Target Population**

Population refers to all cases of people and organizations or institutions, which possess certain characteristics that reflect the purpose of the study (Schindler, 2019). A target population consists of the narrower and refined group from general population, from which the researcher wishes to generate research results (Asiamah, et al., 2017). The target population in this study was the public Secondary Schools in Kisii County. The target population of this study (N) was 134948 respondents distributed in 104 public Secondary Schools in Kisii County. The target population comprised of 104 principals, 2080 teachers, 131713 students, 1040 student council leaders and 11 Sub County Directors of Education respectively. Table 3.1 shows the distribution of teachers in the eleven sub-counties of Kisii County (Kisii County Director of Education Office, 2020).

The population of this study was stratified into sub-county and category of schools. The population was heterogeneous because it consists of principals, deputy principals, teachers, students and Student Councils. The target population played various roles in school management. Principals and teachers participated in the study in their capacity as teachers and administrators. Information was gathered from principals, deputy principals, teachers, students and student councils.

The use of principals in the study was informed by the fact that they are concerned with students' discipline, which is the primary concern. Education officials participate as school supervisors and the student council acted as student representatives. The target population was distributed in eleven sub-counties namely: Kitutu Central, Kenyena, Masaba South, Marani, Kisii South, Etago, Sameta, Nyamache, Gucha, Gucha South, Kisii Central respectively.

**Table 3.1: Target population**

Sub County	Category of schools				Target population				
	Natio nal	Extra County	County	Total	Principals	Teachers	Student council	Students	SC EO
Kitutu Central	1	1	4	6	6	120	60	10690	1
Kenyenya	0	1	13	14	14	280	140	15957	1
Masaba South	0	4	6	10	10	200	100	20733	1
Marani	0	2	4	6	6	120	60	9965	1
Kisii South	0	3	10	13	13	260	130	12499	1
Etago	0	1	3	4	4	80	40	6681	1
Sameta	0	3	4	7	7	140	70	7147	1
Nyamache	0	2	8	10	10	200	100	16697	1
Gucha	0	1	4	5	5	100	50	6197	1
Gucha South	0	2	5	7	7	140	70	9170	1
Kisii Central	1	8	13	22	22	440	220	15977	1
<b>Total</b>	<b>2</b>	<b>28</b>	<b>74</b>	<b>104</b>	<b>104</b>	<b>2080</b>	<b>1040</b>	<b>131713</b>	<b>11</b>

### 3.6 Sampling Techniques and Sample Size

A sampling technique is a method of selecting subjects from a target population. There are various sampling techniques used in sampling and its choice depends on factors such as size and homogeneity of the population and research design adopted (Orodho, 2017).

Two broad categories exist, these are non-probability and probability sampling techniques (Uprichard, 2011). According to Bryman (2012), non-probability sampling is a technique where some units in a population are more likely to be selected than others are. Units are deliberately selected to reflect the characteristics of the target population (Ritchie & Lewis, 2013).

Four methods of sampling exist in non-probability sampling technique. These are; judgmental/purposeful (researcher's judgment on the best respondents); convenience/accidental (convenience in accessibility), snowball (identifying and using

individuals as brokers for data collection); and, quota (stratified sampling, causing strata of the target population by use of demographical variables) (Khan, Reddy & Rao, 2015; Vehovar, Toepoel & Steinmetz, 2016).

On probability sampling, this technique has less risk of bias and it enables one to make inferences from information about a random sample of the target population from which it was selected (Bryman, 2012). Four types of probability sampling techniques exist. These are; stratified (homogenous groups, each with similar characteristics); Cluster (geographical demarcations); Multi-stage (taking further samples from clusters); and, simple random (equal chances of selection through fish bowl draw or computer program) (Uprichard, 2011; Etikan & Bala, 2017). Moreover, the design of this study necessitated the use of different stratified, simple random and purposeful sampling techniques. The sample size selected depended on the technique used.

### **3.6.1 Sampling Techniques**

A sampling technique is a specific process by which involves entities of the sample being selected (Sekaran & Bougie, 2016). The stratified technique of random sampling was used to select schools from each stratum, purposive sampling used to select Sub County Directors of Education and principals and simple random sampling was applied to select, teachers, students and student leader's respondents.

Kisii County was stratified into eleven sub counties, with each forming a stratum. The stratified sampling technique was used to categorize schools into categories such as national, extra county and county, each forming a stratum. Stratified random sampling was appropriate as it enabled the researcher to represent not only the overall population but also key Sub-groups of the population. A sample size of 1066 respondents selected

comprising of 31 Principals, 336 Teachers, 289 student leaders 399 students and 11 Sub County Directors of Education.

Purposive sampling was used to select 11 Sub County Directors of Education and 31 principals. Purposive sampling, according to Clark et al. (2021), requires deliberately selecting information-rich units or cases on the basis that they allow the researcher to learn as much as possible about the phenomena of interest. All the sub county Sub County Directors of Education were involved in the study because they are in charge of supervision of Secondary Schools.

The principals are in charge of discipline from each sampled school. This is the most common sampling in qualitative research, and it allows for strategically selecting participants with relevant experience and knowledge for the research in question (Clark et al., 2021). Sub county Directors of Education manage day to day programmes of MoE, they receive, investigate and resolve issues during students' unrest or any form of disagreements in schools among various school stakeholders. The use of purposive sampling is suitable for this study because, according to Robinson (2014), the sample chosen fulfils the criteria of objectivity and is chosen for intensive study and understanding a given phenomenon.

In order to have a fair representation of respondents in Kisii County all the schools that had students' unrest between 2016 and 2018 were also purposively sampled from all 11 Sub-Counties. Purposive Sampling was used to select Schools in Kisii County which had dormitories burnt down in 2016 students' unrest. It was assumed that there was a breakdown in school management, an ineffective involvement of student councils. Since the study has a relatively in-depth focus, a homogenous purposive sample was deemed



appropriate. This homogeneity might lead to missing broader perspectives, however, as pointed out by Saunders, Lewis & Thornhill (2012), having participants with similar characteristics allows the studied topics to be explored in greater depth.

From each stratum the study employed simple random procedure to select 336 teachers 399 students and 289 student leaders. Simple random sampling was a major sampling technique because each respondent had an equal chance of inclusion in the sample. The researcher then adopted simple random sampling technique to select respondents from each stratum, to ensure that every case of the population had an equal probability of inclusion (Taherdoost, 2016 a). It was appropriate because the entire population is relatively large, diverse and sparsely distributed, hence random sampling technique helped to achieve the desired objective.

Simple random sampling technique was used to select student leaders, students and teachers based on sub-county and category of schools. Teachers are in charge of student councils and understand what goes on between them and school administration management on matters of involvement, Policy making, dialogue/decision-making and communication with the school management. Student Councils gave their views on whether or not they are part of school administration as envisaged or not and whether they like it so or not. Their opinion was important as a link between school administration (Principal) and students.

### **3.6.2 Sample Size**

The purpose of sampling is to gain an understanding about features or attributes of the whole population based on the characteristics of the sample. The sample size was established using Yamane's (1973) formula, at 95% Confidence level,  $P = 0.05$ .

$$n = \frac{N}{1 + N(e)^2}$$

**Where;**

**n** = the sample size,

**N** = the population size,

**e** = error tolerance

Given that the population was not homogeneous, the sample size determination for teachers, student councils and students was determined using (Yamane, 1973) as summarized below;

For teachers, the sample size was;

$$= \frac{2080}{1 + 2080(.05)^2} = \frac{2080}{6.2} = 336 \text{ respondents}$$

For student councils/leaders, the sample size was;

$$= \frac{1040}{1 + 1040(.05)^2} = \frac{1040}{3.6} = 289 \text{ respondents}$$

For students, the sample size was;

$$= \frac{131713}{1 + 131713(.05)^2} = \frac{131713}{330.28} = 399 \text{ respondents}$$

The sample size comprised of 31 principals, 289 students' leaders, 336 teachers, 399 students and 11 Sub County Directors of Education respectively giving a total of 1066 respondents. The size of the sample was considered to be a representative of the target population and proportionately distributed as illustrated in Table 3.2.

**Table 3.2 Sample Size**

Sub County	Category of schools				Sample size				
	National	Extra County	County	Total	Principals	Teachers	Student council	Students	SC DE
Kitutu Central	1	1	4	6	2	19	17	32	1
Kenyanya	0	1	13	14	4	45	39	48	1
Masaba South	0	4	6	10	3	32	28	63	1
Marani	0	2	4	6	2	19	17	30	1
Kisii South	0	3	10	13	4	42	36	38	1
Etago	0	1	3	4	1	13	11	20	1
Sameta	0	3	4	7	2	23	19	22	1
Nyamache	0	2	8	10	3	32	28	51	1
Gucha	0	1	4	5	1	16	14	19	1
Gucha South	0	2	5	7	2	23	19	28	1
Kisii Central	1	8	13	22	7	71	61	48	1
<b>Total</b>	<b>2</b>	<b>28</b>	<b>74</b>	<b>104</b>	<b>31</b>	<b>336</b>	<b>289</b>	<b>399</b>	<b>11</b>

### 3.7 Data Collection Instruments

The researcher developed three instruments for obtaining primary data from the respondents. The three instruments were questionnaire, interview schedule and document analysis. Questionnaire yielded quantitative data, while document analysis and interviews yielded qualitative data. The combination of these methods helped to complement the advantages of each method and yield more valid and reliable findings.

#### 3.7.1 Questionnaires

Questionnaires were utilized to collect quantitative data from the Teacher, student and Student Council. Use of questionnaires is economical in time saving and less expensive in obtaining information, which are factual. It is also easier to administer. One can reach a large sample size of respondents within a short time using questionnaires (Young,

2016). The questionnaire contained items, positively worded for the respondents' feelings towards influence of Student Council's involvement and school management.

Unless otherwise stated, all variables were measured on a 5-point Likert scales ranging from 5 = strongly agree to 1 = strongly disagree. The respondents were asked to indicate the extent to which they agree or disagree with various statements as indicated in section B, C, D, E and F. The questionnaire used Likert scale with five response options. The respondents showed their agreement towards the statement, highest score being five showing the most and lowest score being one showing the least.

The questionnaire was designed to address specific objectives and that it has closed-ended questions. The first section of the questionnaire explains the purpose of the study and request the respondents to adhere to the instructions given by the researcher. The questionnaire was divided into six sections. Section A seeks to establish the background information of the respondents; Section B seeks the information on secondary school management; section C on Communication; Section D on Student welfare activities; section E on Decision-making and Section F seeks the information Implementation of school rules and regulations. The study used questionnaires which the researcher constructed on the basis of the research questions of the study. Two data collection instruments were constructed by the researcher to be used namely the Teacher, student and Student Council questionnaire respectively. Questionnaires was ideal at this stage of the study, since quantitative data is to be sought.

### **3.7.2 Interview Schedule**

Another method of data collection was semi-structured interviews. The interview schedule was done with the Principals and Sub-County Directors of Education (SCDE).

The respondents were involved in the management of education in school and sub county respectively. Hence their involvement in the qualitative phase of this study provided information that complement quantitative results in line with the design of this study.

According to Saunders, Lewis & Thornhill (2012), semi-structured interviews can be an advantageous method in cases where researchers want to explore or explain a phenomenon, where it is interesting to understand the participants' reasoning behind their decisions or opinions. This approach also allows for flexibility during the interviews, allowing the researcher to probe and ask follow-up questions, therefore increasing the opportunity to collect rich and detailed data. Clark et al. (2021), finally, suggest that semi-structured interviews are useful when researchers begin the investigation with a fairly clear focus, rather than a general idea of what to study.

The interview schedule constituted open-ended questions which require principals and Sub-County Directors of Education to provide information on specific aspects of student councils' effectiveness in the management of public Secondary Schools in Kisii County as per the four research objectives of this study. In line with Clark et al.'s (2021) recommendations, the interviews aiming to be flexible enough to allow room to deviate slightly and explore topics of interest, without losing touch with the original interview guide and the guiding research questions.

The semi-structured interview schedules comprised of interview guides that contain questions organized according to the study objectives. Interview guides provide a clear set of instructions concerning the questions that was asked or the main topics to be probed (Orodho, 2017). Interviews was ideal because there is need to obtain complete

and detailed understanding of the influence of involvement of students in secondary school management in improving discipline and they also provide room for further probing. In some cases, follow-up, clarification, or probing questions, was used to gain a deeper understanding and to allow the interviewees to elaborate. The interviews were concluded with an open question whether the interviewees wanted to add anything, and if they had any questions. After each interview, a short de-brief session to discuss the main findings. All interview recordings were then manually transcribed. This was an important starting point for our data analysis and coding process.

### **3.7.3 Document Analysis**

Borg and Gall (1989) adds that document evidence is necessary because it provides a rich discourse of facts punctuated with opinions making it useful in cross referencing of present findings. The purpose of document analysis was to enrich the research findings derived from the participants' responses. The secondary sources were good for collecting data for both surveys that are largely qualitative. Other document analysis included investigatory reports by Quality Assurance and Standards Officers (QASO's), BOM meetings and minutes on schools which had students' unrest or other forms of indiscipline cases. These reports were sought from MoE offices in the Sub-Counties or County offices. Such reports gave the causes and all circumstances of unrests/indiscipline including gaps that may have led to such unrests that can be compared with results from the questionnaires.

### **3.8 Piloting of the Instruments**

A pilot test was done to test the validity and reliability of the questionnaires in gathering the data required for the study. The instruments were pre-tested in Secondary Schools

which were randomly sampled from Kisumu County. The purpose of pre-testing was to provide information about the length, language, focus and instrument defects or ambiguity (Orodho, Khatete & Mugiraneza, 2016). The participants included a total of 108 respondents were involved in pilot study comprising of 36 students, 40 teachers and 32 student council.

For the purpose of this study the researcher conducted a pilot test by randomly administering questionnaires to 10% of 1066 targeted sample, which was 108 respondents from public Secondary Schools in Kisumu County because they had similar characteristics with Kisii County. Whereas Kisumu County is found in the same region with Kisii (Nyanza), it had its own share of Student unrests that led to burning of Schools just like in Kisii. According to Cooper & Schilder, (2011), 10% of the sample constitute the pilot test. The instruments were checked for their comprehensibility and layout, ensure that the language and structure was appropriate, and that the meanings of the questions were the same to the respondents (Young, 2009).

The interviews were pre-test those who had participated in the first phase of piloting in line with the design of this study. The items in the interview guide was checked for their relevance to ensure that data obtained will complement quantitative findings and create a complete understanding of the influence of involvement of students in secondary school management on reduction of indiscipline and or unrests (Venkatesh, Brown & Bala, 2013). The procedures used during piloting was identical to those that are followed during the actual study which enabled the researcher to make meaningful observations (Orodho, 2017). The principal, teachers, student and student council leaders who participated in the pilot stage were excluded in the final study.

Pre-testing of the questionnaires was done prior to the administration of the main research so as to test the items in terms of; clarity of the questionnaire, level of difficulty in understanding the questions by the respondents, relevance of the questions and level of interest of the Students and other respondents in supplying information. The pilot enabled the researcher to modify the items of the questionnaires that were incorrectly worded (if any) and remove those which are not necessary. It ensured that the items in the questionnaire addressed the objectives and research questions of the study.

The pilot study was critical as it helped to identify gaps, review and modify questions, techniques and strategies, which enhanced the validity and reliability of the research instruments. In this case the researcher conducted various validity checks during questionnaire development which ensured that the instrument measured what they were expected to measure. The researcher discussed the instruments with supervisors who are experts in the area and they advised on appearance and content of the tools. After the pilot study, the instruments were again reviewed based on pilot results.

### **3.9 Validity and Reliability of Instruments**

The data collection instruments used was tested for their validity and reliability respectively after piloting.

#### **3.9.1 Validity of the Questionnaire**

Validity means the instrument measures the concept intended to measure. Threats to validity was minimised by using the questionnaires for collecting the required quantitative data appropriate sample and appropriate time scale (Heale & Twycross, 2015). The study used closed-ended questions in which the participants chose predetermined responses. There was one opened ended question requiring the participants



to answer in their own words used to get greater depth of information from the participants (Yaddanapudi & Yaddanapudi, 2019).

To establish face validity, the study used judgment through discussion with peers to provide their input in the research tool (Heale & Twycross, 2015). Face validity is the process of application of superficial and subjective assessment to find out whether the study measures what it is to measure. The researcher also worked with the two experts with knowledge in the area of school management. Additionally, it was for finding out whether the items in the instrument are relevant, clear, easy to complete and unnecessary items were eliminated (Taherdoost, 2016b). Relevant items are those objectively structured to deal with the research (Taherdoost, 2016). The study ensured that the questionnaire was precise and the well worded to avoid injuring the ego of the respondents. The study added some questions to check on the occurrence of consistence of the answers given by the respondents (Kabir, 2016). To structure response choice, the researcher used a Likert Scale of 1-5 and that each question captured only one-item Joshi *et al*, 2015).

Content validity is the degree to which items in a tool mirror the content universe to which the tool will be generalised (Taherdoost, 2016b). The researcher did exhaustive literature review. Two experts with the knowledge of policy studies evaluated the instrument to check on its clarity and appropriateness (Taherdoost, 2016b). The experts looked at the description, of the questionnaire, if it captures the study's objectives. The researcher then rewrote the questionnaire, adding the supervisor's corrections.

Construct validity ensures that a test measures the construct it claims to be measuring (Middleton, 2020). It considered how appropriate the questionnaire items were used in measuring the construct. The construct involvement in communication, the indicators were handling discipline, addressing complaints and lessons attendance. In involvement in student welfare construct, the construct measured were Hygiene, catering & sanitation, School uniform, Handling punishments/rewards, Entertainment and Handling leave-outs. On involvement in decision making construct, the aspects measured were curricular (time tabling, subject selection & sequencing subjects), co-curricular (clubs/unions, sports and participation). Involvement in School rules and regulations construct, the indicators were; formulation of school rules, election of student leaders, adherence to rules/policies, managing fees payment and in-charge of catering/boarding. Lastly, on School management aspect; Collegiality/Connectedness, Planning, Coordination, Feedback and Achievement indicators were used.

To ensure homogeneity, the researcher made sure that the instrument measured one construct only. The definition of terms in chapter one and the literature review in chapter two explains the constructs well. With the purpose of verifying the construct validity, the study conducted a factor analysis utilizing principal component analysis (PCA) with varimax rotation (Taherdoost, 2016b).

Criterion validity refers to the degree to which test scores can predict specific criterion variable. This measures how well one measure predicts an outcome for another measure (Taherdoost, 2016b). Criterion contamination was avoided by ensuring that individual's score on the criterion was not influenced by the researcher's knowledge of the subject's

predictor score (Heale & Twycross, 2015). With the help of the supervisors the researcher ensured that the questionnaire was relevant to the aspects of the variables measured in the study.

### **3.9.2 Reliability of Instruments**

Reliability means the statistical consistency of a measure of a particular construct (Heale and Twycross, 2015). The questionnaires were assessed for their reliability through a pilot study and enable the researcher to assess the clarity of the questionnaire items. The researcher administered the instrument during pilot study in Kisumu County. After collecting the data, it was coded into the statistical package for social scientist (V26) and the reliability analysis done using Cronbach's Alpha Coefficient. Cronbach's Alpha Coefficient was computed for each item to determine the reliability of the research instrument. A reliability Cronbach's Coefficient Alpha of 0.7 or over was assumed to reflect the internal reliability of the instruments (Fraenkel & Wallen, 2000).

The questionnaire was refined on the basis of the responses and the items which require revision was done to make them more meaningful before the actual collection of data. The questionnaires were deemed reliable after many omissions detected are corrected in the instrument and sufficient to use in the main study. Ratumanan and Laurens, (2011) presents a Reliability Acceptable Table showing acceptability ranges of reliability, with ranges from less than 0.59 (Unacceptable) to more than 0.9 (Excellent), as shown in Table 3.3.

**Table 3.3: Reliability Acceptable Table**

<b>No.</b>	<b>Coefficient of Cronbach's Alpha</b>	<b>Reliability Level</b>
<b>1</b>	More than 0.9	Excellent
<b>2</b>	0.8-0.89	Good
<b>3</b>	0.70-0.79	Acceptable
<b>4</b>	0.6-0.69	Questionable
<b>5</b>	0.5-0.59	Poor
<b>6</b>	Less than 0.59	Unacceptable

Source: Ratumanan & Laurens, (2011)

The researcher administered the instrument during pilot study in public Secondary Schools in Kisumu County. After obtaining the information it was coded into the statistical package for social science (V26) and the reliability analysis done using Cronbach's Alpha method. Cronbach's Alpha Coefficient was used to test the reliability of the measures in the questionnaires. Cronbach's Coefficient Alpha was computed for each item to determine the reliability of the research instrument Table 3.4. The alpha coefficient ranges in value from zero to one and a high coefficient implied there is consistency among items in measuring the concept of interest.

**Table 3.4 Cronbach's Alpha Reliability of Pilot Results**

	<b>Teachers</b>		<b>Student councils</b>		<b>Students</b>	
	<b>Cronbach's Alpha</b>	<b>N of Items</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Management of schools	.742	11	.797	11	.753	9
Communication	.839	13	.794	13	.721	9
Student welfare	.756	9	.763	9	.710	6
Decision making	.845	18	.700	17	.772	9
Implementation of school rules and regulations	.789	14	.726	14	.756	11
<b>Overall</b>	<b>.904</b>	<b>65</b>	<b>.885</b>	<b>64</b>	<b>.901</b>	<b>44</b>

From the results it was established that all the variables in the three instruments considered had Cronbach's alpha ( $\alpha$ ) coefficient of above 0.7. However, the overall Cronbach's Coefficient Alpha of each instrument was above 0.7 (teachers 0.904; Student councils (0.885 and students 0.901). A reliability Cronbach's Coefficient Alpha of 0.7 or over was assumed to reflect the internal reliability of the instruments. The Cronbach's alpha ( $\alpha$ ) coefficient used for reliability test value should be above 0.7 to be adopted as a satisfactory level (Bryman, 2012).

### **3.9.3 Trustworthiness of the Interviews**

To assess on the trustworthiness of a research instrument in qualitative data, the researcher had to collect the same set of data from respondents under similar circumstances. Trustworthiness of the results was by ensuring the believability of the researcher's findings from designing the instruments, carrying out and reporting the data to make them credible. The researcher observed the nonverbal communication, probed

and listened actively to the respondents during the interviews (Sutton & Austin, 2015). The researcher ensured that the approach was reliable by checking transcripts to eliminate obvious mistakes made during transcription. Ensuring there was no drift in the definition of codes, shift in the meaning of the codes when coding.

Credibility is internal validity in which the researcher ascertained that the study measured what it intended to measure (Treharne & Riggs, 2015). The researcher guaranteed credibility of the study by effectively managing data collection and keeping records of the field notes. The researcher gave each respondent a chance to participate and to be frank in his or her deliveries. The researcher made certain that the participants who took part in the study were those who were willing to give data freely and genuinely. The respondents' quotes reports are in chapter four. Again, the study used triangulation to ensure credibility of the finding.

Dependability is the consistency of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit and critique the research process. The researchers did documentation of the research design and implementation, methodology and methods and the details of data collection procedure (Moon *et al*, 2016).

Transferability referred to the degree to which the results of qualitative research could be generalised to other contexts. The researcher enhanced transferability by ensuring thorough description of the research context and making assumptions central to the research (Kirk & Miller, 2020). The researcher additionally used peer debriefs to review the study to enable others to scrutinize the work and the evidence used to support the findings and conclusions. To gain the in-depth understanding of the research topic, the

researcher did extensive literature review from the previous studies and methods used to reduce misinterpreting of data.

The researcher triangulated the questionnaire, and face-to-face interview to examine the evidence from different sources and to build a coherent justification for themes by converging several sources of data. The researcher took back parts of the major findings of the themes to the participants to determine the accuracy of the results. The researcher reported participants' discrepant information (Creswell & Creswell, 2018).

### **3.10 Data Collection Procedures**

The researcher obtained an introductory letter from Moi University, which assisted in conducting the research. After obtaining an introductory letter the researcher sought a research permit from the National Commission for Science and Technology Innovation (NACOSTI). Upon obtaining the research permit, the researcher seeks permission from the County Commissioner and County Director of Education to visit the selected schools.

Data collection was done first in Secondary Schools with the help of research assistants hired and trained by the researcher. The researcher visited the sampled schools and seek audience with the principals and spent time in creating rapport. The student council and teacher's questionnaires were given to the respondents in envelopes with instructions to seal the completed questionnaires in their individual envelopes. This was done to assure the respondents of the confidentiality of their responses. The respondents were allowed two weeks to complete the questionnaires.

During the second visit to the schools, the researcher collected the duly filled teachers' and student councils' questionnaires administered and conduct interviews with the

principals respectively. In relation to principals' interviews, the researcher visited the sampled schools and book an appointment for the interviews. The interviews were conducted in between visits to different schools. All interviews were conducted by the researcher on a one-on-one basis. Responses are thereby recorded per principal.

### **3.11 Data Analysis**

After all data have been collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses then correct them to improve the quality of the responses. Data obtained was analyzed using quantitative and qualitative techniques. The data was categorized, coded and entered into Statistical Package for Social Sciences (SPSS V26) for analysis. This data yielded both quantitative and qualitative data. The quantitative data were analysed using the Statistical Package for Social Sciences (SPSS V26) and presented findings using tables.

Qualitative data from the open-ended items interviews was organized into themes guided by research question and presented using descriptions and quotations. The data from the interviews was transcribed first and then combined with the data recorded manually. Data from open-ended questions was re-arranged into written statements out of which distinctive themes was generated. Themes from open-ended questions are assigned numbers then analysis was done and that is thematic analysis falling under qualitative analysis. For data analysis, descriptive statistics such as percentages and frequencies were used. This method was going to be suitable as it will summarize the information collected. Tables and charts were used in the presentation of the results of the study.



The quantitative data from the questionnaire was first be subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with respect to objectives. Data was analyzed using both descriptive and inferential statistical methods. Descriptive statistics was presented in contingency tables showing the frequencies and percentages of data obtained. Descriptive statistics consisted of mean, standard deviation frequencies, percentages, and means.

To establish the strength of relationships between involvement of student council and management of Secondary Schools, inferential statistics such as Pearson's correlation coefficient and linear regression analysis was used. Correlation analysis is a method of statistical evaluation used to study the strength of a relationship between two, numerically measured variables. This particular type of analysis is useful when a researcher wants to establish if there are possible connections between variables. For this research the variables are involvement of student councils (independent variable) and school management (dependent variable).

To determine the influence of the independent variables on the dependent variable as captured by the null hypotheses  $H_{01}$ ,  $H_{02}$ ,  $H_{03}$  and  $H_{04}$  linear regression was undertaken.

The regression model is given as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \dots \dots \dots \text{Equation 3.1}$$

**Where;**

Y = School Management

$\beta_0$  = Slope Constant

$\beta_1 - \beta_5$  = Regression coefficients

$X_1$  = Communication

$X_2$  = Student welfare activities

$X_3$  = Decision making

$X_4$  = Implementation of school rules and regulations

$\mathcal{E}$  = error term

### 3.11.1 Assumptions of Linear regression

The assumptions of linear regression that was considered in this study include; linearity, homoscedasticity, normality, and collinearity.

**Normality** assumption is based on the shape of normal distribution and gives the researcher knowledge about what values to expect (Keith, 2006). The researcher tested this assumption through several pieces of information: visual inspection of data plots, skew, kurtosis, and P-Plots (Osborne & Waters, 2002). Normality was further be checked through histograms of the standardized residuals.

**Linearity** was established using linear regression to estimate the relationship between dependent and independent variables when the relationship is linear in nature (Osborne & Waters, 2002). Examination of the residual plots showing the standardized residuals and the predicted values was used in detecting violations in linearity (Stevens, 2009). Residual plots showing the standardized residuals and the predicted values was used to establish linearity.

The assumption of **homoscedasticity** refers to equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). This means that the study assumed that errors are spread out consistently between the variables (Keith, 2006). Homoscedasticity was checked using visual examination of a plot of the standardized residuals by the regression standardized predicted value (Osborne & Waters, 2002). Homoscedasticity was checked using the standardized residual scatter plot. The results show whether standardized residuals concentrated in the centre (around 0) and whether their distribution is rectangular.

**Multicollinearity** occurs when several independent variables correlate at high levels with one another, or when one independent variable is a near linear combination of other independent variables (Keith, 2006). Statistical software packages included collinearity diagnostics that measure the degree to which each variable is independent of other independent variables. Tolerance and Variance Inflation Factor (VIF) was used to carry out the diagnosis. Small values for tolerance and large VIF values show the presence of multicollinearity (Keith, 2006).

### **3.11.2 Pearson's Correlation Assumptions**

Pearson's correlation assumptions were required for it to give a valid result. In practice, checking for these four assumptions was done using SPSS Statistics. *Assumption 1:* Two variables was measured at the interval or ratio level (they are continuous). *Assumption 2:* There was a linear relationship between the two variables. There are a number of ways to check whether a linear relationship exists between your two variables. Instead, the relationship between two variables was better described by another statistical measure.

*Assumption 3:* There should be no significant outliers. *Assumption 4:* The variables should be approximately normally distributed.

### **3.12 Ethical Considerations**

According to Clark et al. (2021), social research can be guided by a set of ethical principles: ensuring that neither participants nor researchers are being harmed, securing the participants' informed consent, protecting the privacy of the participants, and not deceiving them regarding the purpose of the research. To ensure that the respondents gave an informed consent, the purpose of research was explained clearly to the respondents and the right of the participant to agree to participate or withdraw from research at any point or to request the data collected from them was used for academic purposes and not be used against them. Prior to the administration of the instruments, the researcher wrote to the principals to allow the respondents (Principals, Teachers and Student Councils) to participate in the study and explained the nature of the research.

A similar letter was sent to other participants Sub County Directors of Education (SCDE). The letter will point out to the selected respondents that their participation was completely voluntary and that they were free to participate or not. However, the letter emphasized to respondents that the information collected was treated with utmost confidence it deserves. To ensure confidentiality and privacy of the respondents, they were requested not to write their names or any mark that identified them on the questionnaires. The respondents were asked not to indicate their personal information in the questionnaire. Codes was used to identify the participants without revealing their identity.

This ensured anonymity and confidentiality of participants of the study. All the data collected was kept under strict and secure custody of the researcher and the researcher was the only one accessible to it. All these measures guaranteed participants' anonymity and confidentiality of records and data collected from them. The researcher ensured anonymity of the respondents to protect them from being victimized for giving information to the researcher. The respondents also be provided with envelopes to seal the duly filled questionnaires.

Prior to carrying out research, the researchers sought permission from Ministry of Education authorities such as; NACOSTI, The County Commissioner Kisii, County Director of Education Kisii, visit the sampled schools in Kisii County for familiarization and in order to meet Principals and Teachers so as to arrange for appropriate days to administer the questionnaires or interview. Similarly visit SCDEs who gave dates for their interview. Students filled questionnaires in their classrooms during study time or just after; The researcher or assistant personally administer or request teachers to assist in administering.

The Principal and Teachers filled their questionnaires at their own opportune time and was agreed on when the researcher will pick the completed questionnaires. The interviews of the principals were conducted on the day the questionnaires were collected from the students and teachers. The researcher also followed the right protocol while collecting data in the field. To ensure openness, the researcher assured the respondents that the thesis was available at the National Commission for Science, Technology and Innovation (NACOSTI) for anyone interested in following up with the results and outcomes.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter presents the findings and discussions of the study. The data analysis, presentation, interpretation and discussion of the findings from the interview schedule and questionnaires. The aim of the study was to determine the student councils' effectiveness on management of public Secondary Schools in Kisii County. The following were specific objectives: to establish the Effect of Student councils' involvement in communication, student welfare activities, decision-making and implementation of school rules and regulations on management of public Secondary Schools in Kisii County.

The responses questionnaires from student council, students and teachers were analyzed using descriptive analysis. The interview was conducted among the principals and Sub County Director of Education and thematic analysis was used to analyze the findings based on the themes emanating from their response according to the study objectives. Analysis of data was done using descriptive and inferential statistics. Findings were presented in tabular form.

#### **4.2 Response Rate**

The response rate provides a profile of all the respondents categories that participated during the study. The respondents of the study comprised of Sub County Director of Education, Principals, Teachers, Student councils and Students. The response rate of the study was 88.2% as indicated in Table 4.1.

**Table 4.1 Response rate**

Respondents' category				Percentage returned
	Administered	Returned	Unreturned	
Sub county directors of education	11	11	0	100%
Principals	31	29	2	93.5%
Teachers	336	285	51	84.8%
Student Councils	289	260	29	90%
Students	399	355	44	89%
<b>Total</b>	<b>1066</b>	<b>940</b>	<b>126</b>	<b>88.2%</b>

The response rate for teachers was 84.8 percent; student council was 90 percent, while the principals' response rate was 93.5 percent and the Sub County directors of education had a response rate of 100 percent. From the study the overall response rate was 88.2%. Therefore, a response rate achieved for this study was adequate for analysis.

The response rate for the study was within the recommended levels, since Nyamjom (2013) argues that a response rate of 75% was considered excellent and a representative of the population. The achieved response rate of 88.2% was higher than 75%. The high response rate was attributed to self-administration of the questionnaires applied by the researcher from which the intended respondents were notified prior to the date of data collection. Follow-up calls to clarify questions were made thus enhancing the high response rate.

### **4.3 Demographic Characteristics of Respondents**

It was important to understand the demographic characteristics for the respondents which included; gender, form, type of school, category of school, age and experience of respondents. This was inspired by the need to establish whether there exists any close

relationship among respondents' demographic characteristics and management of public Secondary Schools in Kisii County.

#### 4.3.1 Gender of Respondents

The study investigated the gender composition of respondents. It was helpful to indicate the gender of the population to identify any relationship between gender composition of respondents and management of public Secondary Schools in Kisii County. Gender of respondents was considered in order to enable the researcher establish their perception towards management of public Secondary Schools. The findings are illustrated in Table 4.2.

**Table 4.2 Gender of Respondents**

	Students		Student Councils		Teachers	
	Freq	%	Freq	%	Freq	%
Male	137	38.6	125	48.1	169	59.3
Female	218	61.4	135	51.9	116	40.7
<b>Total</b>	<b>355</b>	<b>100.0</b>	<b>260</b>	<b>100.0</b>	<b>285</b>	<b>100.0</b>

Findings in Table 4.2 show that there were more male teachers 169 (59.3%) than females 116 (40.7%) in Kisii County who participated. The results also showed that the female student representatives 135 (51.9%) were more than males 125 (48.1%). There were more female 218(61.4%) than males 116 (40.7%) students in Kisii County. The findings concluded that there were more male teachers than females in Kisii County, while the female student representatives were more than males and female students were more than males' students in Kisii County of those who participated.



### 4.3.2 Form of Study

The study sought to establish the form the students and student councils' study and the findings are summarized in table 4.3. This was important in explaining the variations the form of students with respect to management of public Secondary Schools in Kisii County.

**Table 4.3 Form of Study**

Form	Students		Student Councils	
	Freq	%	Freq	%
One	38	10.7	20	7.7
Two	74	20.8	39	15.0
Three	97	27.3	78	30.0
Four	146	41.1	123	47.3
<b>Total</b>	<b>355</b>	<b>100.0</b>	<b>260</b>	<b>100.0</b>

Majority of the students 146(41.1%) and student councils 123 (47.3%) were in form four, with students 97(27.3%) and student councils 78(30%) were in form three. This indicates that majority of the students and student councils involved in the study were in form three and form four translating to 444(72.2%) against form one and two of the two categories 171(27.8%). The longtime of study among the students means enough experience in the school management of public Secondary Schools in Kisii County. Their responses too could be reliable for older students since they had stayed longer in school.

### 4.3.3 Type of school

The study sought to establish the type of school the respondents were drawn from and the findings are summarized in table 4.4. This was important in explaining the variations the management of public Secondary Schools in Kisii County with respect to the type of school.

**Table 4.4 Type of school**

	Students		Student Councils		Teachers	
	Freq	%	Freq	%	Freq	%
Boys	51	14.4	43	16.5	54	18.9
Girls	110	31.0	93	35.8	93	32.6
Mixed	161	45.4	98	37.7	116	40.7
Boarding	19	5.4	25	9.6	12	4.2
Day	14	3.9	1	.4	10	3.5
<b>Total</b>	<b>355</b>	<b>100.0</b>	<b>260</b>	<b>100.0</b>	<b>285</b>	<b>100.0</b>

On the type of school at least 45.5% of the students, 37.7% student councils and 40.7% of teachers involved in the study were drawn from mixed schools. However, 31% of the students, 35.8% student councils and 32.6% of teachers involved in the study were drawn from girls' schools. This indicates that there was disparity in the distribution of respondents with type of school.

### 4.3.4 Category of School

The study sought to establish the category of school the respondents were drawn and the findings are summarized in table 4.5. This was important in explaining the variations the

management of public Secondary Schools in Kisii County with respect to category of school.

**Table 4.5 Category of School**

	Students		Student Councils		Teachers	
	Freq	%	Freq	%	Freq	%
National	28	7.9	19	7.3	22	7.7
Extra County	127	35.8	117	45.0	95	33.3
County	200	56.3	124	47.7	168	58.9
<b>Total</b>	<b>355</b>	<b>100.0</b>	<b>260</b>	<b>100.0</b>	<b>285</b>	<b>100.0</b>

On the category of schools, 200 (56.3%) of the students, 124 (47.7%) student councils and 168 (58.9%) of teachers involved in the study were drawn from county schools. However, 127(35.5%) of the students, 117(45%) student councils and 95(33.3%) of teachers involved in the study were drawn from extra county schools. This indicates that there was disparity in the distribution of respondents with category of school. However, it follows in that order that there are more of county schools than extra county schools just like there are more extra county ones compared to National schools. Therefore, the ratio remains as such.

#### **4.3.5 Age Distribution of Respondents**

The study categorized the participants of the study in terms of age distribution. It was necessary to study the age of respondents since it's closely related to behavioral discipline of a person and the findings are indicated in Table 4.6. The findings show that majority of teachers 149(52.3%) were aged 31 years and above compared to 136 (47.7%)

aged below 30 years. Results further indicated that majority of student councils 226(86.9%) and students 313(88.2%) were aged between 15 and 20 years.

**Table 4.6 Age Distribution of Respondents**

	Students		Student Council		Teachers	
	Freq	%	Freq	%	Freq	%
<15 years	17	4.8	13	5.0		
15-20years	313	88.2	226	86.9		
>20 years	25	7.0	21	8.1		
<30 years					136	47.7
31-40 years					106	37.2
41-50 years					31	10.9
>51 years					12	4.2
<b>Total</b>	<b>355</b>	<b>100.0</b>	<b>260</b>	<b>100.0</b>	<b>285</b>	<b>100.0</b>

The findings show that majority of teachers were aged above 31 years, while majority of student councils and students were aged between 15 and 20 years. This agrees with Ganai and Muhammad (2013) who observed that students' behavior is affected by household characteristics such as age.

#### **4.3.6 Experience of Respondents**

Table 4.7 shows that 107(37.5%) of teachers had worked for a period of below 5 years, with 84(29.5%) having worked for between 6 and 10 years and 15.8% having above 15 years of experience. Results are shown in Table 4.7.

**Table 4.7 Experience of Respondents**

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<5years	107	37.5	37.5
6-10 years	84	29.5	67.0
11-15 years	45	15.8	82.8
>15 years	49	17.2	100.0
<b>Total</b>	<b>285</b>	<b>100.0</b>	

This is an indication that teachers were experienced enough to understand management of public Secondary Schools in Kisii County. Long time of service means enough experience in a particular field. The response by these experienced teachers can be reliable and correct.

#### **4.4 Management of Public Secondary Schools**

The dependent variable of the study was the management of public Secondary Schools in Kisii County. The study sought to establish the respondent's perception on management of public Secondary Schools. Responses were elicited from teachers, students and student councils on a 5-point likert scale of 1-5: where: 1–strongly disagree; 2–disagree; 3–moderately agree; 4–agree; 5–strongly agree. Analysis of the responses mean scores was conducted on the continuous scale <1.5 represents strongly disagree; with 1.5-2.5 disagree; while 2.5-3.5 given moderately agree; with 3.5- 4.5 being agree and finally >4.5 represented strongly agree. In order to achieve this variable, the responses from interviews and questionnaires were analyzed using thematic analysis and descriptive analysis.

#### 4.4.1 Students' views on Management of public Secondary Schools

A total of 9 indicators were used to assess students' views on management of public Secondary Schools and their responses elicited on a 5-point likert scale, shown in Table 4.8. Majority of the students 268 (75.5%) agreed that student leaders are involved in time management in schools, 23(6.5%) undecided and 64(18%) disagreed ( $M=3.81$ ;  $SD=1.20$ ). Most of the students 195(54.9%) agreed that student leaders are entrusted with full control of school time schedules even in absence of teachers and administration, with 125(35.2%) disagreed and 35(9.9%) undecided ( $M=3.25$ ;  $SD=1.40$ ). Majority of students 246(69.3%) agreed that student leaders ensure students observe time keeping, 79(22.2%) disagreed and 30(8.5%) were undecided ( $M=3.68$ ;  $SD=1.34$ ).

Most of the students 246(69.3%) agreed that student leaders are involved in time keeping to ensure seriousness in school timetable is taken, with 87(24.5%) disagreed and 24(6.8%) undecided ( $M=3.66$ ;  $SD=1.34$ ). Majority of students 244(68.8%) agreed that student leaders supervise other students to ensure duties such as cleaning the school compound, 38(10.7%) disagreed and 9(2.5%) were undecided ( $M=4.19$ ;  $SD=1.10$ ). Most of students 258(72.7%) agreed that student leaders supervise other students in taking care of the environment, with 78(22%) disagreed and 19(5.4%) were undecided ( $M=3.72$ ;  $SD=1.32$ ). Majority of students 263(74.1%) agreed that student leaders supervise meals especially during breakfast, tea, lunches and supper with, 68(19.2%) disagreed and 24(6.8%) were undecided ( $M=3.89$ ;  $SD=1.32$ ).

**Table 4.8 Students' views on Management of public Secondary Schools**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student leaders are involved in time management in schools	268	75.5	23	6.5	64	18	3.81	0.06	1.20
Student leaders are entrusted with full control of school time schedules even in absence of teachers and administration	195	54.9	35	9.9	125	35.2	3.25	0.07	1.40
Student leaders ensure students observe time keeping	246	69.3	30	8.5	79	22.2	3.68	0.07	1.34
Student leaders are involved in time keeping to ensure seriousness in school timetable is taken	244	68.8	24	6.8	87	24.5	3.66	0.07	1.34
Student leaders supervise other students to ensure duties such as cleaning the school compound	308	86.7	9	2.5	38	10.7	4.19	0.06	1.10
Student leaders supervise other students in taking care of the environment	258	72.7	19	5.4	78	22	3.72	0.07	1.32
Student leaders supervise preps around the study areas like the library and the laboratories	106	29.8	35	9.9	214	60.3	2.50	0.08	1.43
Student leaders supervise games by making sure that students are in the field	167	47.1	26	7.3	162	45.7	2.90	0.08	1.45
Student leaders supervise meals especially during breakfast, tea, lunches and supper	263	74.1	24	6.8	68	19.2	3.89	0.07	1.32
<b>Mean</b>							<b>3.51</b>	<b>0.05</b>	<b>0.89</b>

Majority of the students 214 (60.3%) disagreed that student leaders supervise preps around the study areas like the library and the laboratories, 35(9.9%) undecided and 106(29.8%) agreed ( $M=2.5$ ;  $SD=1.43$ ). At least 167(47.1%) of the students agreed that student leaders supervise games by making sure that students are in the field, with 162(45.7%) disagreed and 26(7.3%) undecided ( $M=2.9$ ;  $SD=1.45$ ). From the findings of the study, responses to the indicators of management of public Secondary Schools in Kisii County had an overall mean of 3.51 and a standard deviation of 0.89. This shows that students agreed on the management of public Secondary Schools in Kisii County by involving student leaders.

#### **4.4.2 Student Councils' views on Management of public Secondary Schools**

A total of 11 indicators were used to assess student councils' views on management of public Secondary Schools and their responses elicited on a 5-point likert scale are summarized in Table 4.9. Majority of the student leaders (or student council 239(91.9%) agreed that they are involved in time management in schools, 7(2.7%) undecided and 14(5.4%) disagreed ( $M=4.2$ ;  $SD=0.84$ ). Most of the student leaders 211(81.1%) agreed that they are entrusted with full control of school time schedules even in absence of teachers and administration, with 36(13.8%) disagreed and 13(5%) undecided ( $M=3.95$ ;  $SD=1.07$ ). Majority of student leaders 209(80.3%) agreed that they ensure students observe time keeping, 34(13.1%) disagreed and 17(6.5%) were undecided ( $M=3.94$ ;  $SD=1.07$ ).

Most of student leaders 258(72.7%) agreed that they are controlling students not to skip classes, with 78(22%) disagreed and 19(5.4%) were undecided ( $M=3.72$ ;  $SD=1.32$ ). Majority of student leaders 263(74.1%) agreed that student leaders supervise meals



especially during breakfast, tea, lunches and supper with, 68(19.2%) disagreed and 24(6.8%) were undecided ( $M=3.89$ ;  $SD=1.32$ ). Most of the student leaders 153(58.8%) agreed that they supervise other students in taking care of the environment including watering young trees and flowers in the compound, with 72(27.7%) disagreed and 35(13.5%) undecided ( $M=3.41$ ;  $SD=1.31$ ).

At least 128(49.2%) of student leaders agreed that they supervise preps around the study areas like the library and the laboratories, 100(38.4%) disagreed and 32(12.3%) were undecided ( $M=3.10$ ;  $SD=1.31$ ). Most of student leaders 160(61.6%) agreed that they supervise games by making sure that students in the field, with 79(30.3%) disagreed and 21(8.1%) were undecided ( $M=3.41$ ;  $SD=1.32$ ). Majority of student leaders 226(87%) agreed that they supervise meals especially during breakfast, tea, lunches and supper, 23(8.8%) disagreed and 11(4.2%) were undecided ( $M=4.20$ ;  $SD=1.02$ ).

Most of the student leaders 199(76.5%) agreed that they were involved in time keeping to ensure seriousness in school timetable is taken, with 43(16.6%) disagreed and 18(6.9%) were undecided ( $M=3.93$ ;  $SD=1.20$ ). Majority of student leaders 217(83.4%) agreed that the school's smooth running by ensuring order in school programs, 26(10%) disagreed and 17(6.5%) were undecided ( $M=4.15$ ;  $SD=0.99$ ). Most of student leaders 216(83%) agreed that they were involved in time keeping to ensure seriousness in school timetable was taken, with 30(11.5%) disagreed and 14(5.4%) were undecided ( $M=4.13$ ;  $SD=1.04$ ). Majority of student leaders 241(92.7%) agreed that they supervise other students to ensure duties such as cleaning the school compound, 9(3.4%) disagreed and 10(3.8%) were undecided ( $M=4.43$ ;  $SD=0.80$ ).

**Table 4.9 Student councils' views on Management of public Secondary Schools**

	<b>Agree</b>		<b>Undecided</b>		<b>Disagree</b>		<b>Mean</b>	<b>Std error</b>	<b>SD</b>
	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>	<b>Freq</b>	<b>%</b>			
We are involved in time management in schools	239	91.9	7	2.7	14	5.4	4.20	0.05	0.84
We are entrusted in full control of school time schedules even in absence of teachers and administration	211	81.1	13	5.0	36	13.8	3.95	0.07	1.07
I ensure increase students' time keeping	209	80.3	17	6.5	34	13.1	3.94	0.07	1.07
We are controlling students not to skip classes	199	76.5	18	6.9	43	16.6	3.93	0.07	1.20
School's smooth running by ensuring order in school programs	217	83.4	17	6.5	26	10	4.15	0.06	0.99
I am Involved in time keeping to ensure seriousness in school timetable is taken	216	83	14	5.4	30	11.5	4.13	0.06	1.04
We supervise other students to ensure duties such as cleaning the school compound	241	92.7	10	3.8	9	3.4	4.43	0.05	0.80
We supervise other students in taking care of the environment including watering young trees and flowers in the compound	153	58.8	35	13.5	72	27.7	3.41	0.08	1.31
We supervise preps around the study areas like the library and the laboratories	128	49.2	32	12.3	100	38.4	3.10	0.08	1.31
We supervise games by making sure that students in the field	160	61.6	21	8.1	79	30.3	3.41	0.08	1.32
We supervise meals especially during breakfast, tea, lunches and supper	226	87	11	4.2	23	8.8	4.20	0.06	1.02
<b>Mean</b>							<b>3.90</b>	<b>0.04</b>	<b>0.59</b>

From the findings of the study, responses to the indicators of management of public Secondary Schools in Kisii County had an overall mean of 3.90 and a standard deviation of 0.59. This shows that students councils agreed on the management of public Secondary Schools in Kisii County.

#### **4.4.3 Teachers' views on Management of public Secondary Schools**

A total of 11 indicators were used to assess teacher's views on management of public Secondary Schools and their responses elicited on a 5-point Likert scale are summarized in Table 4.10. Majority of the teachers 235(82.5%) agreed that student councils are involved in time management in schools, with 44(15.5%) undecided and 6(2.1%) disagreed ( $M=3.81$ ;  $SD=1.09$ ). Most of the teachers 155(54.3%) agreed that student councils are entrusted in full control of school time schedules even in the absence of teachers and administration, with 97(34.1%) disagreed and 33(11.6%) undecided ( $M=3.21$ ;  $SD=1.30$ ).

Majority of teachers 203(71.3%) agreed that student councils ensure students observe time keeping, with 66(23.1%) disagreed and 16 (5.6%) were undecided ( $M=3.64$ ;  $SD=1.17$ ). Majority teachers 214(75.1%) agreed that student leaders ensure School's smooth running by ensuring order in school programs, with 49(17.2%) disagreed and 22(7.7%) were undecided ( $M=3.72$ ;  $SD=1.07$ ). Most of the teachers 223(78.3%) agreed that student council involvement in time keeping to ensure seriousness in school timetable is taken, with 45(15.8%) disagreed and 17(6%) undecided ( $M=3.82$ ;  $SD=1.05$ ). Majority of teachers 253(88.8%) agreed that student council supervising other students to ensure duties such as cleaning the school compound, with 19(6.7%) disagreed and 13(4.6%) were undecided ( $M=4.20$ ;  $SD=0.94$ ).

**Table 4.10 Teachers views on Management of public Secondary Schools**

	Agree		Undecided		Disagree		Mean	Std	SD
	Freq	%	Freq	%	Freq	%		error	
Student councils are involved in time management in schools	235	82.5	6	2.1	44	15.5	3.81	0.06	1.09
Student councils are entrusted in full control of school time schedules even in the absence of teachers and administration	155	54.3	33	11.6	97	34.1	3.21	0.08	1.30
Student councils ensure students observe time keeping	203	71.3	16	5.6	66	23.1	3.64	0.07	1.17
Student councils are involved in controlling students not to skip classes	140	49.1	27	9.5	118	41.4	3.09	0.07	1.26
Ensure School's smooth running by ensuring order in school programs	214	75.1	22	7.7	49	17.2	3.72	0.06	1.07
Involvement in time keeping to ensure seriousness in school timetable is taken	223	78.3	17	6.0	45	15.8	3.82	0.06	1.05
Supervising other students to ensure duties such as cleaning the school compound	253	88.8	13	4.6	19	6.7	4.20	0.06	0.94
Supervise other students in taking care of the environment including watering young trees and flowers in the compound	208	73	23	8.1	54	18.9	3.68	0.07	1.14
Supervise preps around the study areas like the library and the laboratories,	136	47.7	33	11.6	116	40.7	3.06	0.08	1.29
Supervise games by making sure that students are in the field	185	64.9	20	7.0	80	28.1	3.47	0.07	1.23
Supervise meals especially during breakfast, tea, lunches and supper	242	84.9	6	2.1	37	13	4.00	0.06	1.08
<b>Mean</b>							<b>3.61</b>	<b>0.05</b>	<b>0.77</b>

Most of teachers 208(73%) agreed that student council supervise other students in taking care of the environment including watering young trees and flowers in the compound, with 54(18.9%) disagreed and 23(8.1%) were undecided ( $M=3.68$ ;  $SD=0.07$ ). Majority of teachers 185(64.9%) agreed that student council supervise games by making sure that students are in the field, with 80(28.1%) disagreed and 20(7%) were undecided ( $M=3.47$ ;  $SD=0.07$ ). Most of teachers 242(84.9%) agreed that student leaders supervise meals especially during breakfast, tea, lunches and supper, with 37(13%) disagreed and 6(2.1%) were undecided ( $M=4.00$ ;  $SD=0.06$ ).

At least 136(47.7%) of teachers agreed that student councils supervise preps around the study areas like the library and the laboratories, 116(40.7%) disagreed and 33(11.6%) were undecided ( $M=3.06$ ;  $SD=1.29$ ). At least 140(49.1%) of the teachers agreed that student councils are involved in controlling students not to skip classes, with 118(41.4%) disagreed and 27(9.5%) were undecided ( $M=3.09$ ;  $SD=1.26$ ). From the findings of the study, responses to the indicators of management of public Secondary Schools in Kisii County had an overall mean of 3.61 and a standard deviation of 0.77. This shows that teachers agreed on the management of public Secondary Schools in Kisii County.

All the Sub County Director of Education interviewed rated the state of discipline in the schools under their jurisdiction to be fair with traces of indiscipline cases. The situation at the moment is calm though in some schools' students demand for half term. The Sub County Director of Education interviewed rated the most common types of indiscipline experienced in Secondary Schools comprise of truancy, absenteeism and drug and substance abuse. Other identified were students sneaking, bullying, stealing, failure to do homework, cheating in exams and boy-girl relationships

Majority of the Sub County Director of Education interviewed (seven out of eleven) had experienced student unrests/strikes in the last three years. The incidences of student unrests/strikes were either once, thrice and four times in the last three years. The causes of student unrest in schools that had experience incidences of student unrests/strikes once comprised of student's grievances are not handled in good time, incitement from other students, incitement from the community against school principal and deployment of new principal.

The causes of student unrest in schools that had experience incidences of student unrests/strikes thrice were insufficient food, refusal to sit for exams, lack of power supply to the school and change of administration. The causes of student unrest in schools that had experience incidences of student unrests/strikes four times were overstaying of principal/transfer in one station, protesting transfer of the deputy principal, Strict enforcement of school rules, community interference and punishing of student council members. All the Sub County Director of Education, interviewed rated the level of students' participation in making decisions in those schools that had unrests/strikes to be very minimal and principal then had never involved learners in decision making.

#### **4.5 Effect of Student Councils' Involvement in Communication on Management of Public Secondary Schools**

The first objective was to establish the Effect of Student councils' involvement in communication on management of public Secondary Schools in Kisii County. This objective was analyzed using descriptive statistics (frequency, percent, mean, and standard deviation) and inferential statistics (pearson product moment correlation analysis and linear regression). The responses of the students, student leaders and teacher

questionnaires were analyzed using descriptive statistics. However, the Principals and Sub County Directors of Educations' interviews analyzed using thematic analysis.

#### **4.5.1 Students' views on student councils' involvement in communication between students and administration**

A total of 9 statements were used to establish the students' views on student councils' involvement in communication between students and administration in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.11. Majority of the students 243(68.4%) agreed that student leaders promote positive communication between students and school management, with 23(6.5%) undecided and 89(25.1%) disagreed ( $M=3.54$ ;  $SD=1.34$ ). Most of the students 225(63.3%) agreed that student leaders promote good discipline of learners through meetings and discussions, with 101(28.5%) disagreed and 29(8.2%) undecided ( $M=3.48$ ;  $SD=1.39$ ).

Majority of the students 194(54.6%) agreed that student leaders use communication channels to discuss our fears and frustrations, with 30(8.5%) undecided and 131(36.9%) disagreed ( $M=3.20$ ;  $SD=1.42$ ). Most of the students 219(61.7%) agreed that student leaders communicate to student's views regarding welfare programmes, with 47(13.2%) disagreed and 49(13.8%) undecided ( $M=3.41$ ;  $SD=1.30$ ). Majority of the students 218(61.5%) agreed that student leaders pass students' views regarding school management, with 34(9.6%) undecided and 103(29%) disagreed ( $M=3.42$ ;  $SD=1.39$ ). Most of the students 216(60.8%) agreed that student leaders air students' grievances to administration, with 100(28.2%) disagreed and 39(11%) undecided ( $M=3.46$ ;  $SD=1.38$ ).

**Table 4.11 Students views on student councils' involvement in communication between students and administration**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student leaders promote positive communication between students and school management	243	68.4	23	6.5	89	25.1	3.54	0.07	1.34
Student leaders promote good discipline of learners through meetings and discussions	225	63.3	29	8.2	101	28.5	3.48	0.07	1.39
Student leaders use communication channels to discuss our fears and frustrations	194	54.6	30	8.5	131	36.9	3.20	0.08	1.42
Student leaders participate freely in disciplinary meetings with school authority	172	48.5	48	13.5	135	38	3.11	0.08	1.43
Student leaders communicate to students views regarding Welfare programmes	219	61.7	49	13.8	47	13.2	3.41	0.07	1.30
Student leaders pass students' views regarding school management	218	61.4	34	9.6	103	29	3.42	0.07	1.39
Student leaders evaluate student-teacher relationship	167	47.1	49	13.8	139	39.1	3.03	0.07	1.41
Student leaders air students' grievances to administration	216	60.8	39	11.0	100	28.2	3.46	0.07	1.38
Student leaders report student disciplinary cases to administration	278	78.3	21	5.9	56	15.8	3.95	0.07	1.23
<b>Mean</b>							<b>3.40</b>	<b>0.04</b>	<b>0.84</b>

Majority of the students 278(78.3%) agreed that student leaders report student disciplinary cases to administration, with 21(5.9%) undecided and 56(15.8%) disagreed ( $M=3.95$ ;  $SD=1.23$ ). At least 172(48.5%) of students agreed that student leaders participate freely in disciplinary meetings with school authority, with 135(38%)



disagreed and 48(13.5%) undecided ( $M=3.11$ ;  $SD=1.43$ ). At least 167(47.1%) of students agreed that student leaders evaluate student-teacher relationship, with 139(39.1%) disagreed and 49(13.8%) undecided ( $M=3.03$ ;  $SD=1.41$ ).

From the findings of the study, responses to the indicators of student councils' involvement in communication between students and administration in Kisii County had an overall mean of 3.40 and a standard deviation of 0.84. This shows that students were not sure on the student councils' involvement in communication between students and administration in Kisii County. This infers that student councils were not involved by the administration in communication in the management of public Secondary Schools.

#### **4.5.2 Student councils' views on their involvement in communication between students and administration**

A total of 13 statements were used to establish the student councils' involvement in communication between students and administration in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.12. Majority of the student councils 206(78.7%) agreed that they promote positive communication with educators and school management, with 25(9.6%) undecided and 29(11.2%) disagreed ( $M=3.95$ ;  $SD=1.06$ ). Most of the student councils 205(78.8%) agreed that they promote good discipline of learners through meetings and discussions, with 36(13.9%) disagreed and 19(7.3%) undecided ( $M=3.93$ ;  $SD=1.06$ ).

Majority of the student councils 167(64%) agreed that they use communication channels to discuss our fears and frustrations, with 27(10.4%) undecided and 66(25.4%) disagreed ( $M=3.52$ ;  $SD=1.37$ ). Most of the student councils 152(58.4%) agreed that they participate freely in disciplinary meetings with school authority, with 82(31.5%)

disagreed and 26(10%) undecided ( $M=3.39$ ;  $SD=1.37$ ). Majority of the student councils 204(78.5%) agreed that they present students' problems, to the management with 13(5%) undecided and 43(16.6%) disagreed ( $M=3.93$ ;  $SD=1.18$ ).

Most of the student councils 195(75%) agreed that they present students' views regarding welfare programmes, with 41(15.8%) disagreed and 24(9.2%) undecided ( $M=3.83$ ;  $SD=1.14$ ). Majority of the student councils 188(62.3%) agreed that they pass students' views regarding school management, with 27(10.4%) undecided and 45(17.3%) disagreed ( $M=3.76$ ;  $SD=1.21$ ). Most of the student councils 177(68.1%) agreed that they evaluate student-teacher relationship, with 54(20.7%) disagreed and 29(11.2%) undecided ( $M=3.63$ ;  $SD=1.30$ ). Majority of the student councils 159(61.2%) agreed that they hold regular meetings with school administration, with 29(11.2%) undecided and 72(27.7%) disagreed ( $M=3.50$ ;  $SD=1.28$ ).

Most of the student councils 146(56.2%) agreed that they air students' grievances to administration and 32(12.3%) disagreed ( $M=3.88$ ;  $SD=1.09$ ). Majority of the student councils 182(70%) agreed that they address students' emotional and personal needs, with 23(8.8%) undecided and 55(21.1%) disagreed ( $M=3.73$ ;  $SD=1.24$ ). Most of the student councils 233(89.6%) agreed that they report disciplinary cases to administration, with 17(6.6%) disagreed and 10(3.8%) undecided ( $M=4.29$ ;  $SD=0.93$ ). Majority of the student councils 195(75%) agreed that they enhance positive students' behavior and positive relationship with SC, with 30(11.5%) undecided and 35(13.4%) disagreed ( $M=3.97$ ;  $SD=1.12$ ).

**Table 4.12 Student councils' views on their involvement in communication between students and administration**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
We promote positive communication with educators and school management	206	79.2	25	9.6	29	11.2	3.95	0.07	1.06
We promote good discipline by holding regular learners' meetings and discussion	205	78.8	19	7.3	36	13.9	3.93	0.07	1.06
We use communication channels to discuss learners' fears and frustrations	167	64.2	27	10.4	66	25.4	3.52	0.08	1.37
We participate freely in disciplinary meetings with school authority	152	58.4	26	10.0	82	31.5	3.39	0.08	1.37
We present students' problems to the management	204	78.5	13	5.0	43	16.6	3.93	0.07	1.18
We present students' views regarding welfare programmes	195	75	24	9.2	41	15.8	3.83	0.07	1.14
We pass students' views regarding school management	188	72.3	27	10.4	45	17.3	3.76	0.08	1.21
We evaluate student-teacher relationship	177	68.1	29	11.2	54	20.7	3.63	0.08	1.30
We hold regular meetings with school administration	159	61.2	29	11.2	72	27.7	3.50	0.08	1.28
We are airing students' grievances to administration	146	56.2			32	12.3	3.88	0.07	1.09
We address students' emotional and personal needs	182	70	23	8.8	55	21.1	3.73	0.08	1.24
We report disciplinary cases to administration	233	89.6	10	3.8	17	6.6	4.29	0.06	0.93
We enhance positive students' behavior and positive relationship with SC	195	75	30	11.5	35	13.4	3.97	0.07	1.12
<b>Mean</b>							<b>3.79</b>	<b>0.04</b>	<b>0.69</b>

From the findings of the study, responses to the indicators of student councils' involvement in communication between students and administration in Kisii County had an overall mean of 3.79 and a standard deviation of 0.69. This shows that student councils agreed on their involvement in communication between students and administration in Kisii County.

#### **4.5.3 Teachers' views on the student councils' involvement in communication between students and administration**

A total of 13 statements were used to establish the teachers' views on student councils' involvement in communication between students and administration in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.13. Majority of the teachers 228(80.1%) agreed that student leaders promote positive communication with educators and school management, with 22(7.7%) undecided and 35(12.3%) disagreed ( $M=3.86$ ;  $SD=1.01$ ).

Most of the teachers 198(69.5%) agreed that student leaders promote good discipline of learners through meetings and discussions, with 58(20.3%) disagreed and 29(10.2%) undecided ( $M=3.60$ ;  $SD=1.1$ ). Majority of the teachers 201(70.5%) agreed that student leaders use communication channels to discuss our fears and frustrations, with 33(11.6%) undecided and 51(17.9%) disagreed ( $M=3.67$ ;  $SD=1.10$ ). Most of the teachers 166(58.2%) agreed that student leaders participate freely in disciplinary meetings with school authority, with 84(29.5%) disagreed and 35(12.3%) undecided ( $M=3.38$ ;  $SD=1.23$ ). Majority of the teachers 231(81%) agreed that student leaders present students' problems, with 22(7.7%) undecided and 32(11.2%) disagreed ( $M=3.95$ ;  $SD=0.97$ ).

**Table 4.13 Teachers views on their involvement in communication between students and administration**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student councils promote positive communication with educators and school management	228	80.1	22	7.7	35	12.3	3.86	0.06	1.01
Student councils promote good discipline by holding regular learners' meetings and discussion	198	69.5	29	10.2	58	20.3	3.60	0.07	1.10
Student councils use communication channels to discuss learners' fears and frustrations	201	70.5	33	11.6	51	17.9	3.67	0.06	1.10
Student councils participate freely in disciplinary meetings with school authority	166	58.2	35	12.3	84	29.5	3.38	0.07	1.23
Present students' problems	231	81	22	7.7	32	11.2	3.95	0.06	0.97
Present students' views regarding welfare programmes	228	80	26	9.1	31	10.9	3.91	0.06	0.99
Passing students' views regarding school management	206	72.3	32	11.2	47	16.5	3.71	0.06	1.08
Evaluating student-teacher relationship	167	58.6	49	17.2	69	24.2	3.40	0.06	1.09
Holding regular meetings with school administration	197	69.1	29	10.2	59	20.7	3.63	0.07	1.13
Airing students' grievances to administration	212	74.4	35	12.3	38	13.3	3.85	0.06	1.06
Addresses students' emotional and personal needs	190	66.7	35	12.3	60	21	3.56	0.07	1.11
Reporting disciplinary cases to administration	237	83.2	22	7.7	26	9.2	4.00	0.05	0.90
Enhances positive students' behavior and positive relationship with SC	214	75.1	31	10.9	40	14	3.78	0.06	1.04
<b>Mean</b>							<b>3.72</b>	<b>0.04</b>	<b>0.71</b>

Most of the teachers 228(80%) agreed that student leaders present students' views regarding welfare programmes, with 31(10.93%) disagreed and 26(9.1%) undecided

( $M=3.91$ ;  $SD=0.99$ ). Majority of the teachers 206(72.3%) agreed that student leaders pass students' views regarding school management, with 32(11.2%) undecided and 47(16.5%) disagreed ( $M=3.71$ ;  $SD=1.08$ ). Most of the teachers 167(58.6%) agreed that student leaders evaluate student-teacher relationship, with 69(24.2%) disagreed and 49(17.2%) undecided ( $M=3.40$ ;  $SD=1.09$ ). Majority of the teachers 197(69.1%) agreed that student leaders hold regular meetings with school administration, with 29(10.2%) undecided and 59(20.7%) disagreed ( $M=3.63$ ;  $SD=1.13$ ).

Most of the teachers 212(74.4%) agreed that student leaders air students' grievances to the administration, with 38(13.3%) disagreed and 35(12.3%) undecided ( $M=3.85$ ;  $SD=1.07$ ). Majority of the teachers 190(66.7%) agreed that student leaders address students' emotional and personal needs, with 35(12.3%) undecided and 60(21%) disagreed ( $M=3.56$ ;  $SD=1.11$ ). Most of the teachers 227(83.2%) agreed that student leaders report disciplinary cases to administration, with 26(9.2%) disagreed and 22(7.7%) undecided ( $M=4.00$ ;  $SD=0.90$ ). Majority of the teachers 214(75.1%) agreed that student leaders enhances positive students' behavior and positive relationship with SC, with 31(10.9%) undecided and 40(14%) disagreed ( $M=3.78$ ;  $SD=1.04$ ).

From the findings of the study, responses to the indicators of student councils' involvement in communication between students and administration in Kisii County had an overall mean of 3.72 and a standard deviation of 0.71. This shows that teachers agreed on student councils' involvement in communication between students and administration in Kisii County.

The interviews were conducted among the principals in public Secondary Schools in Kisii County to establish ways student council help link students to the school

management. The findings were analyzed based on the themes emanating from their response. One of the principals stated that “they help inform on matters affecting students, they assist on disseminating information, they supervise programs on the absence of teachers, Convey the students’ concerns to the administration, give feedback and explains the students’ concerns in the school”.

One of the principals stated that the “student council obtain student problems during class meetings, dorm meetings and communicate to administration. Other students communicate to administration through the council members”. One of the principals stated that the student council “communicate student problems to school management, report cases of indiscipline to school management, ensure school policies and rules are observed by the students.”

One of the principals stated that the student council “through meetings, they talk on behalf of others (Barazas, Assemblies), informing administration about student grievances, reporting welfare matters to the administration, providing feedback from parents, teachers, support staff to the students”. Therefore, link with other students by disseminating information and giving feedback to the management. One of the principals stated that the student council “in their weekly meetings, they pass on issues raised by the students to the school administration which helps in timely interventions.” It assists in disseminating the decisions made and is able to give the required feedback.

This finding agrees with, Chemutai and Chumba (2014), student councils should report issues such as quality of meals, poor facilities, unfair policies and rules, poor hygiene,

lack of water and teachers missing lessons with a view to reducing student discontent. In the case of this study, many issues were largely not communicated by student councils.

#### **4.5.4 Regression analysis between student councils' involvement in communication and management of public Secondary Schools**

A linear regression model was used to explore the effect of student councils' involvement in communication and management of public Secondary Schools. From the model, ( $R^2 = .525$ ) showed that student councils' involvement in communication account for 52.5% variation in management of public Secondary Schools. The  $R^2$  represented the measure of variability in management of public Secondary Schools that communication accounted for. The communication predictor used in the model captured the variation in the management of public Secondary Schools as shown in Table 4.14.

**Table 4.14 Model Summary on student councils' involvement in communication and management of public Secondary Schools**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.724 <sup>a</sup>	.525	.523	.53001

a. Predictors: (Constant), Communication

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.15). The regression model with student councils' involvement in communication as a predictor was significant ( $F=312.27$ ,  $p$  value =0.000) shows that there is a significant relationship between student councils' involvement in communication and management of public Secondary Schools.



**Table 4.15 Analysis of Variance on communication and management of public Secondary Schools**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	87.720	1	87.720	312.271	.000 <sup>b</sup>
	Residual	79.497	283	.281		
	Total	167.217	284			

a. Dependent Variable: Management

b. Predictors: (Constant), Communication

In addition, the  $\beta$  coefficients for student councils' involvement in communication as independent variable were generated from the model, in order to test the hypotheses under study. Table 4.16 shows the estimates of  $\beta$ -value and gives contribution of the predictor to the model. The  $\beta$ -value for student councils' involvement in communication had a positive coefficient, depicting positive relationship with management of public Secondary Schools as summarized in the model as:

$$Y = .713 + 0.780X_1 + \varepsilon \dots\dots\dots \text{Equation 4.1}$$

**Where:** Y = Management of public Secondary Schools,  $X_1$  = Communication,  $\varepsilon$  = error term

From the findings the t-test associated with  $\beta$ -values was significant and the student councils' involvement in communication predictor was making a significant contribution to the model. The coefficients result in table 4.16 showed that the predicted parameter in relation to the independent factor was significant ( $\beta_1 = 0.780$ ;  $P < 0.05$ ).

**Table 4.16 Student councils' involvement in communication and management of public Secondary Schools' coefficients**

<b>Model</b>	<b>Unstandardized Coefficients</b>	<b>Standardized</b>	<b>t</b>	<b>Sig.</b>
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	Coefficients				
	B	Std. Error	Beta		
1 (Constant)	.713	.167		4.273	.000
Communication	.780	.044	.724	17.671	.000

a. Dependent Variable: Management

The study hypothesized that there is no statistically significant effect of student councils' involvement in communication on management of public Secondary Schools. The study findings depicted that there was a positive statistically significant effect of student councils' involvement in communication on management of public Secondary Schools ( $\beta_1=0.780$  and  $p$  value  $<0.05$ ).

The null hypothesis (**H<sub>01</sub>**) that stated there was no statistically significant relationship between student councils' involvement in communication and management of public Secondary Schools in Kisii County was rejected. It was concluded that there was statistically significant relationship between student councils' involvement in communication and management of public Secondary Schools in Kisii County. Therefore, an increase in student councils' involvement in communication led to an enhanced in management of public Secondary Schools.

A student councils' involvement in communication had a significant effect on management of public Secondary Schools. This implies that for each increase in student councils' involvement in communication, there was enhanced management of public Secondary Schools. This agrees with Kiprop (2012) that limited communication among students and the management is the main cause of indiscipline case. This implies that communication roles played by student councils could curb the frequency of student

unrests. If student councils do not play their communication roles effectively, students could resort to unrests to vent their frustration and anger in the school.

#### 4.5.5 Correlation analysis on communication and management of public Secondary Schools

Pearson's moment correlation was used to establish the Effect of Student councils' involvement in communication and management of public Secondary Schools in Kisii County. There was a significant positive and strong relationship between student councils' involvement in communication ( $r= 0.724$ ,  $p =0.000$ ) and management of public Secondary Schools as shown in Table 4.17. Therefore, an increased student councils' involvement in communication led to improvement in management of public Secondary Schools.

**Table 4.17 Correlation between student councils' involvement in communication and management of public Secondary Schools**

		Management	Communication
<b>Management</b>	Pearson Correlation	1	.724**
	Sig. (2-tailed)		.000
<b>Communication</b>	Pearson Correlation	.724**	1
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=285

An increase in student councils' involvement in communication led to improvement in management of public Secondary Schools. This indicates that the higher the frequency of communicating student complaints the more the effectiveness of school management. This agrees with Muli (2012) that school administration should put in place effective communication channels to link principals, deputy principals, students, and teachers and

support staff. Therefore, student councils should be effective in communicating students' problems to school authorities to prevent unrests.

#### **4.6 Effect of Student Councils' Involvement in student welfare activities on Management of Public Secondary Schools**

The second objective was to establish the Effect of Student councils' involvement in student welfare activities on management of public Secondary Schools in Kisii County.

This objective was analyzed using descriptive statistics (frequency, percent, mean, and standard deviation) and inferential statistics (pearson product moment correlation analysis and linear regression). The responses of the students, student leaders and teacher questionnaires were analyzed using descriptive statistics. However, the principals and sub County directors of education's interviews were analyzed using thematic analysis.

##### **4.6.1 Students' views on student councils' involvement in student welfare activities**

A total of 6 statements were used to establish the students' views on student councils' involvement in student welfare activities in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.18. Majority of the students 228(64.2%) agreed that student leaders discuss issues with the staff concerning school hygiene and sanitation, with 23(6.5%) undecided and 104(29.3%) disagreed ( $M=3.40$ ;  $SD=1.44$ ). Most of the students 247(69.6%) agreed that student leaders are important in maintaining the school hygiene and sanitation, with 88(24.7%) disagreed and 20(5.6%) undecided ( $M=3.61$ ;  $SD=1.39$ ). Majority of the students 259(72.9%) agreed that student leaders are given opportunity to help keep the school clean and safe without teachers' supervision, with 17(4.8%) undecided and 131(36.9%) disagreed ( $M=3.75$ ;  $SD=1.39$ ).

**Table 4.18 Students' views on student councils' involvement in student welfare activities**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student leaders discuss issues with the staff concerning school hygiene and sanitation	228	64.2	23	6.5	104	29.3	3.40	0.08	1.44
Student leaders are important in maintaining our hygiene and sanitation	247	69.6	20	5.6	88	24.7	3.61	0.07	1.39
Student leaders are given opportunity to help keep the school clean and safe without teachers' supervision.	259	72.9	17	4.8	79	22.2	3.75	0.07	1.39
Student leaders feel the maintenance of hygiene and sanitation was a total punishment to them.	95	26.8	24	6.8	236	66.5	2.32	0.08	1.47
Student leaders ensure the indiscipline students do cleaning activities in the school.	183	51.6	35	9.9	137	38.6	3.16	0.08	1.46
Student leaders are in-charge and serve as role models in maintaining cleanliness.	236	66.5	28	7.9	91	25.6	3.57	0.08	1.47
<b>Mean</b>							<b>3.30</b>	<b>0.04</b>	<b>0.81</b>

Most of the students 236(66.5%) disagreed that student leaders feel the maintenance of hygiene and sanitation was a total punishment to them, with 95(26.8%) agreed and 24(6.8%) undecided ( $M=2.32$ ;  $SD=1.47$ ). Majority of the students 183(51.6%) agreed that student leaders ensure the indiscipline students do cleaning activities in the school, with 35(9.9%) undecided and 137(38.6%) disagreed ( $M=3.16$ ;  $SD=1.46$ ). Most of the students 236(66.5%) agreed that student leaders are in-charge and serve as role models in

maintaining cleanliness, with 91(25.6%) disagreed and 28(7.9%) undecided ( $M=3.57$ ;  $SD=1.47$ ).

From the findings of the study, responses to the indicators of student councils' involvement in student welfare in Kisii County had an overall mean of 3.30 and a standard deviation of 0.81. This shows that students were not sure on student council involvement in student welfare in Kisii County. This implies that student councils were sometimes involved in student welfare activities

#### **4.6.2 Student councils' views on their involvement in student welfare activities**

A total of 9 statements were used to establish the student councils' views on the student councils' involvement in student welfare activities in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.19. Majority of the student councils 170(65.4%) agreed that they discuss issues with the staff concerning school hygiene and sanitation, with 14(5.4%) undecided and 14(5.4%) disagreed ( $M=3.49$ ;  $SD=1.44$ ).

Most of the student councils 229(88.1%) agreed that they are important in maintaining their school hygiene and sanitation, with 22(8.5%) disagreed and 9(3.5%) undecided ( $M=4.19$ ;  $SD=0.96$ ). Most of the student councils 232 (89.2%) agreed that the kitchen, latrines, classrooms and play grounds must have specific student in charge, with 19(7.3%) disagreed and 9(3.5%) undecided ( $M=4.37$ ;  $SD=0.95$ ). Majority of the student councils 236(90.8%) agreed that student leaders are given opportunity to help keep the school clean and safe without teachers' supervision, with 16(6.1%) undecided and 8(3.1%) disagreed ( $M=4.37$ ;  $SD=0.88$ ).

**Table 4.19 Student councils' views on their involvement in student welfare activities**

	Agree		Undecided		Disagree		Mean	Std	SD
	Freq	%	Freq	%	Freq	%		error	
We discuss issues with the staff concerning school hygiene, catering and sanitation	170	65.4	14	5.4	76	29.2	3.49	0.09	1.40
We are very important in maintaining hygiene and sanitation	229	88.1	9	3.5	22	8.5	4.19	0.06	0.96
Our kitchen, latrines, classrooms and play grounds have specific students in charge	232	89.2	9	3.5	19	7.3	4.37	0.06	0.95
We are given opportunity to help keep the school clean and safe without teachers' supervision.	236	90.8	8	3.1	16	6.1	4.37	0.05	0.88
Students always feel that maintenance of hygiene and sanitation is total punishment to them.	95	36.5	12	4.6	153	58.8	2.58	0.10	1.60
We ensure that indisciplined students take part in cleaning activities in the school.	197	75.8	22	8.5	41	15.8	3.87	0.07	1.14
Students in-charge must serve as role models in maintaining cleanliness.	242	93.1	5	1.9	13	5	4.43	0.05	0.88
Principals and teachers must appoint student to be in charge of hygiene and sanitation	208	80	11	4.2	41	15.8	4.07	0.07	1.18
Academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation.	172	66.1	14	5.4	74	28.5	3.61	0.09	1.44
<b>Mean</b>							<b>3.89</b>	<b>0.04</b>	<b>0.58</b>

Most of the student councils 153(58.8%) disagreed that students always feel the maintenance of hygiene and sanitation was a total punishment to them, with 95(36.5%) agreed and 12(4.6%) undecided ( $M=2.58$ ;  $SD=1.60$ ). Majority of the student councils 197(75.8%) agreed that they ensure that indiscipline students take part in cleaning activities in the school, with 22(8.5%) undecided and 41(15.8%) disagreed ( $M=3.87$ ;  $SD=1.14$ ).

Most of the student councils 242(93.1%) agreed that they are in-charge and must serve as role models in maintaining cleanliness, with 13(5%) disagreed and 5(1.9%) undecided ( $M=4.43$ ;  $SD=0.88$ ). Similarly, the findings concur with Murage, Mwaruvie and Njoka (2017) reputed that students' council are role models to students. In other words, behaving well is a result of social learning theory (Mgaya & Kamugisha, 2019). That is to say students behave in line with the behaviour of their leaders.

Majority of the student councils 208(80%) agreed that principals and teachers must appoint students to be in charge of hygiene and sanitation, with 11(4.2%) undecided and 41(15.8%) disagreed ( $M=4.07$ ;  $SD=1.18$ ). Most of the student councils 172(66.1%) agreed that academic performance should be considered when electing or appointing a student to be in charge of hygiene and sanitation, with 74(28.5%) disagreed and 14(5.4%) undecided ( $M=3.61$ ;  $SD=1.44$ ). From the findings of the study, responses to the indicators of student councils' involvement in student welfare in Kisii County had an overall mean of 3.89 and a standard deviation of 0.58. This shows that students council agreed on their involvement in student welfare activities in Kisii County.



#### **4.6.3 Teachers' views on the student councils' involvement in student welfare activities**

A total of 9 statements were used to establish the teacher's views on student councils' involvement in student welfare activities in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.20. Majority of the teachers 213(74.7%) agreed that student leaders discuss issues with the staff concerning school hygiene and sanitation, with 17(6%) undecided and 55(19.3%) disagreed ( $M=3.67$ ;  $SD=1.44$ ).

Most of the teachers 251(88.1%) agreed that student leaders are important in maintaining their school hygiene and sanitation, with 20(7.1%) disagreed and 14(4.9%) undecided ( $M=4.16$ ;  $SD=0.90$ ). Most of the teachers 245(86%) agreed that in some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge, with 26(9.2%) disagreed and 14(4.9%) undecided ( $M=4.16$ ;  $SD=1.05$ ). Majority of the teachers 218(76.5%) agreed that student leaders are given opportunity to help keep the school clean and safe without teachers' supervision, with 22(7.7%) undecided and 45(15.8%) disagreed ( $M=3.86$ ;  $SD=1.20$ ).

Most of the teachers 160(56.1%) disagreed that student leaders feel the maintenance of hygiene and sanitation was a total punishment to them, with 102(35.8%) agreed and 23(8.1%) undecided ( $M=2.66$ ;  $SD=1.37$ ). Majority of the teachers 202(70.9%) disagreed that they ensure that only indiscipline students take part in cleaning activities in the school, with 13(4.6%) undecided and 70(24.5%) agreed ( $M=2.24$ ;  $SD=1.30$ ).

**Table 4.20 Teachers' views on their involvement in student welfare activities**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student councils and staff discuss issues concerning school hygiene and sanitation	213	74.7	17	6.0	55	19.3	3.67	0.07	1.16
Student councils are very important in maintaining hygiene and sanitation	251	88.1	14	4.9	20	7.1	4.16	0.05	0.90
Some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge	245	86	14	4.9	26	9.2	4.16	0.06	1.05
Given opportunity student councils can help keep the school clean and safe without teachers' supervision.	218	76.5	22	7.7	45	15.8	3.86	0.07	1.20
Students feel that maintenance of hygiene and sanitation is total punishment to them.	102	35.8	23	8.1	160	56.1	2.66	0.08	1.37
Teachers ensure that only indiscipline students take part in cleaning activities in the school	70	24.5	13	4.6	202	70.9	2.24	0.08	1.30
Students in-charge must serve as role models in maintaining cleanliness.	245	86	11	3.9	29	10.2	4.16	0.06	1.01
Principals and teachers appoint student to be in charge of hygiene and sanitation	186	65.3	18	6.3	81	28.4	3.50	0.08	1.34
Academic performance should be considered when electing or appointing a student to be in charge of hygiene and sanitation.	184	64.6	17	6.0	84	29.5	3.52	0.08	1.34
<b>Mean</b>							<b>3.55</b>	<b>0.04</b>	<b>0.64</b>

Most of the teachers 245(86%) agreed that student leaders are in-charge and must serve as role models in maintaining cleanliness, with 29(10.2%) disagreed and 11(3.9%) undecided ( $M=4.16$ ;  $SD=1.01$ ). Majority of the teachers 186(65.3%) agreed that principals and teachers appoint student to be in charge of hygiene and sanitation, with 18(6.3%) undecided and 81(28.4%) disagreed ( $M=3.50$ ;  $SD=1.34$ ). Most of the teachers 184(64.6%) agreed that academic performance should be considered when electing or appointing a student to be in charge of hygiene and sanitation, with 84(29.5%) disagreed and 17(6%) undecided ( $M=3.52$ ;  $SD=1.34$ ). From the findings of the study, teachers' views responses to the indicators on student council involvement in student welfare in Kisii County had an overall mean of 3.55 and a standard deviation of 0.64. This shows that teachers agreed on student councils' involvement in student welfare activities in Kisii County.

One of the principals stated that student council “were involved in making school rules and routines, through formation of students welfare group, they are involved in barazas where they air their views positively, cleaning the school compound, participating in chapel program for their spiritual welfare. They discuss in Barazas their discipline issue, sanitation, academics, sports, spiritual nourishment etc. They come with suggestions but moderated by teachers”

One of the principals stated that student council “help in coming up with extra-curricular activities such as debates, clean-ups, pastoral programs and have their own leaders run.”

One of the principals stated that student council “involve students in school cleanliness, in the event of bereavement student contributions are done, creation of a kitty for the disadvantaged students, discussions and flexibility on weekly menu.”

The findings found that it was important to involve the students in management of students and welfare issues since this impact on them directly. In relation to management of student's welfare issues, the study established that students participated in decisions relating to formulation of school rules, selection of their leaders, setting achievement targets, sports, student discipline, diet and entertainment. In relation to the influence of student participation in school diet decision, the findings revealed that the head teachers, teachers and students were in agreement that the influence school management. This agrees with Tikoko & Kiprop (2011), that students were not involved in the making decisions about their welfare issues like diet, school routine.

#### **4.6.4 Regression analysis on student councils' involvement on welfare activities and management of public Secondary Schools**

A linear regression model was used to explore the effect of student councils' involvement in student welfare and management of public Secondary Schools as shown in Table 4.21.

**Table 4.21: Model Summary on student welfare and management of public Secondary Schools**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
<b>1</b>	.446 <sup>a</sup>	.199	.196	.68803

a. Predictors: (Constant), Welfare

From the model, ( $R^2 = .199$ ) showed that student councils' involvement in student welfare account for 19.9% variation in management of public Secondary Schools. The  $R^2$  represented the measure of variability in management of public Secondary Schools that student welfare accounted for. The student welfare predictor used in the model captured the variation in the management of public Secondary Schools.

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.22).

**Table 4.22: Analysis of Variance on student welfare and management of public Secondary Schools**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	33.250	1	33.250	70.240	.000 <sup>b</sup>
	Residual	133.967	283	.473		
	Total	167.217	284			

a. Dependent Variable: Management

b. Predictors: (Constant), Welfare

The regression model with student councils' involvement in student welfare as a predictor was significant (F=70.24, p value =0.000) shows that there is a significant relationship between student councils' involvement in student welfare and management of public Secondary Schools.

In addition, the  $\beta$  coefficients for student councils' involvement in student welfare as independent variable were generated from the model, in order to test the hypotheses under study. Table 4.23 shows the estimates of  $\beta$ -value and gives contribution of the predictor to the model. The  $\beta$ -value for student councils' involvement in student welfare had a positive coefficient, depicting positive relationship with management of public Secondary Schools.

The proposed model  $Y = \beta_0 + \beta_1 X_1 + \varepsilon$ ;

**Where:** Y = Management of public Secondary Schools,  $X_1$  = student welfare,  $\varepsilon$  = error term

This was substituted as summarized in the model below;

$$Y = 1.697 + 0.539X_1 + \varepsilon \dots\dots\dots \text{Equation 4.2}$$

From the findings the t-test associated with  $\beta$ -values was significant and student welfare predictor was making a significant contribution to the model. The coefficients result in table 4.23 showed that the predicted parameter in relation to the independent factor was significant ( $\beta_1 = 0.539$ ;  $P < 0.05$ ).

**Table 4.23: Student welfare and management of public Secondary Schools' coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		$\beta$	Std. Error	Beta		
1	(Constant)	1.697	.232		7.323	.000
	Welfare	.539	.064	.446	8.381	.000

a. Dependent Variable: Management

The study hypothesized that there is no significant effect of student councils' involvement in student welfare and management of public Secondary Schools. There was a positive statistically significant effect of student councils' involvement in student welfare and management of public Secondary Schools ( $\beta_2=0.539$  and P-value  $< 0.05$ ). Therefore, an increase in student councils' involvement in student welfare led to an enhanced management of public Secondary Schools. The null hypothesis ( $H_0$ ) was rejected. Therefore, student councils' involvement in student welfare had a significant effect on management of public Secondary Schools.

This implies that for each increase in student councils' involvement in student welfare, there was an improvement in management of public Secondary Schools. These findings

support those of Kilonzo, (2017) that found that involving Student Councils in decisions on student welfare activities influenced students discipline. Failure to involve students in school diet decisions has led to unrest in schools in the past. In most cases the students complain about the poor quality and little quantity of foods given in school. Such complains should not be ignored by the administration, teachers and even the parents. This agrees with Nzioki (2015) that Student councils create structures and mechanism to represent student views and that representing student welfare matters will create a good working environment suitable for learning which may in turn reduce cases of student unrests in schools.

#### **4.6.5 Correlation analysis on student welfare activities and management of Public Secondary Schools**

Pearson's moment correlation was used to establish the Effect of Student councils' involvement in student welfare activities and management of public Secondary Schools in Kisii County as shown in Table 4.24.

**Table 4.24 Correlation between student welfare activities and management of public Secondary Schools**

		<b>Management</b>	<b>Welfare</b>
<b>Management</b>	Pearson Correlation	1	.446**
	Sig. (2-tailed)		.000
<b>Welfare</b>	Pearson Correlation	.446**	1
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=285

There was a significant positive and weak relationship between student councils' involvement in student welfare activities ( $r= 0.446$ ,  $p =0.000$ ) and management of public Secondary Schools. Therefore, an increased student councils' involvement in student welfare activities led to improvement in management of public Secondary Schools. This

agrees with Kirera (2015) that student councils give guidelines to the rest of the students by setting objectives and proposing what should be done in order to meet the set rules and regulations. This concurs with Alexia (2014), that student councils ensure and safeguard the general welfare of students by acting as the voice of students, airing their grievances in order to create a conducive academic environment.

#### **4.7 Effect of Student Councils' Involvement in decision making on Management of Public Secondary Schools**

The third objective was to establish the Effect of Student councils' involvement in decision making on management of public Secondary Schools in Kisii County. This objective was analyzed using descriptive statistics (frequency, percent, mean, and standard deviation) and inferential statistics (pearson product moment correlation analysis and linear regression). The responses of the students, student leaders and teacher questionnaires were analyzed using descriptive statistics. However, the principals and Sub County Directors of Sub County Directors of Education' interviews were analyzed using thematic analysis.

##### **4.7.1 Students views on student councils' involvement in decision making**

A total of 11 statements were used to establish the students' views on student councils' involvement in decision making in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.25. Majority of the students 258(72.7%) agreed that student leaders take part in school governing activities, with 38(10.7%) undecided and 59(16.7%) disagreed ( $M=3.68$ ;  $SD=1.18$ ). Most of the students 202(56.9%) agreed that student leaders are important in maintaining our hygiene and sanitation, with 115(32.4%) disagreed and 38(10.7%) undecided ( $M=3.31$ ;  $SD=1.40$ ).



**Table 4.25 Students views on student councils' involvement in decision making**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student leaders take part in school governing activities	258	72.7	38	10.7	59	16.7	3.68	0.06	1.18
Student leaders ensure enforcement of school rules and regulations to the latter	202	56.9	38	10.7	115	32.4	3.31	0.07	1.40
Student leaders are equal partners in decision-making about discipline	198	55.8	35	9.9	122	34.3	3.19	0.07	1.37
Student leaders encourage fellow learners to participate and be responsible for the sound functioning of school	255	71.8	23	6.5	77	21.7	3.65	0.07	1.27
Student leaders conduct induction of new students to ensure they understand school rules and regulations	206	58.1	25	7.0	124	34.9	3.24	0.07	1.41
In extra-curricular activities student leaders ensure that discipline is maintained by all students	227	63.9	38	10.7	90	25.3	3.49	0.07	1.33
In curricula activities student leaders ensure that discipline is maintained by all students	217	61.2	44	12.4	94	26.5	3.45	0.07	1.27
Student leaders ensure fellow students understand the structures and concerns	208	58.6	47	13.2	100	28.2	3.39	0.07	1.28
Student leaders are entrusted with controlling classroom noisemaking issues	251	70.7	27	7.6	77	21.7	3.72	0.07	1.35
Student leaders ensure management of school rules by enforcing punishment to students on strict measures	127	35.8	29	8.2	199	56.1	2.59	0.08	1.51
Student leaders are involved in planning of school Menu	84	23.7	30	8.5	241	67.9	2.17	0.08	1.43
<b>Mean</b>							<b>3.26</b>	<b>0.04</b>	<b>0.79</b>

Majority of the students 198(55.6%) agreed that student leaders are equal partners in decision-making about discipline, with 35(9.9%) undecided and 122(34.3%) disagreed ( $M=3.19$ ;  $SD=1.37$ ). Majority of the students 255(71.8%) agreed that student leaders encourage fellow learners to participate and be responsible for the sound functioning of school, with 23(6.5%) undecided and 77(21.7%) disagreed ( $M=3.65$ ;  $SD=1.27$ ).

Most of the students 206(58.1%) agreed that student leaders conduct induction of new students to ensure they understand school rules and regulations, with 124(34.9%) disagreed and 25(7%) undecided ( $M=3.24$ ;  $SD=1.41$ ). Majority of the students 227(63.9%) agreed that extra-curricular activities student leaders ensure that discipline is maintained by all students, with 38(10.7%) undecided and 90(25.3%) disagreed ( $M=3.49$ ;  $SD=1.33$ ).

Most of the students 217(61.2%) agreed that curricula activities student leaders ensure that discipline is maintained by all students, with 94(26.5%) disagreed and 44(12.4%) undecided ( $M=3.45$ ;  $SD=1.27$ ). Majority of the students 208(58.6%) agreed that student leaders ensure fellow students understand the structures and concerns, with 47(13.2%) undecided and 100(28.2%) disagreed ( $M=3.39$ ;  $SD=1.28$ ). Most of the students 251(70.7%) agreed that student leaders are entrusted with controlling classroom noisemaking issues, with 77(21.7%) disagreed and 27(7.6%) undecided ( $M=3.72$ ;  $SD=1.35$ ).

Most of the students 199(56.1%) disagreed that student leaders ensure management of school rules by enforcing punishment to students on strict measures, with 127(35.8%) agreed and 29(8.2%) undecided ( $M=2.59$ ;  $SD=1.51$ ). Most of the students 241(67.9%)

disagreed that student leaders are involved in planning of school Menu, with 84(33.7%) agreed and 30(8.5%) undecided ( $M=2.17$ ;  $SD=1.43$ ). From the findings of the study, students view responses to the indicators on student council involvement in decision making in Kisii County had an overall mean of 3.26 and a standard deviation of 0.79. This shows that students were not sure on student council involvement in decision making in Kisii County.

#### **4.7.2 Student councils' views on their involvement in decision making**

A total of 17 statements were used to establish the student councils' views on their involvement in decision making in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.26. Majority of the student councils' 175(67.3%) agreed that they took part take part in school governing body activities, with 34(13.1%) undecided and 51(19.8%) disagreed ( $M=3.63$ ;  $SD=1.21$ ). Majority of the student councils' 195(75%) agreed that they ensure enforcement of school rules and regulations to the latter, with 29(11.2%) undecided and 36(13.9%) disagreed ( $M=3.82$ ;  $SD=1.03$ ).

Most of the Student Council's 152(58.5%) agreed that they are equal partners in decision-making about discipline, with 34(13.1%) undecided and 74(28.5%) disagreed ( $M=3.41$ ;  $SD=1.29$ ). Most of the student councils' 217(83.4%) agreed that they encourage fellow learners to participate and are responsible for the sound functioning of school, with 21(8.1%) disagreed and 22(8.5%) undecided ( $M=4.03$ ;  $SD=0.95$ ). Majority of the student councils' 196(75.4%) agreed that they conduct induction of new students to ensure they understand school rules and regulations, with 19(7.3%) undecided and 27(17.3%) disagreed ( $M=3.83$ ;  $SD=1.14$ ).

**Table 4.26 Student councils' views on their involvement in decision making**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
We are taking part in school governing body activities	175	67.3	34	13.1	51	19.6	3.63	0.08	1.21
Policies are formed after rigorous/participative deliberations including students	122	46.9	49	18.8	89	34.3	3.16	0.07	1.18
We ensure enforcement of school rules and regulations to the latter	195	75	29	11.2	36	13.9	3.82	0.06	1.03
We are equal partners in decision-making about discipline	152	58.5	34	13.1	74	28.5	3.41	0.08	1.29
We encourage fellow learners to participate and are responsible for the sound functioning of school	217	83.4	22	8.5	21	8.1	4.03	0.06	0.95
We conduct induction of new students to ensure they understand school rules	196	75.4	19	7.3	45	17.3	3.83	0.07	1.14
We outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained	198	76.2	20	7.7	42	16.2	3.82	0.07	1.11
We ensure fellow students understand the structures, concerns and responsibilities in the school community	193	74.2	26	10.0	41	15.7	3.78	0.07	1.14
We are given the mandate to punish students with discipline issues in school	80	30.7	24	9.2	156	60	2.42	0.09	1.46
We are entrusted in controlling classroom noisemaking issues	198	76.2	11	4.2	51	19.6	3.85	0.08	1.34
We are planning co-curricular activities	121	46.5	31	11.9	108	41.6	3.03	0.09	1.44
We are given/participate in the choice of school uniforms	73	28.1	28	10.8	159	61.2	2.40	0.09	1.47
We give our opinion about tuitions	79	30.4	38	14.6	143	55	2.49	0.09	1.40
We are involved in planning school menu	55	21.2	31	11.9	174	66.9	2.15	0.08	1.30
We formulate School rules & regulations	74	28.5	29	11.2	157	60.3	2.39	0.08	1.36
We make decision on teaching methods	56	21.5	32	12.3	172	66.2	2.22	0.08	1.31
We make decision on the nature of punishments	53	20.4	30	11.5	177	68.1	2.20	0.08	1.31

<b>Mean</b>	<b>3.10</b>	<b>0.04</b>	<b>0.61</b>
<p>Most of the student councils' 198(76.2%) agreed that the outline of school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students, with 42(16.2%) disagreed and 20(7.7%) undecided (<math>M=3.82</math>; <math>SD=1.11</math>).</p> <p>Majority of the student councils' 193(74.2%) agreed that they ensure fellow students understand the structures, concerns and responsibilities in the school community, with 26(10%) undecided and 41(15.7%) disagreed (<math>M=3.78</math>; <math>SD=1.14</math>).</p> <p>Most of the student councils' 198(76.2%) agreed that they are entrusted with controlling classroom noisemaking issues with 51(19.6%) disagreed and 11(4.2%) undecided (<math>M=3.85</math>; <math>SD=1.34</math>).</p> <p>At least 122(46.9%) of the student councils agreed that policies are formed after rigorous/participative deliberations including students, with 89(32.3%) disagreed and 49(18.8%) undecided (<math>M=3.16</math>; <math>SD=1.18</math>). At least 121(46.5%) of the student leaders agreed that they are involved in planning of co-curricular activities, with 31(11.9%) disagreed and 108(41.6%) undecided (<math>M=3.03</math>; <math>SD=1.47</math>). Most of the student leaders 159(61.2%) disagreed that they are involved in making/participation in choice of school uniforms with 73(28.1%) agreed and 28(10.8%) undecided (<math>M=2.40</math>; <math>SD=1.47</math>).</p> <p>Majority of the student leaders 143(55%) disagreed that they are involved tuitions, with 38(14.6%) undecided and 79(30.4%) agreed (<math>M=2.49</math> <math>SD=1.40</math>). Most of the student leaders 174(66.9%) disagreed that they are involved in planning of school menu, with 55(21.2%) agreed and 31(11.9%) undecided (<math>M=2.15</math>; <math>SD=1.30</math>). Most of the student leaders 172(66.2%) disagreed that they are involved in decision on teaching methods, with 56(21.5%) agreed and 32(12.3%) undecided (<math>M=2.22</math>; <math>SD=1.31</math>).</p>			

Majority of the student leaders 157(60.3%) disagreed that they are involved in formulating school rules and regulations, with 29(11.2%) undecided and 74(28.5%) agreed ( $M=2.39$ ;  $SD=1.36$ ). Most of the participants denied that they do not formulate school rules but they only help to make sure school rules are followed by students. These findings are similar to those of Kaman (2017) and European Union (2018) who identified that schools can improve their learning environment to their students by listening to the voices of all its community including students.

Most of the student leaders 177(68.1%) disagreed that they are involved in decisions on the nature of punishments, with 53(20.4%) agreed and 30(11.5%) undecided ( $M=2.20$ ;  $SD=1.31$ ). As regard nature of punishment, this finding agreed with Chemutai and Chumba, (2014); Tikoko and Kiprop, (2011) that students were excluded in deciding on the nature of punishments. Ideally, it is important that the students are involved in deciding the punishment they should receive after infringing on the school rules.

Most of the student councils' 156(60%) disagreed that are given the mandate to punish students with discipline issues in school with 80(30.7%) agreed and 24(9.2%) undecided ( $M=2.42$ ;  $SD=1.46$ ). This concurs with Mulwa et al (2015) that students should play an active role in determining disciplinary action against them since this is an area of decision making that affect the student directly.

From the findings of the study, Student Council's responses to the indicators on their involvement in decision making in public Secondary Schools in Kisii County had an overall mean of 3.10 and a standard deviation of 0.61. This shows that student councils were not sure on their involvement in decision making in Kisii County. This implies that

school administration doesn't involve student councils in decision making to the expected level.

#### **4.7.3 Teachers views on student councils' involvement in decision making**

A total of 18 statements were used to establish the teacher's views on student councils' involvement in decision making in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.27. Majority of the teachers 185(64.9%) agreed that student leaders take part take part in school governing body activities, with 38(13.3%) undecided and 62(21.7%) disagreed ( $M=3.51$ ;  $SD=1.21$ ). Most of the teachers 161(56.5%) agreed that policies are formed after rigorous/participative deliberations including students, with 81(28.4%) disagreed and 43(15.1%) undecided ( $M=3.29$ ;  $SD=1.27$ ). Majority of the teachers 194(68.4%) agreed that student leaders ensure enforcement of school rules and regulations to the latter, with 27(9.5%) undecided and 63(22.1%) disagreed ( $M=3.60$ ;  $SD=1.18$ ).

Most of the teachers 218(76.5%) agreed that student leaders encourage fellow learners to participate and are responsible for the sound functioning of school, with 41(14.4%) disagreed and 26(9.1%) undecided ( $M=3.78$ ;  $SD=1.06$ ). Majority of the teachers 197(69.9%) agreed that they conduct induction of new students to ensure they understand school rules and regulations, with 29(10.2%) undecided and 57(20%) disagreed ( $M=3.63$ ;  $SD=1.19$ ). Most of the teachers 188(66%) agreed that the outline of school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students, with 67(23.5%) disagreed and 30(10.5%) undecided ( $M=3.49$ ;  $SD=1.21$ ).

**Table 4.27 Teachers views on their involvement in decision making**

	Agree		Undecided		Disagree		Mean	Std	SD
	Freq	%	Freq	%	Freq	%		error	
Student councils take part in school governing body activities	185	64.9	38	13.3	62	21.7	3.51	0.07	1.21
Policies are formed after rigorous/participative deliberations including students	161	56.5	43	15.1	81	28.4	3.29	0.07	1.27
Student councils ensure enforcement of school rules and regulations to the latter	195	68.4	27	9.5	63	22.1	3.60	0.07	1.18
Student councils are equal partners in decision-making about discipline	129	45.3	37	13.0	119	41.8	3.00	0.08	1.28
Student councils encourage fellow learners to participate and are responsible for the sound functioning	218	76.5	26	9.1	41	14.4	3.78	0.06	1.06
Conduct induction of new students to understand school rules and regulations	199	69.9	29	10.2	57	20	3.63	0.07	1.19
Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained	188	66	30	10.5	67	23.5	3.49	0.07	1.21
Ensure fellow students understand the structures and responsibilities	182	63.9	23	8.1	80	28	3.33	0.07	1.24
Student councils are given the mandate to punish students with discipline issues	85	29.8	28	9.8	172	60.4	2.43	0.08	1.40
Student councils are entrusted with controlling classroom noisemaking	214	75.1	30	10.5	41	14.4	3.82	0.07	1.16
Planning of co-curricular activities	119	41.7	41	14.4	125	43.8	2.89	0.08	1.29
Making/participation in Choice of school uniforms	68	23.9	35	12.3	182	63.8	2.31	0.07	1.26
Extra tuitions	83	29.1	46	16.1	156	54.8	2.53	0.07	1.26
Planning of School Menu	90	31.6	36	12.6	159	55.8	2.54	0.08	1.29
Formulating School rules and regulations	88	30.9	38	13.3	159	55.8	2.54	0.08	1.33
Decision on teaching methods	58	20.3	41	14.4	186	65.2	2.22	0.07	1.23
Involved in Free Secondary Education funds use	66	23.1	37	13.0	182	63.8	2.30	0.08	1.30



Involved in decisions on the nature of punishments	87	30.6	33	11.6	165	57.9	2.52	0.08	1.33
<b>Mean</b>							<b>2.99</b>	<b>0.05</b>	<b>0.77</b>

Majority of the teachers 182(63.9%) agreed that student leaders ensure fellow students understand the structures, concerns and responsibilities in the school community, with 23(8.1%) undecided and 80(28%) disagreed ( $M=3.33$ ;  $SD=1.24$ ). Most of the teachers 214(75.1%) agreed that student leaders are entrusted with controlling classroom noisemaking issues with 41(14.4%) disagreed and 30(10.5%) undecided ( $M=3.82$ ;  $SD=1.16$ ).

At least 119(41.7%) of the teachers agreed that student leaders are involved in planning of co-curricular activities, with 125(43.8%) disagreed and 41(14.4%) undecided ( $M=2.89$ ;  $SD=1.29$ ). Also 129(45.3%) of the teachers agreed that student leaders are equal partners in decision-making about discipline, with 37(13%) undecided and 119(41.8%) disagreed ( $M=3.00$ ;  $SD=1.28$ ).

Most of the teachers 172(60.4%) disagreed that student leaders are given the mandate to punish students with discipline issues in school, with 85(29.8%) agreed and 28(9.8%) undecided ( $M=2.43$ ;  $SD=1.40$ ). Most of the teachers 182(63.8%) disagreed that student leaders are involved in making/participation in choice of school uniforms with 68(23.9%) agreed and 35(12.3%) undecided ( $M=2.31$ ;  $SD=1.26$ ).

Majority of the teachers 156(54.8%) disagreed that student leaders are involved in extra tuitions, with 46(16.1%) undecided and 83(29.1%) agreed ( $M=2.53$ ;  $SD=1.26$ ). Most of the teachers 159(55.8%) disagreed that student leaders are involved in planning of school menu, with 88(30.9%) agreed and 38(13.3%) undecided ( $M=2.54$ ;  $SD=1.29$ ). Majority

of the teachers 159(55.8%) disagreed that student leaders are involved in formulating school rules and regulations, with 38(13.3%) undecided and 90(31.6%) agreed ( $M=2.54$ ;  $SD=1.33$ ).

Most of the teachers 186(65.2%) disagreed that student leaders are involved in decision on teaching methods, with 58(20.3%) agreed and 41(14.4%) undecided ( $M=2.22$ ;  $SD=1.23$ ). Most of the teachers 182(63.8%) disagreed that student leaders are involved in Free Secondary Education funds use, with 66(23.1%) agreed and 37(13%) undecided ( $M=2.30$ ;  $SD=1.30$ ).

Most of the teachers 165(57.9%) disagreed that student leaders are involved in decisions on the nature of punishments, with 87(30.6%) agreed and 33(11.6%) undecided ( $M=2.52$ ;  $SD=1.33$ ). From the findings of the study, teachers' responses to the indicators on student leader's involvement in decision making in Kisii County had an overall mean of 2.99 and a standard deviation of 0.76. This shows that teachers were not sure on student leaders' involvement in decision making in Kisii County. This implies that the administration was not keen in involving student councils in decision making processes.

One of the principals stated that "through regular meetings, members of the students' council bring to the attention of the administration issues that affect students and decisions are then made appropriately"

One of the principals stated that "in drafting school rules and regulations, are involved in drawing the school routine, through student's Barraza they make recommendation on changes they expect in a school."

One of the principals stated that “the head of students’ council occasionally sits in the Board of Management to articulate their issues and participate in the decision making to pass on the same to the student body, attend student Barazas where they air their views as well as class and dorm assemblies’ meetings.”

One of the principals stated that, “Student Council’s participate in student council nomination process, drawing duty rosters in classes, dorms and general cleaning, holding meetings through which important decisions are taken.”

One of the principals stated that “students’ council gave information on the type of meal students require, gave information on the time allocated for meals, clubs, spiritual, preps and waking up, gave information on the curriculum delivery, implementation and feedback.”

One of the principals stated that students’ council are “involved in supervisory works, representation and disciplinary roles and hence they form integral part in decision making on issues that pertains to school aspects.” One of the principals stated that students’ council representation in the B.O.M meetings, election of new Student Council’s each year, consultations before making decisions refereed by disciplinary actions and change in manners. Students council raise proposals and pinpoint areas of weaknesses on behalf of the other students.”

One of the principals stated that “students’ council receive and present students concerns and grievances to the school administration, they hold discussions with students on policy changes and expectations of school administration and inform the school administration on Student Council’s deliberations. Through regular student council meetings, the

Student Council's chairman attends B.O.M meetings and involved in formulation of school rules.”

The Sub County Directors of Education identify that the actual forms of students' participation in decision-making in Secondary Schools in their jurisdiction comprised of type of sports to carry out, during selection of students council, representation during B.O.M meetings, formulation and participation in school rule formation, election of student council officials, choosing clubs to form and participate in, guidance and counseling, project planning and implementation as well as through the student's leadership though to a very minimal level.

One of the Sub County Directors of Education stated, that majority of them identified that the students' council form of students' leadership was practiced. The form of students participating in leadership spread throughout the classes i.e. form one to four. One of the Sub County Directors of Education stated that “all students participate but the council was dominated by form fours and threes”.

From the interviews with Sub County Director of Education, the expected forms of student participation were; election of their leaders, guiding other students and giving information through suggestion boxes. One of the Sub County Director of Education stated that the expected forms of student participation was “constant/weekly meetings with school administration specifically with the deputy principal/principal. In making rules and regulations for the school, in determining aspects of school routine and decision making on issues affecting them”.

One of the Sub County Director of Education stated the expected forms of student participation “were in setting on school rules, kind of sporting activities, choosing own leaders, in giving views on meals and other recreational activities”. One of the them stated that the expected forms of student participation “were conducting class, dorm assemblies and the family system where students share experiences amongst themselves and with teachers”. One of the them stated the expected forms of student participation as “student involvement in subject contribution, student school rules and discipline”.

One of the Sub County Directors of Education stated, majority of them identified the extent of students’ participation in decision-making in Secondary Schools to be minimal and limited. However, a few of them identified established schools to have student decision making structures. Most schools practice democratic style of leadership and students are aimed to participate and this creates a sense of belonging the level being very good.

The Sub County Director of Education identified the areas of decision-making the students are involved included; sitting in B.O.M meetings, students *kamukunji* (student’s meetings/*barazas*), development of school menu, school rules, general students’ welfare, general daily routine, during election of council members, co-curricular activities and games. Time for morning studies and on pastoral program activities.

One of the Sub County Director of Education stated “the decision-making the students are involved was in B.O.M meetings where they are asked to state their challenges and their solutions”. One of the them stated the decision-making the students are involved was in “curriculum, discipline, school rules, election of council limited by activities.”

The Sub County Directors of Education stated the students are rarely represented in BOM, PA and Staff meetings. One of the Sub County Director of Education stated the “students are rarely represented, as a way of creating time for learning activities for them”. One of the Sub them stated “they participate in B.O.M, only when issues affecting students directly is being discussed. Students are represented but only participate when issue concerning them is to be discussed. This implies that students represented especially in B.O.M, as spelt out in Basic Education Act, No.14 of 2013 Section 56(1) (g).

From the interviews with Sub County Director of Education, student participation in making decisions in management task influence student discipline, since student community is able to present their views. The decisions arrived at is participatory and owned by students. One of the them stated “Many schools have been safeguarded from unrest/strikes they have owned their school. The students come to consider themselves as part of the management hence avoiding the situation of us versus them. Where it is fully employed it positively influences students’ discipline. Increases awareness of students and school at large, creates sense of belonging/ownership, results in high levels of student discipline and proactivity and tend to accept the outcome of deliberations made in their presence.”

One of the Sub County Directors of Education stated concerning student participation in decision-making in Secondary Schools, expected a reduction in indiscipline cases, strikes/unrest will be unheard of when they are involved. One of the Sub County Director

of Education stated that “they expect high student level participation in decision making in terms of all programs affecting them”.

One of the Sub County Director of Education stated that “It should be enhancing and school management have no option but to involve students who are actually the people who are most affected by the decision-making process”. One of them stated that “It will minimize student’s unrest and result in smooth running of school and student body should be fully involved in decision making to avoid students’ unrest in schools.”

These findings agree with Alexander (2017) that issues pertaining students’ council’s involvement in management of Secondary Schools such as management of discipline, planning school development activities, formulating by laws, rules and regulations which appear to be compatible with the goals towards the attainment of quality education.

#### **4.7.4 Regression analysis on student councils’ involvement in decision-making and management of public Secondary Schools**

A linear regression model was used to explore the effect of student councils’ involvement in decision-making and management of public Secondary Schools. From the model, ( $R^2 = .278$ ) showed that student councils’ involvement in decision-making account for 27.8% variation in management of public Secondary Schools. The  $R^2$  represented the measure of variability in management of public Secondary Schools that decision-making accounted for. The decision-making predictor used in the model captured the variation in the management of public Secondary Schools as shown in Table 4.28.

**Table 4.28: Model Summary on decision-making and management of public Secondary Schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.527 <sup>a</sup>	.278	.275	.65317

a. Predictors: (Constant), Decision

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.29). The regression model with student councils' involvement in decision-making as a predictor was significant ( $F=108.95$ ,  $p$  value =0.000) shows that there is a significant relationship between student councils' involvement in decision-making and management of public Secondary Schools.

**Table 4.29: Analysis of Variance on decision-making and management of public Secondary Schools**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.482	1	46.482	108.952	.000 <sup>b</sup>
	Residual	120.735	283	.427		
	Total	167.217	284			

a. Dependent Variable: Management

b. Predictors: (Constant), Decision

In addition, the  $\beta$  coefficients for student councils' involvement in decision-making as independent variable were generated from the model, in order to test the hypotheses under study. Table 4.30 shows the estimates of  $\beta$ -value and gives contribution of the predictor to the model. The  $\beta$ -value for student councils' involvement in decision-making had a positive coefficient, depicting positive relationship with management of public Secondary Schools as summarized in the model as:



$$Y = 2.04 + 0.527X_1 + \varepsilon \dots\dots\dots \text{Equation 4.3}$$

**Where:** Y = Management of public Secondary Schools,  $X_1$  = decision-making,  $\varepsilon$  = error term

From the findings the t-test associated with  $\beta$ -values was significant and decision-making predictor was making a significant contribution to the model. The coefficients result in table 4.30 showed that the predicted parameter in relation to the independent factor was significant ( $\beta_1 = 0.527$ ;  $P < 0.05$ ).

**Table 4.30: Decision-making and management of public Secondary Schools' coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	$\beta$	Std. Error	Beta		
1 (Constant)	2.037	.156		13.094	.000
Decision	.527	.050	.527	10.438	.000

a. Dependent Variable: Management

The study hypothesized that there is no significant effect of student councils' involvement in decision-making and management of public Secondary Schools. There was a positive statistically significant effect of student councils' involvement in decision-making and management of public Secondary Schools ( $\beta_3 = 0.527$  and p value  $< 0.05$ ). Therefore, an increase in student councils' involvement in decision-making led to an enhanced management of public Secondary Schools. The null hypothesis ( $H_0_3$ ) was rejected. Therefore, student councils' involvement in decision-making had a significant effect on management of public Secondary Schools.

This implies that for each increase in student councils' involvement in decision-making, there was an improvement in management of public Secondary Schools. This concurs with Mulwa et al., (2015), that students perceived their participation in decision-making as being either significant or very significant. The researchers therefore noted that failure to involve students in decision-making may lead to unrests in schools. To sum it all, the students are the key stakeholders of the school and therefore, their participation in all decisions that affect their life in school is crucial. Therefore, it is the high time that the teachers and principals realize the importance of allowing students to participate in decisions in the schools they attend.

From the interviews with Sub County Director of Education, majority of them identified the students' participation in decision-making in secondary school's influence student discipline to a larger extent. One of the Sub County Director of Education stated "When students are involved more in decision making, their discipline levels improve and vice versa to a great extent".

One of the Sub County Director of Education stated "*student participation influence discipline positively as grievances are heard before sliding to sorry states students become a link. Since students will be part of the decision making and helped in implementing some of the decisions. The higher the student's participation the higher the level of discipline*".

One of the Sub County Director of Education stated "*greatly influences since when they are involved in decision making cases of indiscipline are minimized since they own*

*decisions made. It influences greatly students who participate in the deciding and they also understand many issues”.*

The Sub County Director of Education agrees that student’s participation in BOM, PA and Staff meeting influence their discipline, since they feel part and parcel of the entire school system and hence support its success by being discipline. Increases level of ownership of students, teachers, school performance. Their views are aired and adopted hence a sense of belonging and ownership of decision. High sense of belonging, students feel needed and therefore protect their school. They feel part of the process and get encouraged as envisaged by this study.

#### **4.7.5 Correlation analysis on decision-making and management of public Secondary Schools**

Pearson’s moment correlation was used to establish the Effect of Student councils’ involvement in decision-making and management of public Secondary Schools in Kisii County. There was a significant positive and weak relationship between student councils’ involvement in decision-making ( $r= 0.527$ ,  $p =0.000$ ) and management of public Secondary Schools as shown in Table 4.31. Therefore, an increase student councils’ involvement in decision-making led to improvement in management of public Secondary Schools.

**Table 4.31 Correlation analysis on decision-making and management of public Secondary Schools**

		<b>Management</b>	<b>Decision</b>
<b>Management</b>	Pearson Correlation	1	.527**
	Sig. (2-tailed)		.000
<b>Decision</b>	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=285

#### **4.8 Effect of Student Councils' Involvement in implementation of school rules and regulations on management of public Secondary Schools**

The fourth objective was to establish the Effect of Student councils' involvement in implementation of school rules and regulations on management of public Secondary Schools in Kisii County. This objective was analyzed using descriptive statistics (frequency, percent, mean, and standard deviation) and inferential statistics (pearson product moment correlation analysis and linear regression). The responses of the students, student leaders and teacher questionnaires were analyzed using descriptive statistics, while the principals and sub County Sub County Directors of Education' interviews analyzed using thematic analysis.

##### **4.8.1 Students' views on student councils' involvement in implementation of school rules and regulations**

A total of 9 statements were used to establish the student's views on student councils' involvement in implementation of school rules and regulations in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.32. Majority of the students 197(55.5%) disagreed that student leaders are part of the body that is involved in the formulation of school rules and regulations, with 41(11.5%) undecided and 117(32.9%) agreed ( $M=2.57$ ;  $SD=1.45$ ).

Most of the students 187(52.6%) disagreed that student leaders are involved in formulation of rules and regulation, with 108(30.4%) agreed and 60(16.9%) undecided ( $M=2.59$ ;  $SD=1.35$ ). Majority of the students 184(51.9%) disagreed that student leaders are involved in designing school programmes, with 39(11%) undecided and 132(37.2%)

agreed ( $M=2.68$ ;  $SD=1.44$ ). Majority of the students 283(79.7%) agreed that student leaders are given opportunity to represent other students, with 24(6.8%) undecided and 48(13.5%) disagreed ( $M=3.95$ ;  $SD=1.16$ ).

Most of the students 266(74.9%) agreed that student leaders relate quite well with the administration, teaching and non-teaching staff, with 58(16.4%) disagreed and 31(8.7%) undecided ( $M=3.78$ ;  $SD=1.18$ ). Majority of the students 259(73%) agreed that student leaders provide directions and motivation to other students in the school, with 33(9.3%) undecided and 63(17.7%) disagreed ( $M=3.68$ ;  $SD=1.21$ ). Most of the students 273(76.9%) agreed that student leaders contribute in ensuring that rules in school are followed., with 61(17.1%) disagreed and 21(5.9%) undecided ( $M=3.81$ ;  $SD=1.27$ ).

**Table 4.32 Students' views on student councils' involvement in implementation of school rules and regulations**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
Student leaders are part of the body that is involved in the formulation of school rules and regulations	117	32.9	41	11.5	197	55.5	2.57	0.08	1.45
Student leaders are involved in formulation of rules and regulation,	108	30.4	60	16.9	187	52.6	2.59	0.07	1.35
Student leaders are involved in designing school programmes.	132	37.2	39	11.0	184	51.9	2.68	0.08	1.44
Student leaders are given opportunity to represent other students.	283	79.7	24	6.8	48	13.5	3.95	0.06	1.16
Student leaders relate quite well with the administration, teaching and non-teaching staff.	266	74.9	31	8.7	58	16.4	3.78	0.06	1.18
Student leaders provide directions and motivation to	259	73	33	9.3	63	17.7	3.68	0.06	1.21

other students in the school.										
Student leaders contribute in ensuring that rules in school are followed.	273	76.9	21	5.9	61	17.1	3.81	0.07	1.27	
Student leader's involvement helps to voice fellow students' matters in formulation of school rules and regulations	209	58.9	49	13.8	97	27.3	3.34	0.07	1.31	
Student leaders participate in barazas to discuss rules and regulation cater for students interests positively	201	56.6	33	9.3	121	34.1	3.21	0.08	1.53	
<b>Mean</b>							<b>3.29</b>	<b>0.04</b>	<b>0.80</b>	

Majority of the students 209(58.9%) agreed that student leader's involvement helps to voice fellow students' matters in formulation of school rules and regulations, with 49(13.8%) undecided and 97(27.3%) disagreed ( $M=3.34$ ;  $SD=1.31$ ). Most of the students 201(56.6%) agreed that student leaders participate in barazas to discuss rules and regulation cater for student's interests positively, with 121(34.1%) disagreed and 33(9.3%) undecided ( $M=3.21$ ;  $SD=1.53$ ). From the findings of the study, student responses to the indicators on student leader's involvement in school rules and regulations in Kisii County had an overall mean of 3.29 and a standard deviation of 0.80.

#### **4.8.2 Student councils' views on their involvement on implementation of school rules and regulations**

A total of 14 statements were used to establish the student councils' views on student councils' involvement in implementation of school rules and regulations in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.33. Majority of the student councils' 145(55.8%) disagreed that they are part of the body that is involved in the formulation of school rules and

regulations, with 30(11.5%) undecided and 85(32.6%) agreed ( $M=2.56$ ;  $SD=1.36$ ). Most of the student council 138(53.1%) of disagreed that they are involved in formulation of rules and regulation, with 97(37.3%) agreed and 25(9.6%) undecided ( $M=2.69$ ;  $SD=1.39$ ).

Majority of the student councils' 132(50.7%) disagreed that they are involved in designing school programmes, with 38(14.6%) undecided and 90(34.6%) agreed ( $M=2.70$ ;  $SD=1.40$ ). Majority of the student councils' 149(57.3%) disagreed that they are involved in implementing fees policies, with 20(7.7%) undecided and 91(35%) agreed ( $M=2.56$ ;  $SD=1.53$ ). Most of the student councils' 198(76.1%) agreed that students should be given opportunity to represent other students, with 44(16.9%) disagreed and 18(6.9%) undecided ( $M=3.89$ ;  $SD=1.20$ ).

**Table 4.33 Student councils' views on their involvement on implementation of school rules and regulations**

	Agree		Undecided		Disagree		Mean	Std error	SD
	Freq	%	Freq	%	Freq	%			
We are involved in the formulation of school rules and regulations	85	32.6	30	11.5	145	55.8	2.56	0.08	1.36
We are involvement in formulation of rules and regulation,	97	37.3	25	9.6	138	53.1	2.69	0.09	1.39
We are involved in designing school programmes.	90	34.6	38	14.6	132	50.7	2.70	0.09	1.40
Students should be given opportunity to represent other students.	198	76.1	18	6.9	44	16.9	3.89	0.07	1.20
We relate quite well with the administration.	181	69.7	26	10.0	53	20.4	3.75	0.08	1.36
Involved in implementing fees policies	91	35	20	7.7	149	57.3	2.56	0.09	1.53
We provide a link between the students and the management.	162	62.3	27	10.4	71	27.3	3.44	0.08	1.37

We provide directions and motivation to other students in the school.	211	81.1	12	4.6	37	14.2	3.92	0.07	1.13
The student body contributes in ensuring that rules in school are followed.	220	84.6	16	6.2	24	9.2	4.12	0.06	1.01
We represent other students in school discipline committee	178	68.5	32	12.3	50	19.2	3.68	0.08	1.29
We are involved in ensuring adherence to rules and policies at school	195	75	24	9.2	41	15.8	3.84	0.07	1.19
Being close to the students we are able to implement school rules and regulations	161	61.9	25	9.6	74	28.5	3.39	0.08	1.37
Our involvement helps to voice fellow students' matters in formulation of school rules and regulations	167	64.2	29	11.2	64	24.6	3.50	0.08	1.25
We participate in barazas to discuss rules and regulation, cater for students' interests positively	143	55	13	5.0	104	40	3.15	0.09	1.50
<b>Mean</b>							<b>3.37</b>	<b>0.04</b>	<b>0.68</b>

Majority of the student councils' 181(69.7%) agreed that they relate quite well with the administration, teaching and non-teaching staff, with 26(10%) undecided and 53(20.4%) disagreed ( $M=3.75$ ;  $SD=1.20$ ). Most of the student councils' 161(62.3%) agreed that they must provide a link between the students and the management, with 71(27.3%) disagreed and 27(10.4%) undecided ( $M=3.44$ ;  $SD=1.37$ ). Majority of the student councils' 211(81.1%) agreed that they provide directions and motivation to other students in the school, with 12(4.6%) undecided and 37(14.2%) disagreed ( $M=3.92$ ;  $SD=1.13$ ).

Most of the student councils' 220(84.6%) agreed that they contribute in ensuring that rules/policies in school are followed, with 24(9.2%) disagreed and 16(6.2%) undecided ( $M=4.12$ ;  $SD=1.01$ ). Majority of the student councils' 178(68.5%) agreed that they represent other students in school discipline committee, with 32(12.3%) undecided and



50(19.2%) disagreed ( $M=3.68$ ;  $SD=1.29$ ). Most of the student councils' 195(75%) agreed that they are involved in ensuring adherence to rules and policies at school, with 42(15.8%) disagreed and 24(9.2%) undecided ( $M=3.84$ ;  $SD=1.19$ ).

Majority of the student councils' 161(61.9%) agreed that being close to the students and they are able to implement school rules and regulations, with 25(9.6%) undecided and 74(28.5%) disagreed ( $M=3.39$ ;  $SD=1.37$ ). Most of the student councils' 167(64.2%) agreed that their involvement helps to voice fellow students' matters in formulation of school rules and regulations, with 64(24.6%) disagreed and 29(11.2%) undecided ( $M=3.50$ ;  $SD=1.25$ ).

Majority of the student councils' 143(55%) agreed that they participate in barazas to discuss rules and regulations to cater for students' interests positively, with 15(5%) undecided and 104(40%) disagreed ( $M=3.15$ ;  $SD=1.5$ ). From the findings of the study, student leaders' responses on their involvement in school rules and regulations in Secondary Schools in Kisii County had an overall mean of 3.37 and a standard deviation of 0.68. This shows that student leaders were not sure on their involvement in school rules and regulations in Kisii County.

#### **4.8.3 Teachers' views on student council involvement on implementation of school rules and regulations**

A total of 14 statements were used to establish the teacher's views on student councils' involvement in implementation of school rules and regulations in public Secondary Schools and their responses elicited on a 5-point Likert scale were summarized in Table 4.34. Majority of the teachers 165(57.9%) disagreed that student councils are part of the body that is involved in the formulation of school rules and regulations, with 33(11.6%) undecided and 87(30.6%) agreed ( $M=2.97$ ;  $SD=1.30$ ). At least 129(45.3%) of the

teachers agreed that students' council gave suggestions in the formulation of rules and regulations, with 123(43.1%) disagreed and 33(11.6%) undecided ( $M=3.11$ ;  $SD=1.27$ ). At least 141(49.5%) of teachers disagreed that students' council must be involved in designing school programmes, with 37(13%) undecided and 107(37.6%) agreed ( $M=3.26$ ;  $SD=1.29$ ).

Majority of the teachers 151(52.9%) agreed that student leaders should be given opportunity to represent other students, with 37(13%) undecided and 97(34.1%) disagreed ( $M=3.84$ ;  $SD=1.10$ ). Most of the teachers 219(76.8%) agreed that student leaders relate quite well with the administration, teaching and non-teaching staff, with 44(15.5%) disagreed and 22(7.7%) undecided ( $M=3.75$ ;  $SD=1.10$ ).

**Table 4.34 Teachers' views on student council involvement on implementation of school rules and regulations**

	SA	UD	D	Mean	Std error	SD
	Freq %	Freq %	Freq %			
Students' council are part of the body that is involved in the formulation of school rules and regulations	87 30.6	33 11.6	165 57.9	2.97	0.08	1.30
Students' council give suggestions in the formulation of rules and regulations.	129 45.3	37 13.0	107 37.6	3.11	0.08	1.27
Students' council must be involved in designing school programmes.	141 49.5	37 13.0	97 34.1	3.26	0.08	1.29
Students' council should be given opportunity to represent other students.	151 52.9	22 7.7	44 15.5	3.84	0.07	1.10
Students' council relate quite well with the administration, teaching and non-teaching staff	219 76.8	25 8.8	44 15.4	3.75	0.07	1.10
Students' council should never differ with the administration concerning rules and regulation set.	216 75.8	23 8.1	52 18.3	3.74	0.07	1.15
Students' council must provide a link between the students and the management.	210 73.7			4.10	0.06	0.97

Students' council have to provide directions and motivation to other students in the school	245	86	16	5.6	24	8.5	3.96	0.06	1.06
The students' council contributes in ensuring that rules/policies in school are followed.	230	80.7	24	8.4	31	10.9	3.95	0.06	1.06
Students' council represent other students in school discipline committee	233	81.7	17	6.0	35	12.3	3.52	0.07	1.24
Students' council give suggestions to amend rules and regulation	185	65	32	11.2	68	23.8	3.46	0.07	1.24
Being close to the students and they are able to implement school rules and regulations	182	63.9	25	8.8	78	27.3	3.63	0.07	1.12
Involvement helps to voice fellow students' matters in formulation of school rules and regulations	194	68.1	41	14.4	50	17.5	3.71	0.07	1.15
Participate in barazas to discuss rules and regulations to cater for students' interests positively	217	76.1	18	6.3	50	17.5	3.61	0.08	1.27
<b>Mean</b>							<b>3.61</b>	<b>0.04</b>	<b>0.75</b>

Majority of the teachers 216(75.8%) agreed that students' council should never differ with the administration concerning rules and regulation set, with 25(8.8%) undecided and 44(15.4%) disagreed ( $M=3.74$ ;  $SD=1.15$ ). Most of the teachers 210(73.7%) agreed that student leaders students' council must provide a link between the students and the management, with 52(18.3%) disagreed and 23(8.1%) undecided ( $M=4.10$ ;  $SD=0.97$ ). Majority of the teachers 245(86%) agreed that students' council have to provide directions and motivation to other students in the school, with 16(5.6%) undecided and 24(8.5%) disagreed ( $M=3.96$ ;  $SD=1.06$ ). Most of the teachers 230(80.7%) agreed that students' council contributes in ensuring that rules/policies in school are followed, with 31(10.9%) disagreed and 24(8.4%) undecided ( $M=3.95$ ;  $SD=1.06$ ).

Majority of the teachers 233(81.7%) agreed that students' council represent other students in school discipline committee, with 17(6.0%) undecided and 35(12.3%)

disagreed ( $M=3.52$ ;  $SD=1.24$ ). Most of the teachers 185(65%) agreed that students' council give suggestions to amend rules and regulation, with 68(23.8%) disagreed and 32(11.2%) undecided ( $M=3.46$ ;  $SD=1.24$ ). Majority of the teachers 182(63.9%) agreed that being close to the students and they are able to implement school rules and regulations, with 25(8.8%) undecided and 78(27.3%) disagreed ( $M=3.63$ ;  $SD=1.12$ ).

Most of the teachers 194(68.1%) agreed that involvement helps to voice fellow students' matters in formulation of school rules and regulations, with 50(17.5%) disagreed and 41(14.4%) undecided ( $M=3.71$ ;  $SD=1.15$ ). Majority of the teachers 217(76.1%) agreed that participate in barazas to discuss rules and regulations to cater for students' interests positively, with 18(6.3%) undecided and 50(17.5%) disagreed ( $M=3.61$ ;  $SD=1.27$ ). From the findings of the study, teachers' responses on student council involvement in school rules and regulations in Kisii County had an overall mean of 3.61 and a standard deviation of 0.75. This shows that teachers agreed on student council involvement in school rules and regulations in Kisii County.

The interviews were conducted among the principals in public Secondary Schools in Kisii County to establish how student councils were helpful in implementation of school rules and regulations among students. The findings were analyzed based on the themes emanating from their response. One of the principals stated that "student council help in communicating the rules to fellow students, monitoring adherence to the rules, conduct inspections in collaboration with teachers and inform the administration of challenges encountered with difficult students".

One of the principals stated that “student leaders on duty act as ground soldiers, report incidents of breaking of the rules, act as role models to be emulated, Reminding others of these rules always.”

One of the principals stated that “student leaders provide a direct link between students and school administration, create awareness of school rules and regulations among students and monitor the students to ensure they adhere to the school rules and regulations”.

One of the principals stated that “student leaders guide other students, being on duty, identify gaps & report to administration. They are the ones that are tasked with the responsibility of ensuring that routine and policies of the school are followed and implemented”.

One of the principals stated that “*student leaders are a link between students and school administration. They are part and parcel of school administration in ensuring that students follow school rules, help in enforcing the school rules and regulations and report cases of defiance among students to the school administration. Interpretation of the policies and school rules and regulations to the students, offer guidance and counseling to the students who fail to follow the rules, act as watchdogs reporting indiscipline cases for correction and sometimes administer punishment to those repeatedly violating the rules*”.

One of the principals stated that student council “*are the intelligence of the administration hence give feedback/information, implement school policies/traditions. Because they are a link between the teachers and the students, they are the ones who*

*monitor and give feedback on school policies. They link the teachers and students in the running of the school and monitor the school events from time to time on behalf of teachers.”*

Participation makes the students to understand the rules guiding their behaviour in school and therefore find it easy to comply with them. This agrees with Mati et al., (2016), that ownership was realized by student’s participation in decision making on formulation of school rules and disciplinary issues among other things. The students feel that they are partners in formulation process and so they are obliged to obey the rules agreed upon. When students agree with rules then they have the obligation to obey them. This was affirmed by Kyalo, Konari & Njagi (2017), who found out that lack of student's involvement in the formulation of school rules and regulations in schools is regarded as a total problem to the administration, teachers, parents and the entire society.

#### **4.8.4 Regression analysis on student councils’ involvement in implementation of school rules and management of public Secondary Schools**

A linear regression model was used to explore the effect of student councils’ involvement in implementation of school rules and management of public Secondary Schools. From the model, ( $R^2 = .230$ ) indicated that student councils’ involvement in implementation of school rules account for 23% variation in management of public Secondary Schools. The  $R^2$  represented the measure of variability in management of public Secondary Schools that s implementation of school rules account for. The implementation of school rules predictor used in the model captured the variation in the management of public Secondary Schools as shown in Table 4.35.

**Table 4.35: Model Summary on implementation of school rules and management of public Secondary Schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 <sup>a</sup>	.230	.228	.67431

a. Predictors: (Constant), Rules

The analysis of variance was used to test whether the model could significantly fit in predicting the outcome than using the mean as shown in (Table 4.36). The regression model with student councils' involvement in implementation of school rules as a predictor was significant ( $F=84.76$ ,  $p$  value =0.000) shows that there is a significant relationship between student councils' involvement in implementation of school rules and management of public Secondary Schools.

**Table 4.36: Analysis of Variance on implementation of school rules and management of public Secondary Schools**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.538	1	38.538	84.755	.000 <sup>b</sup>
	Residual	128.679	283	.455		
	Total	167.217	284			

a. Dependent Variable: Management

b. Predictors: (Constant), Rules

In addition, the  $\beta$  coefficients for student councils' involvement in implementation of school rules as independent variable were generated from the model, in order to test the hypotheses under study. Table 4.37 shows the estimates of  $\beta$ -value and gives contribution of the predictor to the model. The  $\beta$ -value for student councils' involvement in implementation of school rules had a positive coefficient, depicting positive relationship with management of public Secondary Schools as summarized in the model as:

$$Y = 1.83 + 0.492X_1 + \varepsilon \dots\dots\dots \text{Equation 4.4}$$

**Where:** Y = Management of public Secondary Schools,  $X_1$  = implementation of school rules,  $\varepsilon$  = error term

From the findings the t-test associated with  $\beta$ -values was significant and implementation of school rules predictor was making a significant contribution to the model. The coefficients result in table 4.37 showed that the predicted parameter in relation to the independent factor was significant ( $\beta_1 = 0.492$ ;  $P < 0.05$ ).

**Table 4.37: Implementation of school rules and management of public Secondary Schools' coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	$\beta$	Std. Error	Beta		
1 (Constant)	1.830	.197		9.271	.000
Rules	.492	.053	.480	9.206	.000

a. Dependent Variable: Management

The study hypothesized that there is no significant effect of student councils' involvement in implementation of school rules and management of public Secondary Schools. There was a positive statistically significant effect of student councils' involvement in implementation of school rules and management of public Secondary Schools ( $\beta_4 = 0.492$  and p value  $< 0.05$ ). Therefore, an increase in student councils' involvement in implementation of school rules led to an enhanced management of public Secondary Schools. The null hypothesis (**H<sub>04</sub>**) was rejected.

Therefore, student councils' involvement in implementation of school rules had a statistically significant effect on management of public Secondary Schools. This implies



that for each increase in student councils' involvement in implementation of school rules, there was an improvement in management of public Secondary Schools. These findings agree with Mati et al., (2016), that ownership was realized by student's participation in decision making on formulation of school rules and disciplinary issues among other things.

The students feel that they are partners in formulation process and so they are obliged to obey the rules agreed upon. Similarly, Kilonzo, (2017) found that involvement of Student Council in implementing school rules influenced students discipline. Involvement of students in formulation of the rules is quite crucial since the student's views are taken into account and this ensures that the rules are democratic, clear and not oppressive to the students.

These findings are similar to those of Kaman (2017) and European Union (2018) who identified that schools can improve their learning environment to their students by listening to the voices of all its community including students. Further concurs with Kirera (2015) that student councils discipline actions create efficiency and orderly operation in schools as it improves communication, discipline and guidance and counseling in schools.

#### **4.8.5 Correlation analysis on implementation of school rules and regulations and management of public Secondary Schools**

Pearson's moment correlation was used to establish the Effect of Student councils' involvement in implementation of school rules and regulations and management of public Secondary Schools in Kisii County. There was a significant positive and weak relationship between student councils' involvement in implementation of school rules and

regulations ( $r= 0.480$ ,  $p =0.000$ ) and management of public Secondary Schools as shown in Table 4.38.

**Table 4.38 Correlation analysis on implementation of school rules and regulations and management of public Secondary Schools**

		<b>Management</b>	<b>Rules</b>
<b>Management</b>	Pearson Correlation	1	.480**
	Sig. (2-tailed)		.000
<b>Rules</b>	Pearson Correlation	.480**	1
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=285

An increase student councils' involvement in in implementation of school rules and regulations led to improvement in management of public Secondary Schools. These findings are in line with Kyalo (2017) and Mukiti (2014), who reported that students' council is responsible for ensuring that schools rules are adhered by students. This means that students' council make other students understand and be responsible to school rules, regulations and orders. To a large extent, leaders in the student council involve in making sure that students follow school rules, orders and regulations while in classes, dormitory, dining hall, or other school environment. This agrees with Kirera (2015) that student councils give guidelines to the rest of the students by setting objectives and proposing what should be done in order to meet the set rules and regulations.

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations of the study objectives and further areas of research.

#### 5.2 Summary of Findings

This section summarizes the findings of the study from questionnaires and interviews based on the objectives.

##### 5.2.1 Effect of Student councils' involvement in communication on management of public Secondary Schools

The first objective was to establish the Effect of Student councils' involvement in communication on management of public Secondary Schools in Kisii County. From the linear regression model, there was a positive statistically significant effect of student councils' involvement in communication on management of public Secondary Schools. Therefore, an increase in student councils' involvement in communication led to an enhanced in management of public Secondary Schools. The null hypothesis ( $H_{01}$ ) was rejected.

The student councils' involvement in communication had a significant effect on management of public Secondary Schools. This implies that for each increase in student councils' involvement in communication, there was enhanced management of public Secondary Schools. From correlation analysis there was a significant positive and strong relationship between student councils' involvement in communication and management

of public Secondary Schools. An increased student councils' involvement in communication led to improvement in management of public Secondary Schools.

### **5.2.2 Effect of Student councils' involvement in student welfare on management of public Secondary Schools**

The second objective was to establish the Effect of Student councils' involvement in student welfare on management of public Secondary Schools in Kisii County. From the linear regression model there was a positive statistically significant effect of student councils' involvement in student welfare and management of public Secondary Schools. Therefore, an increase in student councils' involvement in student welfare led to an enhanced management of public Secondary Schools.

The null hypothesis ( $H_0$ ) was rejected. The student councils' involvement in student welfare had a significant effect on management of public Secondary Schools. This implies that for each increase in student councils' involvement in student welfare, there was an improvement in management of public Secondary Schools. From correlation analysis there was a significant positive and weak relationship between student councils' involvement in student welfare activities and management of public Secondary Schools.

### **5.2.3 Effect of Student councils' involvement in decision-making on management of public Secondary Schools**

The third objective was to establish the Effect of Student councils' involvement in decision-making on management of public Secondary Schools in Kisii County. From the linear regression model, there was a positive statistically significant effect of student councils' involvement in decision-making and management of public Secondary Schools.

Therefore, an increase in student councils' involvement in decision-making led to an enhanced management of public Secondary Schools.

The null hypothesis (**H<sub>03</sub>**) was rejected. The student councils' involvement in decision-making had a significant effect on management of public Secondary Schools. This implies that for each increase in student councils' involvement in decision-making, there was an improvement in management of public Secondary Schools. From correlation analysis there was a significant positive and weak relationship between student councils' involvement in decision-making and management of public Secondary Schools.

#### **5.2.4 Effect of Student Councils' Involvement in implementation of school rules and regulations on management of public Secondary Schools**

The fourth objective was to establish the Effect of Student councils' involvement in implementation of school rules and regulations on management of public Secondary Schools in Kisii County. From linear regression model there was a positive statistically significant effect of student councils' involvement in implementation of school rules and management of public Secondary Schools. Therefore, an increase in student councils' involvement in implementation of school rules led to an enhanced management of public Secondary Schools.

The null hypothesis (**H<sub>04</sub>**) was rejected. Therefore, student councils' involvement in implementation of school rules had a significant effect on management of public Secondary Schools. From correlation analysis there was a significant positive and weak relationship between student councils' involvement in implementation of school rules and regulations and management of public Secondary Schools. Therefore, an increase of

student councils' involvement in implementation of school rules and regulations led to improvement in management of public Secondary Schools.

### **5.3 Conclusions**

The study concluded that there was a significant positive and strong relationship between student councils' involvement in communication and management of public Secondary Schools. Representative Council of students acts as an important instrument for liaison and communication and must meet at fairly regular intervals, with educators and other school stakeholders to consider ideas, suggestions, comments and even complaints from the students.

The study concluded that there was a significant positive and weak relationship between student councils' involvement in student welfare activities and management of public Secondary Schools. Student Council's play an important role in school management because they were given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases.

There was a significant positive and weak relationship between student councils' involvement in decision-making and management of public Secondary Schools. Involvement in decision making, there is a sense of ownership and collegiality/connectedness among key stakeholders, students being key. The student councils were not given the mandate to punish students with discipline issues, planning of school Menu, formulating school rules and regulations, make decision on teaching

methods, involved in the usage of Free Secondary Education funds, involved in decisions on the nature of punishments and extra tuitions.

There was a significant positive and weak relationship between student councils' involvement in implementation of school rules and regulations during the management of public Secondary Schools. Student councils were not involved in the formulation of school rules and regulations.

#### **5.4 Recommendations to Policy**

This study recommends that all schools pass every administrative decision to the students through their leaders and allow students to convey their inputs, with regards to the school management/ administration through the representatives. In the event that certain decisions are sensitive and should directly be relayed to the students by the administration themselves, they should first consult with the student governing body so that they are not caught unaware. This will enable the student councils to answer impromptu questions that other students normally ask them.

School principals and teachers should actively involve Student Council's in decisions relating to management of students and their welfare issues. 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.

The MOE should formulate a policy spelling out clearly the specific aspects of decision making student councils should be included in for purposes of uniformity in implementation across the country. MOE should develop a policy guiding and spelling out the specific aspects of punishing students with discipline issues, nature of

punishments, teaching methods, teacher supervision and the matrix to be used by the student councils during the exercise to standardize the process.

School principals should develop policies in their schools, specifying how often the school rules should be reviewed or revised. The students should be allowed to widely participate in reviewing or revising the school rules.

This study informs policy makers that there is a need to review and develop new policies to truly officiate the existence, formation and functioning of democratic students' council in Secondary Schools. This may help to school's democratic select members of the students' council that can work efficiently for the welfare of students and the school as a whole.

### **5.5 Recommendations to Practice**

All secondary school should establish student councils in a free and fair process for effective management of schools. The election process should be democratic. School Principals should engage Student Council's in the management of their schools by engaging them in communication, decision making, welfare issues, amendment, formulating and enforcing school rules and regulations.

According to the finding not all the schools have fully implemented the communication function of the student governing council. Student councils should be allowed to communicate students' grievances. Suggestions made by student councils on students' grievances should be given a lot of weight and importance. Some schools communicated directly to the students and have failed to give room for students' opinions or views. The school principals should stay away from avoiding the issues sent to them through the



student governing body. They should ensure that every issue or information from the students relayed to them through the Student Council's is diligently addressed and given the equal attention. When some issue is ignored or assumed and others addressed, the other students will lose trust on their leaders and might stop airing their grievances through them. This will lead to strikes; since they will take this as an alternative of being heard.

Schools should ensure there is adequate participation of students in decision-making in all areas of school management, promote both top-down and bottom-up communication to minimize or eliminate the chances of school unrests.

The school managements were reluctant to involve students in the critical areas of student welfare. Student involvement in management of student's welfare is important as far as school management is concerned. School principals should involve Student Council's in decisions concerning the school rules, student leaders, school diet, uniform, punishment, discipline, achievement targets, sports, clubs, and entertainment. All these decisions impact on the students directly and therefore their involvement will lead to compliance with the decisions arrived at.

The Ministry of Education (MOE) should establish an enforcement structure to ensure that all schools comply with the policy guidelines of student representation in Boards of Management (BOM). The Ministry of Education should also provide a policy on student representation in the Parents Associations, staff meetings and any other important committees in schools so that they can participate in decisions made there.

Student councils need to be thoroughly prepared and involved to play decision making roles effectively. This could be done through seminars, workshops, and regular meetings with

principals, deputies. They should also be allowed to attend sub-county and national conferences. Students should be given more powers to assist school management and more so, the ones who have high tendencies to flout school rules.

The Ministry of Education should operationalize the functions of student councils through formulation of policies which must be implemented and enforced in schools. The principals should ensure that students council be given more powers to assist teachers in supervising other students and more so, the ones who have high tendencies to flout school rules.

### **5.6 Recommendations for Further Study**

This study sought to evaluate student councils' effectiveness in the management of public Secondary Schools in Kisii County. Future studies should be carried out in other counties in order to make comparisons. The study only considered the student councils' involvement in communication between students and administration, student welfare activities, decision-making and implementation of school rules and regulations during the management of public Secondary Schools. Future studies should consider other areas of involvement which may include curriculum, academic and extracurricular activities in order to enhance management of public Secondary Schools.

This study established that a majority of public Secondary Schools had Student Council in place. The study suggests future studies be done on challenges of the Student Councils in management of public Secondary Schools.

This study sought to determine the Student Council's involvement in effectiveness of management of public Secondary Schools in Kisii County. Future studies should be carried out in private Secondary Schools and make comparisons.

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**APPENDICES****APPENDIX I: AUTHORITY LETTER (County Commissioner)**

Chepkawai R. Limo

Moi University

P.O. Box 3900 - 30100

**Eldoret, Kenya**

The County Commissioner

Kisii County

P.O. Box 1912 - 40100

**Kisii, Kenya****RE: AUTHORITY TO CARRY OUT RESEARCH**

I am Richard L. Chepkawai a student at Moi University Eldoret pursuing a Doctor of Philosophy in Education Management. I am currently conducting research on “**Student Councils’ Effectiveness and Management of Public Secondary Schools in Kisii County**”. I kindly request your Office to allow me carry out this study. The response to the items in the questionnaires was treated with utmost confidentiality, and will not be used for any other purposes except this study. This study was carried out in all the eleven sub counties in sampled Public Secondary Schools. I will work closely with the county director’s Office during the exercise. I look forward to getting your authority.

Thank you.

CHEPKAWAI R. LIMO, OGW

**REG. NO. EDU/D.PHIL A/1005/15**

**APPENDIX II: AUTHORITY LETTER (County Director of Education)**

The County Director of Education,  
Kisii County,  
PO Box  
Kisii, Kenya.

**RE: AUTHORITY TO CARRY OUT RESEARCH**

I am Richard L. Chepkawai a student at Moi University Eldoret pursuing a Doctor of Philosophy in Education Management. I am currently conducting research on “**Student Councils’ Effectiveness and Management of Public Secondary Schools in Kisii County**”. I kindly request your Office to allow me carry out this study. The response to the items in the questionnaires was treated with utmost confidentiality, and will not be used for any other purposes except this study. This study was carried out in all the eleven sub counties in sampled Public Secondary Schools. I look forward to getting the said authority and request your Office to assist me whenever I come for consultation on matters related to this study.

Thank you.

**CHEPKAWAI R. LIMO, OGW**

**REG. NO. EDU/D.PHIL A/1005/15**

**APPENDIX III: INTRODUCTORY LETTER**

Chepkawai R. Limo

Moi University

P.O. Box 3900 - 30100

**Eldoret, Kenya**

Dear respondent,

I am Chepkawai R. Limo a student at Moi University Eldoret pursuing a Doctor of Philosophy in Education Management. I am currently conducting research on **“Student Councils’ Effectiveness and Management of Public Secondary Schools in Kisii County”**. I kindly request you to participate in this study. Your response to the items in the questionnaire is treated with utmost confidentiality, and will not be used for any other purposes except this study. You may also request the researcher to inform you about the findings of this study. Thank you very much for accepting to participate in this study.

Thank you.

CHEPKAWAI R. LIMO, OGW

**REG. NO. EDU/D.PHIL A/1005/15**

## APPENDIX IV: QUESTIONNAIRE FOR STUDENTS' COUNCIL MEMBERS

### Instructions for completion of questionnaire

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

### Section A: Demographic Information

1. What is your gender?      Male [ ]      Female [ ]
2. Which form are you in?    One [ ] Two [ ] Three [ ] Four [ ]
3. Type of school? Boys [ ] Girls [ ] Mixed [ ] Boarding [ ] Day [ ]
4. Category of your school? National [ ] Extra county [ ] County [ ]
5. How old are you? (Years) below 15 years [ ] 15 – 20 years [ ] above 20 years [ ]

### Section B: Management of public Secondary Schools

1. The following are statements on the student councils' involvement in management of public Secondary Schools. Please indicate the extent to which you agree with this statement in respect to the management of public Secondary Schools. **Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
We are involved in time management in schools					
We are entrusted in full control of school time schedules even in absence of teachers and administration					
I ensure increase students' time keeping					
We are controlling students not to skip classes					
School's smooth running by ensuring order in school programs					
I am Involved in time keeping to ensure seriousness in school timetable is taken					

We supervise other students to ensure duties such as cleaning the school compound					
We supervise other students in taking care of the environment including watering young trees and flowers in the compound					
We supervise preps around the study areas like the library and the laboratories					
We supervise games by making sure that students are in the field					
We supervise meals especially during breakfast, tea, lunches and supper					

**Section C: Effect of Student councils' involvement in communication between students and administration on management of public Secondary Schools**

2. The following are statements on the student councils' involvement in communication between students and administration. Please indicate the extent to which you agree with these statements in respect to the communication between students and administration.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
We promote positive communication with educators and school management					
We promote good discipline by holding regular learners' meetings and discussion					
We use communication channels to discuss learners' fears and frustrations					
We participate freely in disciplinary meetings with school authority					

We present students' problems to the management					
We present students' views regarding welfare programmes					
We pass students' views regarding school management					
We evaluate student-teacher relationship					
We hold regular meetings with school administration					
We are airing students' grievances to administration					
We address students' emotional and personal needs					
We report disciplinary cases to administration					
We enhance positive students' behavior and positive relationship with SC					

**Section D: The Effect of Student councils' involvement in student welfare activities on management of public Secondary Schools**

3. Which of the following are areas do you participate in management of students and welfare issues?

Formulation of school rules      [   ]      School diet      [   ]

School uniform      [   ]      Nature of punishments      [   ]

Students discipline      [   ]      Setting achievement targets      [   ]

Sports      [   ]      Clubs      [   ]

Entertainment      [   ]

4. The following are statements on the student councils' involvement in student welfare activities. Please indicate the extent to which you agree with these statements in respect to the student welfare activities.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
We discuss issues with the staff concerning school hygiene, catering and sanitation					
We are very important in maintaining hygiene and sanitation					
Our kitchen, latrines, classrooms and play grounds have specific students in charge					
We are given opportunity to help keep the school clean and safe without teachers' supervision.					
Students always feel that maintenance of hygiene and sanitation is total punishment to them.					
We ensure that indisciplined students take part in cleaning activities in the school.					
Students in-charge must serve as role models in maintaining cleanliness.					
Principals and teachers must appoint student to be in charge of hygiene and sanitation					
Academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation.					



**Section E: Effect of Student councils' involvement in decision making on management of public Secondary Schools**

5. Which of the following are areas do you participate in management of curriculum?

Number of internal Examination [ ] Setting achievement targets [ ]

Election of student leaders [ ] Appraising the teachers [ ]

Setting academic targets [ ] Nature of assignment [ ]

Subject option/selection [ ] sequencing subjects on timetable ( )

6. The following are statements on the student councils' involvement in decision-making. Please indicate the extent to which you agree with these statements in respect to the decision-making.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
We are taking part in school governing body activities					
Policies are formed after rigorous/participative deliberations including students					
We ensure enforcement of school rules and regulations to the latter					
We are equal partners in decision-making about discipline					
We encourage fellow learners to participate and are responsible for the sound functioning of school					
We conduct induction of new students to ensure they understand school rules and regulation					
We outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students					
We ensure fellow students understand the structures, concerns and responsibilities in the school community					
We are given the mandate to punish students with discipline					

issues in school					
We are entrusted in controlling classroom noisemaking issues					
We are planning co-curricular activities					
We are given/participate in the choice of school uniforms					
We give our opinion about tuitions					
We are involved in planning of School Menu					
We formulate School rules and regulations					
We make decision on teaching methods					
We make decision on the nature of punishments					

### **Section F: Effect of Student councils' involvement on implementation of school rules and regulations in management of public Secondary Schools**

The following are statements on the student councils' involvement in implementation of school rules and regulations. Please indicate the extent to which you agree with these statements in respect to the implementation of school rules and regulations.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
We are part of the body that is involved in the formulation of school rules and regulations					
We are involvement in formulation of rules and regulation,					
We are involved in designing school programmes.					
Students should be given opportunity to represent other students.					
We relate quite well with the administration, teaching and non-teaching staff.					

We are involved in implementing fees policies					
We provide a link between the students and the management.					
We provide directions and motivation to other students in the school.					
The student body contributes in ensuring that rules in school are followed.					
We represent other students in school discipline committee					
We are involved in ensuring adherence to rules and policies at school					
Being close to the students we are able to implement school rules and regulations					
Our involvement helps to voice fellow students' matters in formulation of school rules and regulations					
We participate in barazas to discuss rules and regulation, cater for students' interests positively					

## APPENDIX V: QUESTIONNAIRE FOR STUDENTS

### Instructions for completion of questionnaire

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

### Section A: Demographic Information

1. What is your gender? Male [ ] Female [ ]
2. Which form are you in? One [ ] Two [ ] Three [ ] Four [ ]
3. Type of school? Boys [ ] Girls [ ] Mixed [ ] Boarding [ ] Day [ ]
4. Category of your school? National [ ] Extra county [ ] County [ ]
5. How old are you? (Years) below 15 years [ ] 15 – 20 years [ ] above 20 years [ ]

### Section B: Management of public Secondary Schools

6. The following are statements on the student councils' involvement in management of public Secondary Schools. Please indicate the extent to which you agree with this statement in respect to the management of public Secondary Schools. Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree

	SD	D	UD	A	SA
Student leaders are involved in time management in schools					
Student leaders are entrusted with full control of school time schedules even in absence of teachers and administration					
Student leaders ensure students observe time keeping					
Student leaders are involved in time keeping to ensure seriousness in school timetable is taken					
Student leaders supervise other students to ensure duties such as cleaning the school compound					

Student leaders supervise other students in taking care of the environment					
Student leaders supervise preps around the study areas like the library and the laboratories					
Student leaders supervise games by making sure that students are in the field					
Student leaders supervise meals especially during breakfast, tea, lunches and supper					

**Section C: Effect of Student councils' involvement in communication between students and administration on management of public Secondary Schools**

7. The following are statements on the student councils' involvement in communication between students and administration. Please indicate the extent to which you agree with these statements in respect to the communication between students and administration. **Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Student leaders promote positive communication between students and school management					
Student leaders promote good discipline of learners through meetings and discussions					
Student leaders use communication channels to discuss our fears and frustrations					
Student leaders participate freely in disciplinary meetings with school authority					
Student leaders communicate to students views regarding Welfare programmes					
Student leaders pass students' views regarding school management					

Student leaders evaluate student-teacher relationship					
Student leaders air students' grievances to administration					
Student leaders report student disciplinary cases to administration					

**Section D: The Effect of Student councils' involvement in student Welfare activities on management of public Secondary Schools**

8.The following are statements on the student councils' involvement in student Welfare activities. Please indicate the extent to which you agree with these statements in respect to the student Welfare activities. **Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Student leaders discuss issues with the staff concerning school hygiene and sanitation					
Student leaders are important in maintaining our hygiene and sanitation					
Student leaders are given opportunity to help keep the school clean and safe without teachers' supervision.					
Student leaders feel the maintenance of hygiene and sanitation was a total punishment to them.					
Student leaders ensure the indisciplined students do cleaning activities in the school.					
Student leaders are in-charge and serve as role models in maintaining cleanliness.					

**Section E: Effect of Student councils' involvement in decision making on management of public Secondary Schools**

9. The following are statements on the student councils' involvement in decision-making.

Please indicate the extent to which you agree with these statements in respect to the decision-making.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	<b>SD</b>	<b>D</b>	<b>UD</b>	<b>A</b>	<b>SA</b>
Student leaders take part in school governing activities					
Student leaders ensure enforcement of school rules and regulations to the latter					
Student leaders are equal partners in decision-making about discipline					
Student leaders encourage fellow learners to participate and be responsible for the sound functioning of school					
Student leaders conduct induction of new students to ensure they understand school rules and regulations					
In extra-curricular activities student leaders ensure that discipline is maintained by all students					
In curricula activities student leaders ensure that discipline is maintained by all students					
Student leaders ensure fellow students understand the structures and concerns					
Student leaders are entrusted with controlling classroom noisemaking issues					
Student leaders ensure management of school rules by enforcing punishment to students on strict measures					
Student leaders are involved in planning of school Menu					

**Section F: Effect of Student councils' involvement on implementation of school rules and regulations in management of public Secondary Schools**

10. The following are statements on the student councils' involvement in implementation of school rules and regulations. Please indicate the extent to which you agree with these statements in respect to the implementation of school rules and regulations. **Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Student leaders are part of the body that is involved in the formulation of school rules and regulations					
Student leaders are involved in formulation of rules and regulation,					
Student leaders are involved in designing school programmes.					
Student leaders are given opportunity to represent other students.					
Student leaders relate quite well with the administration, teaching and non-teaching staff.					
Student leaders provide directions and motivation to other students in the school.					
Student leaders contribute in ensuring that rules in school are followed.					
Student leader's involvement helps to voice fellow students' matters in formulation of school rules and regulations					
Student leaders participate in barazas to discuss rules and regulation cater for students interests positively					



## APPENDIX VI: QUESTIONNAIRE FOR TEACHERS

### Instructions for completion of questionnaire

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

### Section A: Demographic Information

1. What is your gender? Male  Female
2. Type of school? Boys  Girls  Mixed  Boarding  Day
3. Category of your school? National  Extra county  County
4. Kindly indicate your age bracket? 30 years and below  31 – 40 years  41– 50 years  Over 50 years
5. How long have you been a teacher? Below 5 years  6 –10 years  11–15 years  Over 15 years

### Section B: Management of public Secondary Schools

6. The following are statements on the student councils' involvement in management of public Secondary Schools. Please indicate the extent to which you agree with this statement in respect to the management of public Secondary Schools. **Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Student councils are involved in time management in schools					
Student councils are entrusted in full control of school time schedules even in the absence of teachers and administration					
Student councils ensure students observe time keeping					
Student councils are involved in controlling students not to skip classes					
Ensure School's smooth running by ensuring order in school					

programs					
Involvement in time keeping to ensure seriousness in school timetable is taken					
Supervising other students to ensure duties such as cleaning the school compound					
Supervise other students in taking care of the environment including watering young trees and flowers in the compound					
Supervise preps around the study areas like the library and the laboratories,					
Supervise games by making sure that students are in the field					
Supervise meals especially during breakfast, tea, lunches and supper					

**Section C: Effect of Student councils' involvement in communication between students and administration on management of public Secondary Schools**

7. The following are statements on the student councils' involvement in communication between students and administration. Please indicate the extent to which you agree with these statements in respect to the communication between students and administration.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Student councils promote positive communication with educators and school management					
Student councils promote good discipline by holding regular learners' meetings and discussion					
Student councils use communication channels to discuss					

learners' fears and frustrations					
Student councils participate freely in disciplinary meetings with school authority					
Present students' problems					
Present students' views regarding welfare programmes					
Passing students' views regarding school management					
Evaluating student-teacher relationship					
Holding regular meetings with school administration					
Airing students' grievances to administration					
Addresses students' emotional and personal needs					
Reporting disciplinary cases to administration					
Enhances positive students' behavior and positive relationship with SC					

**Section D: The Effect of Student councils' involvement in student welfare activities on management of public Secondary Schools**

8. Which of the following are areas Students participate in management of students and welfare issues?

- Formulation of school rules      [   ]      Selection of student leaders      [   ]
- School diet      [   ]      School uniform      [   ]
- Nature of punishments      [   ]      Students discipline      [   ]
- Setting achievement targets      [   ]      Sports      [   ]
- Clubs      [   ]      Entertainment      [   ]

7. The following are statements on the student councils' involvement in student welfare activities. Please indicate the extent to which you agree with these statements in respect to the student welfare activities.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Student councils and staff discuss issues concerning school hygiene and sanitation					
Student councils are very important in maintaining hygiene and sanitation					
Some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge					
Given opportunity student councils can help keep the school clean and safe without teachers' supervision.					
Students feel that maintenance of hygiene and sanitation is total punishment to them.					
Teachers ensure that only indisciplined students take part in cleaning activities in the school					
Students in-charge must serve as role models in maintaining cleanliness.					
Principals and teachers appoint student to be in charge of hygiene and sanitation					
Academic performance should be considered when electing or appointing a student to be in charge of hygiene and sanitation.					

**Section E: Effect of Student councils' involvement in decision-making on management of public Secondary Schools**

8. Which of the following are areas do Student participation in management of curriculum?

Number of internal Examination [ ] Setting achievement targets [ ]

Grading system [ ] Appraising the teachers [ ]

Setting academic targets [ ] Nature of assignment [ ]

Subject option/selection [ ]

9. The following are statements on the student councils' involvement in decision making.

Please indicate the extent to which you agree with these statements in respect to the decision making.

**Use the key: 1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	<b>SD</b>	<b>D</b>	<b>UD</b>	<b>A</b>	<b>SA</b>
Student councils take part in school governing body activities					
Policies are formed after rigorous/participative deliberations including students					
Student councils ensure enforcement of school rules and regulations to the latter					
Student councils are equal partners in decision-making about discipline					
Student councils encourage fellow learners to participate and are responsible for the sound functioning of school					
Conduct induction of new students to ensure they understand school rules and regulations					
Outline the school programs on curricula and extra-curricular activities to ensure that discipline is maintained by all students					
Ensure fellow students understand the structures, concerns and responsibilities in the school community					
Student councils are given the mandate to punish students with					

discipline issues in school					
Student councils are entrusted with controlling classroom noisemaking issues					
Planning of co-curricular activities					
Making/participation in Choice of school uniforms					
Extra tuitions					
Planning of School Menu					
Formulating School rules and regulations					
Decision on teaching methods					
Involved in Free Secondary Education funds use					
Involved in decisions on the nature of punishments					

**Section C: Effect of Student councils' involvement on implementation of school rules and regulations in management of public Secondary Schools**

**10.** The following are statements on the student councils' involvement in implementation of school rules and regulations. Please indicate the extent to which you agree with these statements in respect to the implementation of school rules and regulations. Use the key: **1= Strongly disagree; 2=Disagree 3= Undecided, 4= Agree, 5= Strongly Agree**

	SD	D	UD	A	SA
Students' council are part of the body that is involved in the formulation of school rules and regulations					
Students' council give suggestions in the formulation of rules and regulations.					
Students' council must be involved in designing school programmes.					
Students' council should be given opportunity to represent other students.					
Students' council relate quite well with the administration,					

teaching and non-teaching staff					
Students' council should never differ with the administration concerning rules and regulation set.					
Students' council must provide a link between the students and the management.					
Students' council have to provide directions and motivation to other students in the school					
The students' council contributes in ensuring that rules/policies in school are followed.					
Students' council represent other students in school discipline committee					
Students' council give suggestions to amend rules and regulations.					
Being close to the students and they are able to implement school rules and regulations					
Involvement helps to voice fellow students' matters in formulation of school rules and regulations					
Participate in barazas to discuss rules and regulations to cater for students' interests positively					

**APPENDIX VII: INTERVIEW GUIDE FOR PRINCIPALS**

1) In what ways are students' council are involved in decision making process in your school?

.....  
.....

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

.....  
.....

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

.....  
.....

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

.....  
.....

5) What are the challenges experienced by students' councils in management of public Secondary Schools in Kisii County?

.....  
.....

6) Are there ways of strengthening students' councils to effectively enhance management of public Secondary Schools in Kisii County?

.....  
.....



**APPENDIX VIII: INTERVIEW GUIDE FOR THE SCDE**

The purpose of this interview is to solicit information relating to the student council involvement in Secondary school management.

1. a). What is the state of discipline in the schools under your jurisdiction?

.....  
.....

b). What are the common types of indiscipline experienced in Secondary Schools?

.....  
.....

c). Has any school in your area of jurisdiction experienced student unrests/strikes in the last three years? If the answer is yes, How many?

What were the major causes of student unrest?

.....  
.....

d). How would you rate the level of students' participation in making decisions in those schools that had unrests/strikes?

.....  
.....

2. What are the actual forms of students' participation in decision-making in Secondary Schools in your area of jurisdiction?

.....  
.....

a) In which form is the students leadership? Student councils/ Prefects?

.....  
.....

b) What are the expected forms of student participation?

.....  
.....

3. Extent of students' participation in decision-making in Secondary Schools?

.....  
.....

a) Which areas of decision-making are students involved in and to what extent?

.....  
.....

b) Are students represented in BOM, PA and Staff meeting? Probe for reasons

.....  
.....

4. Extent to which student participation in decision-making in secondary school's influence student discipline

.....  
.....

a) Do students participation in BOM, PA and Staff meeting influence their discipline? If yes, kindly explain the ways in which student discipline is influenced.

.....  
.....

b) How do student participation in making decisions in management task areas have influence on the student's discipline?

.....  
.....

6. What is your expectation concerning student participation in decision-making in Secondary Schools?

.....  
.....

7. What are the challenges experienced by students' councils in management of public Secondary Schools in Kisii County?

.....  
.....

8. Are there ways of strengthening students' councils to effectively enhance management of public Secondary Schools in Kisii County?

.....  
.....

## APPENDIX IX: INTRODUCTORY LETTER-MOI UNIVERSITY

**MOI UNIVERSITY**

Office of the Dean School of Education

Tel: (053) 43001-8

(053) 43555

Fax: (053) 43555

P.O. Box 3900

Eldoret, Kenya

**REF: EDU/D.PHIL.A/1005/15****DATE: 4<sup>th</sup> February, 2021****The Executive Secretary**

National Council for Science and Technology

P.O. Box 30623-00100

**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF CHEPKAWAI**  
**RICHARD LIMO - (EDU/DPHIL.A/1005/15)**

The above named is a 2<sup>nd</sup> year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Management & Policy Studies.

It is a requirement of his PhD Studies that he conducts research and produces a dissertation. His research is entitled:

**“Effectiveness of Student Councils in the Management of Public Secondary Schools in Kisii County, Kenya.”**

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

*[Signature]*  
**PROF. J. K. CHANG'ACH**  
**DEAN, SCHOOL OF EDUCATION**


MOI UNIVERSITY  
 SCHOOL OF EDUCATION  
 P.O. BOX 3900  
 ELDORET


04 FEB 2021

P.O. BOX 3900, ELDORET



APPENDIX X: RESEARCH PERMIT



  
**REPUBLIC OF KENYA**


  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

**Ref No: 734500**

**Date of Issue: 12/February/2021**


**RESEARCH LICENSE**




**This is to Certify that Mr.. Richard Limo Chepkawai of Moi University, has been licensed to conduct research in Kisii on the topic: EFFECTIVENESS OF STUDENT COUNCILS IN THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KISHI COUNTY, KENYA for the period ending : 12/February/2022.**

**License No: NACOSTI/P/21/9036**

**Applicant Identification Number**  
**734500**


  
**Director General**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

**Verification QR Code**



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APPENDIX XI: MAP OF STUDY AREA

