INFLUENCE OF STUDENT COUNCIL INVOLVEMENT IN GOVERNANCE ON DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MERU COUNTY, K ENYA

JOHNSON IKIUGU J. K.

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT. MAASAI MARA UNIVERSITY

2021

DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data, pictures or tables have been borrowed from other sources, including the internet, are specifically accredited and references cited using APA system and in accordance with anti-plagiarism regulations.

Signature ………………….………… Date …………………..……

Johnson Ikiugu J. K.

Recommendation by Supervisors

This research thesis has been submitted for examination with our approval as University Supervisors:

Signature …………..….………………… Date ……………………….

Prof. Paul Maithya

Maasai Mara University

Department of Curriculum, Instruction and Education Management

Signature…………..……………….…..…… Date…...……………

 Dr. Florence Kisirkoi

Maasai Mara University

Department of Curriculum, Instruction and Education Management

ACKNOWLEDGEMENT

DEDICATION

This work is devoted to my loving wife Harriet; my doting mother Julia; and my

children Dennis, Purity and Timothy.

ABSTRACT

Cases of indiscipline have persisted in secondary schools in Kenya. They involve disruptive behaviour that takes the form of strikes, bullying, violence, drug abuse, burning schools, school dropout rates and teenage pregnancies. These issues are on the rise and have adversely affected learning outcomes in education across many high schools in Meru County. This study sought to assess the influence of student councils' involvement in governance on discipline in secondary schools in Meru County, Kenya. The objectives which guided the study were to assess the influence of student councils' involvement in policy formulation, subject selection, mentorship programmes, teacher supervision and infrastructural management on students' discipline in public secondary schools. The study was guided by Social Contract Theory and adopted descriptive survey research design. The target population included deputy principals, Heads of Departments, Guidance and Counselling, and presidents of student councils drawn from 326 secondary schools of Meru County, totalling 978. Stratified sampling was done based on the number of sub counties (nine) in Meru County and selection of four schools from every sub county was done through random sampling. A sample of 36 public secondary schools was selected. Hence, the study sample was 36 deputy principals, 36 heads of guidance and counselling department and 36 presidents of student councils. Data from heads of guidance and counselling department and presidents of student councils was done using Questionnaires and interviews schedules used for deputy principals. Piloting was done in four secondary schools from Embu County. The researcher liaised with subject matter experts from the University and triangulating the pilot study findings to establish validity of the research instrument. Reliability of the instruments was established via test-retest technique where a reliability index, R≥0.7, was assented. Qualitative data was analysed thematically along the objectives and presented in narrative form. Quantitative data was analysed using descriptive statistics and inferentially using logistic regression. After coding, cross – case analysis was conducted. The quantitative data was presented in tables and charts. The study established that the level of students' discipline was at 60% with a few cases (30%) of students' indiscipline. While student councils were a feature in all secondary schools, they were not engaged equally across board. The research established that full involvement of student councils in all aspects of school governance including policy formulation, subject selection, mentorship programmes, teacher supervision and infrastructural management resulted in reduced cases of indiscipline amongst the students. Schools with less engagement of the student council had higher cases of student indiscipline. The study thus recommends that the school administration improve their engagement of school councils in school governance; provide capacity building for the student council members, and develop training programs to build their leadership skills. The Ministry of Education should develop a policy to guide on the involvement of student councils in all aspects school governance.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
KSSHA	Kenya Secondary School Heads' Association
KSSSC	Kenya Secondary Schools Students Council
MoE	Ministry of Education
NASSP	National Association of Secondary Schools Principals
RoK	Republic of Kenya
RSA	Republic of South Africa
SASA	South African School Act
SPSS	Statistical Package for Social Sciences
SGBS	School Governing Bodies
SRC	Student Representative Council
UN	United Nations
WHO	World Health Organization

OPERATIONAL DEFINITIONS OF KEY TERMS

Governance : The term is used in the study in reference to the day-to-day running of schools in Relation to fiscal, time, and human resources applications in secondary schools

Governance of students' discipline : Refers to controlling the way secondary school students conduct themselves against the rules and regulations of the school.

Indiscipline : The term is used in reference to the cases and occurrences of minor and gross misconduct by the students.

Infrastructural management : Refers to overseeing the use of school facilities by involving student councils.

Peer mentorship programmes : Refers to programmes to be conducted by student councils in order to shape the behaviour patterns of their colleagues.

Policy formulation : Denotes the development of action plans to achieve the educational objectives of secondary schools by involving student councils.

School governance : Refers to the control, organization, and planning of school activities.

Student council : Refers to a body of students that conducts the daily affairs of peer students

Students' discipline	:	Refers to behaviour and how a person conducts one's self in a group or in isolation.
Subject selection	:	Refers to the process of choosing the optional subjects, which a student in a secondary school pursues in his or her education process.
Teacher supervision	:	Refers to the process by which students provide oversight over their teachers' daily school programmes, ranging from class to outside the classroom.

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1 - INTRODUCTION

1.1 Introduction

This chapter presents background and contextualization of the study. The chapter provides an operational definition of terms, the research problem, purpose of the study, objectives, research questions, rationale, significance, limitations, delimitations, and assumptions of the study.

1.2 Background to the Study

Discipline amongst students is vital for any school to operate in a functional manner. According to Ali et al. (2014), the actions of disciplined students are aligned to preordained rules and regulations of their school (Ali, Dada, Isiaka & Salmon, 2014). The term discipline however is used to reference more than the ability of the students to determine right from wrong (Ali et al., 2014). In line with this, Masitsa (2011) theorises that discipline amongst students in a school is a necessary component to achieve an ideal environment in schools that is favourable to producing sturdy learning outcomes.

Indiscipline can be termed as a universal challenge as many schools across the world are experiencing the scourge. A study carried out in Italy by Emmanuel, Adom, Josephine and Solomon (2014) on fourteen households gauging their achievement, motivation and self-concept surmised that indiscipline was a multi-layered occurrence. It was multi layered in its regarding its exhibition, triggers, definitions, functions and management the social, psychosocial, and pedagogical areas. Discipline amongst school going students is an outcome of various undercurrents that can be found in both home micro-systems and school.

The role of student councils as a solution to the growing number of students' indiscipline cases has yet to be fully investigated. In a bid to address the rising cases of student indiscipline, secondary school stakeholders have upped their expectations of school administration asking not only for improved academic results and performance but also a reduction of the indiscipline cases across board. With this background, it is vital to re-position the role played by school governance in ensuring discipline in students while identifying leadership actions, behaviours, and ethos that impact positively by enhancing student students' discipline. Brauckmann and Pashiardis (2011) posit that in this re-focusing, some areas of school governance require some amendments especially those that recognise students as major stakeholders in the school governance.

In the United Kingdom, David (2011) noted that meaningful student involvement is the process of engaging students as partners in every facet of school change with an aim of strengthening their commitment to education and democracy. Students' involvement in governance should be concentrated within elected student representatives or council (David, 2011). In other words, a student council is a representative body of students elected by their peers to give voice to the opinions and desires of students in governance matters such as policy formulation, time tabling, teacher supervisions, subject selection, infrastructural planning and peer mentoring. Through these bodies, secondary schools are in a position to stress for adherence to rules and regulations, reduce cases of indiscipline, reduce strikes, minimise violence and fights amongst students, and improve school completion and retention rates. In order to corroborate these assertions, Hoy and Miskel (2008) indicate that at present, in most public and private school systems across the United States, Canada, Australia

and the Philippines, these bodies have been given different titles including: student councils, student governments, Associated Student Bodies, Student Activity Councils, and Student Council Associations. In many Commonwealth schools, student councils are usually students in their senior grade who have considerable power and mandate to effectively run the school outside the classroom (Hoy & Miskel, 2008).

The student councils in many schools have clearly defined duties, responsibilities, and special rights that allow them to punish students who behave contrary to the set rules and regulations of the institutions (Hoy & Miskel, 2008). For example, in a study conducted in Austria, Kythreotis et al. (2010) indicated that involvement of students in school governance improves students' discipline and enhances behaviour change. Kythreotis et al. (2010) further state that involvement of students' leadership in school governance assists learners in becoming active and responsible participants in the whole learning process, from planning, resource mobilization, execution, evaluation, and appraisal of the learning program, facilities, and policies. However, the study observed the student councils are sometimes restrained where a case is beyond their context.

Additional obligations of student councils include acting as role models for other students, promoting the ethos of the school, maintaining the standards of discipline, attending school events and student council meetings when required, and ensuring all students adhere to full school rules and regulations. 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 in Sub-Saharan Africa are not an exception in the implementation of student councils considering that many secondary schools in the region have regularly experienced violent student disturbances (World Bank, 2008). Harber and Dadey (2014) used evidence from Nigeria to argue that: schools where students were not involved in decision-making or were never consulted whenever important decisions concerning students' discipline were being made, opted for violence to vent their frustrations and disagreements. Further, Harber and Dadey (2014) found out that the student councils enabled problems facing the learners to be discussed before they got out of hand.

South Africa, in turn, introduced decentralized school governance and democratic shared decision-making through the South African Schools Act (SASA), No. 84 of 1996 (RSA, 1996). In terms of this Act, parents, principals, teachers, support staff, and learners in secondary schools may be elected to School Governing Bodies (SGBs). The overarching goal of SGBs is democratising the transformation of schools and providing a better teaching and learning environment for students (Shumane, 2009).

In Tanzania, the role of student councils in governance of schools seemed to be entrenched in the school systems and made provision for student participation and representation in committees involved in decision-making on matters of discipline

(Harper, 2003). Harper refers to Nyerere who argued that only by practicing direct democracy and learning by mistakes can students become accountable in their responsibilities. This objective became policy through a directive from the Chief Education Officer in May 1968 regarding secondary schools as quoted by Harper (2003).

In line with the global practice, the government of Kenya introduced the student's governance system in 2008 in public secondary schools to facilitate an enabling process that will equip the students with knowledge, skills, and attitudes that instil positive attributes such as hard work, honesty, accountability, innovativeness, and respect for the rule of law (KSSHA). According to Koffi (2009), students would better appreciate the country's resources if they were taught the importance of good governance at an early stage. Maraj (2000) further recommends that school governors undertake induction courses to prepare them for their tasks. In order to deliver quality education, there has been a shift in schools towards devolving decision-making powers. The practice is informed by the view that people close to teaching and learning are in the best position to make decisions that affect their schools as they have first-hand knowledge of relevant issues (Koffi, 2009). These initiatives include adoption of a student council policy, which implies involvement of students in school decision-making process on discipline, academic, and managerial matters. A study conducted in Kakamega East District, Abwere (2009) revealed that, in some schools, student councils are so efficient and effective that the role of teachers is limited to teaching and carrying out other academic duties. In view of the growing demand for more and better services at secondary education levels, Abwere (2009) has established that competencies of student councils should be addressed urgently. If management

and governance structure is vague or is missing certain elements, it is very difficult for governance of students' discipline to function well.

Abwere (2009) further noted that student councils work in partnership with the schools to achieve common goals of increased student engagement and student success. They are also tasked with considering the long-term strategic direction of their institution. These viewpoints affirm the fact that the cardinal aim of student engagement is to enhance students' experience through a well-developed relationship. In other words, a significant component of student engagement is the inter-student relationships and communication that offers students a meaningful voice in the matrix of communication that delivers student engagement.

Kenya has struggled with the problem of school unrests since the early 1990s. Most of these protests culminate in the destruction of school and community property, loss of student lives, and rape cases. As a result, the issue has attracted the government's attention, and through the Ministry of Education, several task forces/committees of inquiry have been formed to help in developing solutions to deter student violence and unrests. Over the years several task forces have been established including:

> "National Committee on Educational Objectives and Policies (Gachathi Report) of 1976; Report on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report of 1981); Dr. Lawrence Sagini Committee/Task Force (1991); Nicodemus Kirima (1995) Commission of Inquiry into alleged infiltration of devil worship into Kenyan secondary schools; P.M. Macharia Committee/Task Force (1999/2000); Dr. Naomy Wangai Committee/Task Force (2001); and David Koech Committee/Task Force (2008)" (National Crime Research Centre, 2016, p.2).

These committees have focused mainly on identifying issues that force student to engage in protests. According to his research Mukiri (2014), "To help the administration in the governance and maintenance of discipline in schools, Kenya initially resulted to the prefecture system which was a criterion for selecting student leaders designed by the school administration and teaching staff with little or no participation from the student body. Over time, the system became unpopular by the students as the prefects were seen as agents of oppression being representative of the school administration as opposed to being representatives of the students. The student body began agitating against the so-called oppressors and cases of violence against prefects including incidences of death and maiming in some cases were recorded. Serious cases of student unrest, destruction of school property and disruption of learning programmes were also recorded in 2008. The culmination of all of these events occasioned for the exploration of an alternative participatory approach to school governance by the various stakeholders of education in the country".

The concept of student councils was borrowed from Tertiary institutions where it served as a bridge between the institutions administration and the students. It was noted that involving the students in the decision-making process was nurturing their leadership capabilities as was evidenced by the high number of politicians who were also involved in the student leadership during their years in college. Thus, it was posited that by involving students in the decision-making process of matters that affected their day-to-day welfare, they were also helping in developing their leadership potential.

Government of Kenya (2008), in a Report by Committee of Inquiry which was established at a time when students' unrests had increased to an alarming rate, and

there were fears that the trend would simulate such grave experiences as those witnessed in Kyanguli Secondary where 68 students died, Bombolulu Secondary School where 24 girls lost their lives, and Nyeri High School where four prefects were killed and St. Kizito in Meru where many girls lost their lives among many other cases. Hence, through the Kenya Secondary Schools Heads Association (KESSHA), it was identified that most school unrests were rooted in administration issues. Consequently, KESSHA implemented a 2006 report published by the Ministry of Education and the United Nations Children's Fund (UNICEF), which recommended the inclusion of students in the administration and running of schools. As part of enacting the recommendation, student leadership was shifted from prefect bodies to a more representative unit: the student council. 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, p.7). 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 (for example, 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).

Furthermore, as evidenced in Nakuru County, the involvement of student councils in the governance of schools has not been clearly defined (Obondo, 2013). This implies that students have not been adequately involved in planning, organizing and sourcing, leading or directing, and controlling school activities. Yet, the provisions of the student councils view learners' participation in the school governance as a mitigating factor to the increased incidences of students' strikes, dropout rates, violence, and in-fighting. The study focussed on the influence of student's councils' involvement in school policy formation, subject selection, teacher supervision, peer mentorship and infrastructure management on governance   of students.

In Meru County, Kenya, despite the implementation of student councils, student indiscipline has continued to swell in most parts of the County. According to a 2016 report, Meru County was ranked second position in the country for student strikes and second last in terms of performance (Omolo Report, 2016). In the region, cases of unrests have been reported across all sub-counties, especially during the second term. It is against this background of sustained indiscipline and poor performance that the researcher intends to focus on Meru County as the location of study.

1.3   Statement of the Problem

In Kenya, the idea of student councils was conceived in 2006 and enacted in 2008. At the time of its conceptualization and subsequent implementation, it was identified that the direct involvement of students in school governance affairs would be the solution to the recurrent cases of unrests witnessed in secondary schools across the country. Therefore, the study intended to find out why school unrests have continued unabated despite the existence of student councils. Recent increase in school unrests in most parts of the country between 2016 and 2021 in particular as shown in table 1 below,

have cast doubts on the efficacy of student councils in helping resolve indiscipline issues in these schools. The problem is especially rife in Meru County where in 2016, 77 schools out of the 326 schools in the region, reported cases of unrest to the county director and Meru County was ranked second position in the country for students strikes. Therefore, considering the significance that student councils have been accorded in the management of discipline, there exists a possibility that the solution to the growing cases of indiscipline could have been caused by inadequate involvement of student councils in school administrative affairs. It is against this background of sustained indiscipline in schools that the researcher intended to find out why the phenomenal persists despite the establishment of student councils in secondary schools, hence the significance of the study.

Table 1.1: Cases of Students Unrests in Meru County

	2013	2014	2015	2016	2017	2018
Igembe North	4	*	3	6	*	3
Igembe Central	*	*	2	*	*	2
Igembe South	4	1	5	6	*	*
Tigania East	3	*	7	8	*	1
Tigania West	5	4	5	12	*	1
Buuri	1	*	*	3	*	1
Imenti Central	2	4	5	15	*	3
Imenti South	3	1	5	14	*	5
Imenti North	*	3	2	13	*	3

(Source: CDE Meru Office)

- **NB: * Stands for missing statistics**

1.4   Purpose of the Study

The purpose of this study was to assess the influence of student councils' involvement in school governance on students' discipline in public secondary schools in Meru County, Kenya

1.5   Objectives of the Study

The study sought to;

   i.   Assess the influence of student councils' involvement in school policy formulation on students' discipline in public secondary schools in Meru County;

   ii. Examine how student councils' involvement in subject selection of optional subjects influences students' discipline in public secondary schools in Meru County;

   iii. Determine the influence of student councils' involvement in peer mentorship programmes on students' discipline in public secondary schools in Meru County;

   iv. Establish how student councils' involvement in teacher supervision influence students' disciplines in public secondary schools in Meru County.

   v.   Assess the influence of student councils' involvement in infrastructural management on students' discipline in public secondary schools in Meru County.

1.6   Null Hypotheses

The study was guided by the following research hypotheses:

Ho1: There is no statistically significance influence of student council's involvement in school policy formulation on students' discipline in public secondary schools in Meru County

H_o2: There is no statistically significance influence of Student councils' involvement in subject selection on students' discipline in public secondary schools in Meru County

H_o3: There is no statistically significance influence of Student councils' involvement in peer mentorship programmes on students' discipline in public secondary schools in Meru County

H_o4: There is no statistically significance influence of Student councils' involvement in teachers' supervision on students' discipline in public secondary schools in Meru County

H_o5: There is no statistically significance influence of Student councils' involvement in infrastructural management on students' discipline in public secondary schools in Meru County.

1.7   Significance of the Study

The study is significant because students would gain more knowledge on their leadership roles and expectation which would add value to their lives long after leaving school. This is so since students' participation in leadership would have the positive impacts of improving communication. This would consequently lead to better understanding, co-operation and help to resolve many personal and social problems which can be disruptive. Further, students would be informed more on the institutionalization of democracy which has become inevitable in organizations where

schools are viewed as public institutions and teachers, parents and learners are regarded as equal stakeholders.

The findings of this study would help teachers as they would apply the concept towards maximizing students' leadership potentials and help them to realize their goals of being responsible individuals in life given that educators should invest in their students and empower them to be participants in a shared collective endeavour to better their education. The study would highlight issues of student's involvement in students' discipline, so as to allow educators to truly be able to model participatory democracy in their schools and help prepare students for life as informed and engaged citizens. Principals would benefit from this study by accessing information regarding giving support to students' councils having in mind that participatory and transformational leadership is necessary for any successful venture in school management. Parents will benefit from the study findings by getting information on the usefulness of students' participation in school leadership to enable them accord their children serving as leaders all the necessary support required other than reprimanding them for having taken such roles and desist from cultural beliefs that children are not supposed to discuss important issues with adults.

Quality Assurance and standards officers would benefit from this study by gaining information on the importance of involving student councils in school governance and use it to sensitize school community to embrace this practice for effective curriculum implementation with the understanding that no meaningful learning can take place in school environments that are autocratic.

Policy makers in the Ministry of Education would also benefit from this study by gaining information regarding students' government which could lead to formulation

of a national policy documents providing direction and support meaningful training program for Students leaders for achievement of goals of education and vision 2030. The study would inform further research on role of student councils in Public Secondary schools in Kenya. It will also be a useful resource for future studies in the area.

1.8   Scope of the Study

This study was carried out in public secondary schools in Meru County only. It concentrated on deputy principals, teachers and presidents of student councils of the sampled schools from whom data were collected. Questionnaires were used to collect data from teachers and presidents of student council whereas interview schedules were used to collect data from deputy principals. The study focused on the influence of student councils' involvement in school policy formulation, subject selection, peer mentorship programmes, teacher supervisions and infrastructural management on governance of students' discipline in public secondary schools. The study was conducted between July and October, 2019.

1.9   Limitations of the Study

i.   The main limitation of the study was the non-generalization of the study's findings to other locations since there could be other unique dynamics influencing the governance of students' discipline other than variables under investigation. In this case, the study recommended that further studies be conducted on governance of students' discipline, but with focus on different management dynamics other than involvement of students' councils.

ii.   The sampled respondents in the study could not reflect the entire population in Meru County. In this case, the researcher ensured that the sample was as

representative as possible by distributing the sampled respondents to all nine sub counties of Meru County by selecting four schools from each sub county and ensuring both boarding and day schools were included.

iii. There was a likelihood of the school administrators withholding crucial information and presidents of student councils for fear of being reprimanded. The researcher addressed this by upholding ethical consideration and assuring all respondents that confidentiality would be observed.

iv. Considering that data were collected during school term calendar, the researcher was seen as interfering with school program. To address this, the researcher made prior arrangement with the schools to minimize such interference.

1.10 Assumptions of the Study

The assumptions of the study were;

i. Students' councils were involved in school governance.

ii. School administrators appreciate the importance of involving student councils in school core governance issues.

iii. All secondary schools had duly constituted student councils.

iv. All respondents understand English and will be willing to answer the questions in the questionnaire

v. That all data collection tools were well structured and understood by the respondents

vi. That the respondents gave/filled the data collection tools honestly and to the best of their ability

CHAPTER 2 - LITERATURE REVIEW

2.1 Introduction

This chapter entails a review of related literature that is covered under themes emanating from the specific objectives of the study. It explores research on students' discipline, school governance, student councils' involvement in school governance and the influence of student councils' involvement in school policy formulation, subject selection, peer mentorship programmes, teachers' supervision and infrastructural management on governance of students' discipline in public secondary schools. Finally, the chapter provided a summary of literature review, theoretical framework, and conceptual framework.

2.2 Student Councils' Involvement in Secondary School Governance

Student participation in decision-making refers to the work of student representative bodies such as school councils, student parliaments, and the prefectural bodies. It is also a term used to encompass all aspects of school life and decision-making where learners may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Consistent with these assertions, Kupchik (2015) citing Effrat and Schimmel (2003) posit that a student council is a student body of leaders through which students participates in collective decision-making at school- or class-level and dialogue between other students and other decision-makers.

Student participation in decision-making in schools is often viewed as problematic to school administrators, parents, and society at large. Due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that

is needed in the running of a school. Thus, student participation in decision-making is often confined to issues concerned with student welfare and not in core governance issues (A Kupchik, Catlaw ,2015, Effrat & Schimmel, 2003). The extent of student involvement in decision-making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world views. Basically, there are three viewpoints that guide the extent of student involvement in decision-making. The first view observes that students must remain passive and receive instructions from parents and teachers (Mncue, 2008). This outlook means that policies must be designed by adults and students are to follow them to the letter. The second viewpoint suggests that students can participate in decision-making but only to a certain degree (Magadla, 2007). Nonetheless, there exists a tendency among some teachers and school leaders to define the issues which affect students quite narrowly.

Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders, for example, playgrounds, toilets, and lockers (Huddleston, 2007). Ezekwem (2009) posits that student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers, and other secret matters; instead, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support students' participation in decision-making, it confines student involvement in decision-making to specific areas of school life. However, defining the limits of student participation in this way is likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously.

Further it also severely limits the possibilities for experiential learning, which is about the nature of schooling and the education system as well as the different forms of public decision-making (Huddleston, 2007). The notion is authoritarian and paternalistic, rather than democratic. It not only assumes that school students have a legitimate interest only in student-specific issues, but it also assumes that students have no right to decide for themselves the issues in which they want or do not want to be involved. For this reason, many commentators have suggested that opportunities for student participation should go beyond specifically student -related issues and extend to wider aspects of school life as well as to the society beyond the school.

Effective involvement, it has been said, would go beyond student comment on aspects of their lives which are seen as safe or without significant impact on the work of adults in the school, embedded at classroom level, at institutional level, and at the interface between local, national, and international community's (Fielding & Ruddock, 2003). There exists limited aspects of school life and decision-making in which principle, at least, school students cannot be meaningfully involved, depending upon their age and experience hence the need to examine the third level of student involvement in decision-making.

The third viewpoint suggests that students should fully participate in decision making (Magadla, 2007). This view is supported by Fraser (2010) who points out that principals and other stakeholders should not underestimate the contributions of students, especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007) feels that students should be involved in all areas of school life. Huddleston (2007) adds that the range of activities that constitute the work of a school can be categorized in a number of different ways;

however, if it is categorized, one should expect students to have opportunities for involvement in each major area, in particular, a school's ethos and climate, including rules, rewards and sanctions, curriculum, teaching and learning, management, and development planning.

Involvement in curriculum and teaching and learning methods is frequently recognized as being one of the least explored areas of student participation. Hannan (2003) points out that school curricula and evaluation criteria are often prescribed in detail by state or regional authorities, apparently leaving little room for involvement by teachers or students. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement in decisions about the nature of assignments and projects, for instance, to assess administration strategies and examination marking.

This level of student involvement applies equally to the topics chosen by students for discussion in class and or school councils. The most effective school councils do not exclude anything from being discussed, apart from matters of personal confidentiality. If rigid limits are imposed on councils at the outset, students are unlikely to develop any enthusiasm for them (Huddleston, 2007). Hord and Robertson (2000) add further that student consultation relating to curriculum and examination reform is mandatory.

In Kenya and Meru County in particular, the concept of student council is a not a relatively new concept. Secondary schools have been operating either under the prefectural system or the students' council system (Mwangi, 2006). In some schools, students are given opportunities to select their prefects while in others prefects are appointed by teachers and the school administration. However, instances where

school administrators have failed to involve students in selection of prefects contribute to strikes and indiscipline in schools, a phenomenon that has posed governance challenges to most secondary schools.

2.2.1 Student Councils' Involvement in School Policy Formulation and Students' Discipline in Public Secondary Schools

Sound school policy development plays an essential role as a violence prevention and control tool. By anticipating safety problems and actively addressing them, schools increase their ability to avoid or respond to a crisis (CDC, 2018). Cognizant of these assertions, Huddleston (2007) posits that clearly articulated rules and policies, established through students' involvement and implemented fairly, will provide a solid foundation for a comprehensive approach to school safety. In a study conducted in Scotland, Maitles, and Duechar (2006) indicated that a comprehensive approach to school safety involves meeting challenges on several fronts. Administrative support is essential to provide the necessary resources for governance of students' discipline and violence prevention efforts.

School-wide education and involvement of student council in formulating school policies such as diet, school uniform, trip regulations, and co-curricular programmes prepare students to take careful action to avoid becoming either perpetrators or victims of violence. Involvement of students provides essential resources and support. In the course of these activities, teachers and school leaders face important legal questions that affect many lives (Maitles & Duechar, 2006). These questions centre on issues involving privacy and school records, discipline and due process (including zero tolerance policies), search and seizure, dress codes, security measures and school resource officers, and general liability issues (Maitles & Duechar, 2006). These

assertions attest to the fact that when appropriate measures are taken by involving students through their councils in all these areas, the risk of violence at school or the effects of aftermath of violence will be minimized. In keeping with these suggestions, McKenna (2016), in a study conducted in Germany, noted that clear and consistent polices, developed proactively by school officials, teachers, and students establish their expectations and promote a stable school setting, leading to a safe educational environment. At the same time, the philosophical outlook of any youth violence prevention effort is important to the results that are anticipated (McKenna, 2016). In other words, even while developing school policies and meeting legal requirements, schools, students, parents, teachers, and communities 'reap what they sow'.

Policies set the tone of school administration and shape the culture of each classroom and schools. Accordingly, while it is important to focus on the legal implications and issues of school safety efforts, this must be balanced by a strong sense of fairness and concern for the levels of discipline, dignity, and integrity of every member of the student council and school community. However, in a study about school governance dynamics, Pont, Moorman, and Nusche (2008) argue that by involving student council in formulating school rules and regulations, there is minimal excessive attention to wrongdoing and the minutiae of legal requirements, paperwork, hearings, and compliance, which may ultimately detract from the creative effort to build a more peaceful school.

Such an approach provides an environment of less concern with blame, punishment, and legal wrangling. Pont et al. (2008) further notes that a more secure school will grow from the sense of integrity, fairness, justice and cooperative effort exhibited by school principals, teachers, students and others in positions of leadership. These

claims attest to the fact that a student council allows students to learn the essence of following school rules and policies and learn that justice is never about the effort to exact punishment and retribution, but rather that true justice is about working to repair a safe and secure vision for their school and creating healing, restoration, and peace, to build their sense of discipline, values, personal integrity, and accountability to the larger community. In most countries in Sub-Saharan Africa, involving students in the planning and policy development process presents a unique and wonderful teaching moment (Harper, 2003). In the end, policies and laws are only guideposts for students' activities and cannot substitute for basic humanity, which requires each society member to engage common sense, common compassion, and common creativity in building a more secure environment for student learning.

In a study conducted in South Africa, Bush (2007) argued that involving student councils in deciding whether there should be a school uniform policy, diet types, co-curricular activities students need to undertake and their planning and school entertainment programmes is flows from the duties placed upon all school governing bodies by statute to ensure that school policies promote good behaviour and discipline amongst the pupil body. Such initiatives of student council's involvement in school policy formulation strongly play a valuable role in contributing to the ethos of a school and setting an appropriate tone Bush (2007). In Kenya, schools are in a sense mini-society with their own rules, norms and values and model a way of life, and are an arena for experiences which last a lifetime. In conjunction with the issue of increasing youth participation, there arises a need for dramatic change in the approach to education (Abwere, 2009).

There is an increasing interest in democratising education and in developing new ways of management based on collaboration and partnership. One of the key considerations outlined in the White Paper on Education has been discussed in the context of student councils is partnership in the formulation of rules and regulations which impact on students' daily activities in schools (Abwere, 2009).

Abwere (2009) posits that a student council provides the opportunity for students to engage in a structured partnership with teachers, parents, and school managers in the formulation of regulations which guide the daily operations of their school and, thus, influence the behaviour of their students. As noted by Wanjiru (2011), in Meru County, rules exist in every school and function like miniature constitutions or codes of law. She also notes that there are in place prescriptions, which are legitimized by teachers about how to behave in school situations in addition to standards by which behaviour in school is judged to be appropriate, right and desirable, or inappropriate, wrong and forbidden. These rules are often intended to regulate or prevent all kinds of student conduct that is likely to disrupt activities, cause injury, or damage school property. For such rules to be effective, collaborative approach ought to be adopted in their formulation. Wanjiru (2011) adds that schools that have involved student councils in the formulation of such policies have witnessed sound governance. However, Wanjiru did not interrogated how different school policies formulated through student council's involvement have ensured managerial efficiency, students' performance, and governance of students' discipline.

The literature reviewed point out to a gap in that there was no standard guideline on the aspects in which student councils should be involved in on school policy formulation.

2.2.2 Student Councils' Involvement in Subject Selection and Students' Discipline in Public Secondary Schools

Students become increasingly aware of career opportunities and the availability of vocational pathways during their final years of senior schooling (David, 2011). When decisions have to be made in relation to subject selection for senior school, choices are made that influence future career opportunities and aspirations. While many career theorists caution against making early decisions in relation to careers, institutional and societal constraints often require that a choice be made by students. Consistent with these viewpoints, Effrat and Schimmel (2003) posit that involving students' council in subject selection eliminates issues relating to indecision about future careers and the impact this can have on choices relating to post-compulsory study. In Melbourne it is often the case that student council is asked to identify future study and potential career goals when choosing subjects for senior school (Bell, 2002). Specifically, in relation to subject selection, Bell (2002) observed that the majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were compulsory or subjects where there were no other more desirable options. They also found that students tended to make these choices from a narrow viewpoint with a short-term focus, often failing to fully consider their options beyond school. In the Australian context, Kouzer and Posner (2013) found little evidence that subject choice for school students was a considered and planned exercise. The study revealed that 30 per cent of students indicated they had not received an information booklet about subject choice, which had been distributed by all schools in the study.

As it was not possible that all these students missed out on the resource, this suggests that the information was not sufficiently salient or valued. Such findings should be

considered in light of student reports that they require detailed information when making choices about selecting school subjects. The results also indicated that information about subject choice was gathered inadvertently and largely outside formal channels and without involving students through student council. In the same vein, in a study conducted in Czech Republic, Fletcher (2008) asserted that, by involving student council, assist in identifying a range of external factors which constrain subject selection including diminished subject availability, limited timeframe for subject selection, timetabling restrictions, compulsory subjects, tertiary prerequisites and eligibility for entry to tertiary courses.

These findings affirm the fact that involvement of student council in subject selection is an important part of managing students' discipline and educational future. These viewpoints further affirm the fact that the role of the students in the life of the school gives them the chance to undergo training which prepares them for future life.

In a purely administrative point of view, the students' participation in the life of the school also contributes greatly to the efficient and orderly operation of the institution. Besides, students' participation will improve communication, lead to better understanding and co-operation and help to resolve many personal and social problems which can be disruptive as far as subject selection and career choice are concerned. Thus, it is recommended that parents and students review subject choices together to ensure future study and employment pathways remain flexible and relevant. Increasingly, schools in Sub-Saharan Africa are becoming aware of their role in assisting students to make informed choices about future studies and work options during various stages of their educational journey (Bush, 2007).

Such assistance may be indirect, in terms of establishing curriculum structures that allow students to make choices with set alternatives, or direct, in terms of career education or less formal advice given to students to assist them individually in making their subject choices and/or decisions about post school destinations and career choices. For example, in a study carried out in Alexandria, Patterson (2012) argued that, schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. Patterson (2012) posited that it is very important for any student to choose the subject carefully from various subjects according to their interest, while observing that the choice of right subject is one of the most crucial decisions which should not be undertaken without the students' participation.

In other words, there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world. This is indicative of the fact that, by involving students in subject selection, a student can choose subject according to their interest. There are wide options in subjects; therefore, they are confused that which subject they should choose for their right future.

It is very difficult task to select the right subject for their career. At this level the students in dire need of proper guidance. The sources of guidance are administrators and staff of school, seniors, friends, parents, neighbours, print, and video media. The secondary education is an important terminal stage in the system of general education. At this stage, the youth decides whether to pursue higher education or opt for technical training or join the workforce. In Uganda, the scenario is similar. For instance, a study conducted in Uganda by Sushila and Bakhda (2010) attempted to

provide further insights into the influences on career decision making and subject selection and highlighted the students' lack of knowledge regarding subject selection issues from the perspective of the individual and the actual nature of the decisions that are made at this time.

Sushila (2010) also found that, with regard to obtaining relevant information, students appeared to access informal channels such as parents and siblings, rather than career education or counselling resources available within the school. Sushila (2010) further noted that the impact of school policies and practices on students as well as other influences that affect individual subject choices and career decisions; an issue this study intends to investigate how student councils' involvement in subject selection influences students' discipline in public secondary schools.

In Kenya and Meru County in particular, schools involve students in subject selection and career choice (RoK, 2012). However, RoK (2012) argues that, in overall, students are still unlikely to make optimal choices as they lack sufficient and appropriate vocational information. Internal issues such as locus of control, self-assessment of ability, vocational awareness, gender and interest in the subjects offered also appear to affect the manner in which students choose subjects (RoK, 2012). Interestingly, while many schools provide a range of career-related services and information resources to facilitate the decision-making process, RoK (2012) has not articulated how useful and meaningful this assistance is for students without involving them.

This being a relatively new concept in the country, there was very little literature to guide on what teacher supervision entailed for the Kenyan situation.

2.2.3 Student Councils' Involvement in Peer Mentoring and Students' Discipline in Public Secondary Schools

Mentoring and peer counselling is a well-documented concept of counselling. As Pritchard (2007) points out, it is a personal method of change and is based on the idea that most people prefer to seek out their peers for help when experiencing challenges, frustrations, concerns and general problems. Pritchard (2007) has documented that transition from primary to secondary schools is sometimes a stressful and emotional experience for junior students, requiring a structured support network. In other words, when students join schools for the first time, some of them experience emotional stress due to a change in the environment as well as behavioural and developmental gaps (Steinhardt & Dolbeire, 2008).

In a study carried out in Philadelphia, Leithwood and Jantzi (2006) noted that during the peer counselling or mentoring sessions, individual students in the student council offer their junior colleagues an opportunity for self-knowledge and self-development through individual or group interventions. Understanding and knowledge of oneself and the environment gained through counselling and mentoring leads to personal development and good decision-making.

In order to corroborate these assertions, Smylie, Conley and Marks (2005), in a study conducted in Chicago, noted that student council acts as mentors who provide their young colleagues with a pool of knowledge that could be tapped on, to help polish their disciplinary, behavioural and some particular key skills that were said to be pertinent in career development. Hence, this study will explore more on peer mentorship programmes on students' discipline in public secondary schools to shed more light on contemporary practices.

Smylie et al. (2005) reported that members of the student council help their junior colleagues get involved searching or seeking out for good performers and requesting them to be mentors in given careers; an issue that this study will establish. This points to the fact that any junior student looking for a mentor, that is, a member of student council, is expected to seek out for positive and pleasing behaviour patterns and personality, besides a mere successful track record. Peer mentoring and counselling give students an opportunity to work on their issues and concerns without fear and intimidation. Smylie *et al* discovered that peer supervision increased in the peer counsellors' empathy, respect, genuineness as well as concreteness. Through such skills, a student peer counsellor is aligned to build a rapport with the peer they are counselling, making it easier to make an impact, and for the client to make sound decisions.

This is consistent with the assertions of Bell (2002) who rated peer counselling as an outstanding tool that equips student peer counsellors with counselling skills and techniques which makes it easier for them to reach their peers but also aid the student peer counsellors themselves with life skills. Bell (2002) further noted that student peer concept provides a practical and economical means to meet the increasing needs of students in need of individual help. Bell (2002) acknowledges the fact that school management which engages students in the council as peer counsellors help their students perform better, adopt healthy behaviour patterns, understand and accept themselves as well as the meaning of life relating it to their school career interests and satisfaction. This implies that through mentoring and peer counselling a student can define their career interest and make necessary career and other general decisions. In Sub-Saharan Africa, research has indicated that secondary schools have embraced the

concept of student-mentors and peer counselling as an effective professional counselling (World Bank, 2008).

For example, in Botswana, after this realization, the University of Botswana introduced the peer mentoring and counselling program spearheaded by student council in 2003 which has produced positive results as reflected in the shared experiences of such students. The University of Botswana Careers and Counselling Centre, peer counselling program, trains and equips students with skills to enable them to help their peers (Marks & Printy, 2003). It allows students to work on issues of their concern with the accepting support of their peers. Peer counsellors unlike professional counsellors are available to help their peers anytime and their counselling sessions are informal discussions and conversations which are not threatening.

The importance of peer counselling in a university setting has long been realized by a number of scholars. Research noted that peer counselling enables students to appreciate each other as well as understand the importance of education and focus (Marks & Printy, 2003). Peer counselling believes that peers have the ability to reach out and change each other since they understand one another better. Cognizant of these viewpoints, Mncube (2008), in a study conducted in KwaZulu Natal Province in South Africa, posited that, to this end students are expected to build their own databases of prospective student council mentors and design an action plan for connection. They are to certify first on what they want to learn from the prospective mentors, before contacting them. These findings further affirm the fact that student mentorship was therefore a one good road to decisiveness on career development with students. The student mentors offer assistance to junior colleagues in settling into the new schedule and lifestyle of secondary school life.

In Kenya, student council plays a critical role in mentoring new students (RoK, 2012). A study conducted in Machakos Central Division by Muli (2011) revealed that student council mentors develop friendships through their participation in mentoring programs and usually derive satisfaction from helping a younger student, and possibly shaping his or her life in a positive way. Meru County is not an exception with student council being the in-thing in most secondary schools were members of student council act as peer mentors to new students, the peer mentees, in a particular subject, behaviour pattern or lifestyle (Muli, 2011). For example, in an empirical study conducted in Meru County, Kindiki (2009) asserted that establishment of student council was driven by the need of enhancing effective teaching and learning and an even more, the urgent need to tame school unrest within schools in Kenya. Kindiki (2009) noted that student leaders are a tremendous help to the school and play a particularly important role in mentoring younger pupils. They coordinate co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare. They also carry out supervision of learning activities after school for junior pupils and checking attendants. These findings affirm the fact that the position of student leadership forms a valuable part of a pupil's personal development opening their mind to new levels of responsibility and participation in a very positive way.

However, Kindiki (2009) failed to articulate how different peer mentoring activities undertaken by student council have improved school governance. In other words, Kindiki (2009) did not indicate how student council mentoring programmes have impacted on managerial efficiency, students' performance and students' disciplinary patterns. In the same vein, it is not clear which particular skills members of student

council ought to possess in order to mentor their colleagues. Hence, it is critical that that this study examines the influence of student councils' involvement in peer mentorship programmes on students' discipline in public secondary schools in Meru County to avail a comparative perspective of determinants in school discipline.

Despite the existence of mentorship clubs in schools, and the involvement of student councils in peer mentorship, there was no explanation available to explain the recurrence of the high indiscipline cases in Meru County.

2.2.4 Student Councils' Involvement in Teacher Supervision and Students' Discipline in Public Secondary Schools

Collaborative assessment of teaching effectiveness is a problem-solving process that can be used as an alternative to psychological supervision and evaluation. It draws from the ideas and techniques of narrative therapy as well as those of individualized psychological assessment (Sass, 2008). In order to lend credence to these assertions, Goddard and Goddard (2007), in a study conducted in France, reported that teacher supervision and evaluation models have concerned themselves with direct instruction because teacher behaviours and methods are observable and research has shown that students' standardized test scores could be directly correlated to specific teaching behaviours. In the same breath, Carrell and West (2010), in a study in Australia about the Essential Elements of Instruction, gave evaluators a list of observable traits believed to be necessary for effective instruction.

All too often in today's climate of educational reform, both direct instruction where the teacher presents information and is a dominant presence in the classroom and the holistic and constructivist classrooms that allow students more freedom and has the teacher in a less dominant role are still being evaluated by similar method

instruments. Sass (2008) and Goddard and Goddard (2007) assert that involving students in teachers' supervision is gaining popularity and is an attempt to bridge the apples and oranges gap. In other words, the model centres on working with students and can be directed at both the new teacher and the tenured teacher.

Amrein-Beardsley and Collins (2014) posit that probationary teachers require a more intensive administrative involvement that may include multiple observations, journal writing, or artefact collections, plus a strong mentoring program. On the other hand, more experienced teachers can be introduced to a growth track that is built around some form of goal setting (Amrein-Beardsley & Collins, 2014).

That is, the evaluative processes can be more of collaboration between administrator/mentor, students and the teacher. At the end of the time frame, the three can sit down and compare notes, check classes attended, look at the data gathered, determine what has been accomplished, what needs work, and the direction that needs to be taken. In Africa, the scenario is the same and most schools have taken the root of students' involvement in supervision and evaluation of teachers. For example, in Ghana, Costa and Garmston (2010), in a study carried out amongst tutors in 14 schools, asserted that involving students through collaboration is viewed as a method of providing support in a mentoring or collegial relationship where teachers share ideas, concerns, strategies, and gather data that inform practice.

Costa and Garmston(2010) noted that such collaboration with students offers the benefit of obtaining other points of view. Besides, the literature supports the benefits of teacher collaboration on student learning and discipline and as a tool to enhance teacher quality and support improvement. These findings attest to the fact that teaching, one of the most private professions, has primarily existed in isolation. That

34

is, few people outside the classroom are privy to what goes on behind closed doors. In a study conducted in Zambia, Garmston and Wellman (2010) indicated that the current school environments, however, are changing and an important focus of teaching is working with other teachers and student council. Teachers can learn from one another no matter their length of teaching experience or level of expertise. In other words, a teacher's ability to collaborate with students transfers into classroom practice. More than 90% of teachers report that their teaching has been positively influenced by their students (Darling-Hammond, 2012).

Given these assertions, supervision and evaluation system must recognize a teacher's contribution to the school as a whole, and may include: specific knowledge and skills, participation in shared instructional practices or specific student support programs, participation in collegial learning, and school improvement (Darling-Hammond, 2012). This illustrates the fact that the value of successful students' supervision of their teachers to improved teaching practice makes this element an important consideration in teacher supervision and evaluation; an issue that this study intends to explore and document. Mielke and Frontier (2012) claimed that the most effective use of supervision and evaluation instruments is to empower teachers to self-assess and diagnose problem areas prior to formal assessments. A school culture that supports student council's involvement in teacher assessment and growth promotes the belief that each individual within the school is also a learner (Mielke & Frontier, 2012). This corroborates the fact that research supports the notion that teachers are extremely proficient at identifying their own strengths and weaknesses; enabling them to use supervision and evaluation instrument to self-reflect means that they can actively

work toward achieving personal goals in a process of continual improvement and not just sporadically after formal assessment.

Besides, rather than strictly measuring teaching proficiency, to be effective, supervision and evaluation system must empower teachers to be active participants in their own professional growth. In Kenya, currently, education policy focuses on teachers; get the best people into teaching, regularly evaluate them and eliminate those teachers with low ratings (Mielke & Frontier, 2012). However, there is no research to indicate that the approach of involving students in teacher supervision advances discipline amongst students.

According to Hart (2012), students' supervision approach makes development of instructional practices part of every teacher's job. It draws on collaborative planning, professional development, regular lesson observations, and shared analysis, reflection and lesson revisions to create systemic advancement in the level of classroom instruction. It is imperative that research supports this approach to advancing instructional quality and also leads to a natural accountability system by conducting a comparative study which this study intends to undertake. In a study conducted in schools in Eldoret East Sub- County, Jwan (2010) indicated that collaborative teacher groups investigate student growth through common assessments and analyze variations in assessment results by classroom. Teachers whose classes consistently produce low averages receive assistance in the form of classroom observations, targeted feedback and peer mentoring. Jwan (2010) reported that most teachers, who are in the profession because they want to advance student learning, may improve their teaching practices based on students' feedback and further collaboration. The scenario is not different from schools in Meru County where a valid framework of

students' involvement in teacher supervision is considered as one that actually measures effective teaching. Peterson (2012) posits that a student evaluation of teaching effectiveness is used in most schools to supervise teachers.

According to Peterson (2012), a good framework aids teachers in self-reflection and support collaborative teacher groups working to improve instruction. Peterson (2012) sees teachers' growth as central to their profession and recognizes many authentic measures of teachers' effectiveness and growth including but not limited to pre- and post-tests, teacher class attendance calculations and portfolios of work over time. It is also possible to measure student growth indirectly, by looking at factors related to positive student outcomes. However, despite the extensive amount of research, there is still much debate among academics as to the value and efficacy of student supervisions and evaluations of teaching effectiveness and how such initiatives impact on students' discipline. Peterson (2012) has not articulated the specific aspects of teachers' portfolios students need to focus on in order to enhance their levels of discipline. Hence, there is a need for this study to establish the current status of the same by providing empirical evidence through this scholarly study.

Available literature did not provide clear guidelines on the process of teacher supervision and the results that could be attributed to effective teacher supervision.

2.2.5 Student Councils' Involvement in Infrastructural Management and Students' Discipline in Public Secondary Schools

According to Marques (2012), the management of school facilities and infrastructure traditionally falls within the purview of the principal. The requirements of these various goals from the school managers are centred on the advancement of teaching and learning through the implementation of performance-based management, which is

led by a management team, with the principal at the fulcrum. He also notes that the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work.

Generally, the principal's responsibility in the management of educational facilities entails bringing together individuals as a group that will control, coordinate and articulate activities to achieve tangible and holistic learning for the overall benefit of the society (Marques, 2012). The individuals include students through their student council. A study carried out in Kuala Lumpur, MacGregor (2011) asserted that principals who involve student council in management of school infrastructure ensure that material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. It is then pertinent that this study will review influence of student councils' involvement in infrastructural management on students' discipline in public secondary schools to find the status and use of material resources in schools.

The student council in collaboration with the school management team headed by the principal ensures equitable allocation of school facilities to staff and students, control breakages, their safety and maintenance. In other words, MacGregor (2011) opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills. These assertions point to the fact that since education seeks to develop the minds and character of students and future citizens, their abilities, skills and potentials, in order

to equip them for contemporary society, students have to ensure that school facilities are supplied in adequate quantities, properly and effectively managed, controlled and supervised. To corroborate these assertions, Hart (2012), in a longitudinal study conducted in Italy, noted that, in secondary schools, facilities constitute essential inputs, which create favourable learning environment, facilitate interaction and enhance achievement of educational objectives. In essence, the school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse and collaborative practices of involving students as well as other stakeholders (Hart, 2012).

Hart (2012) further noted that such approaches of student council's involvement culminate in the collective and participative decision-making process towards the selection, establishment and installation of school plants; design of school grounds, halls and spaces; upgrading, innovation and purchase of new machineries and equipment; choice, design and implementation of programmes and projects; backup and review of management policies, practices, rules and regulations. However, Hart (2012) admonishes that students' involvement in effective management of school facilities requires high-level discipline, knowledge, skill and expertise in handling different facets of the school system.

According to Hart (2012), before involvement student council in infrastructural management, calls on the ability of the principal to set required objectives, supervise facilities usage, allocation, formulate plans for procurement and ensure actual management and supervision of available facilities to attain set goals of the school system. The principal as the manager of the school organization therefore has the

onerous task of mobilizing available human resource to ensure a proper running of the school. In most countries in Sub-Saharan Africa, student council has been involved in the physical expression of the school curriculum in the construction, internal and external arrangements of the buildings, equipment, grounds, surroundings, general appearances which include the flower beds, paths, orchards, shrubs, playgrounds, classrooms, assembly hall, dining hall, desks and school farms (Patterson, 2003). In Nigeria, Obanya (2011) posits that when student council is involved in management of school facilities, it is considered from the point of the school plant with a gamut of facilities such as: school furniture, science laboratories, school library and technical workshops. Obanya (2011) argued that what is apparent throughout the research is that there is no single strategic plan or decision-making strategy that seems to fit for every situation other than involvement of stakeholders such as students.

In Lesotho, Scott (2010) indicated that in a school situation, involvement of student council in strategic planning and decision making is one of the most important aspects any secondary school management team needs to undertake in effective management of school infrastructure. Scott (2010) further indicated that unless facilities maintenance and planning is a component of a greater collaborative school management plan, it is doomed to failure. Kenya is not an exception where most secondary school principals have conceived involvement of student council in school management. For example, in an assessment study carried out in Machakos County, Kisilu (2013) revealed that an essential component of an effective school program is a well-conceived school facilities maintenance plan which brings role of student council into greater perspective.

In Meru County, most secondary schools have adopted collaborative planning strategies to enhance improvement of school infrastructure by bringing on board other education stakeholders within and outside schools (RoK, 2008). These viewpoints attest to the fact that the process of formulating school facilities management plan establishes a forum through which interested parties such as students have a chance to voice their opinions about the future of the schools. However, RoK (2008) did not articulate how each specific infrastructural management activities student council engages in impact on schools' managerial efficiency, students' performance and discipline levels.

There was a clear gap in the available literature giving the Kenyan context of the effect of student council involvement in infrastructure management of schools.

2.3 Summary of Literature Review

From the literature review, it is evident that student councils play an important function in the governance of students' discipline and thus their inclusion in school governance is of great value. However, the literature has exposed numerous research and knowledge gaps. For example, on policy issues, Wanjiru (2011) argues that, for rules to be effective, collaborative approach ought to be adopted in their formulation. Wanjiru further asserts that schools which have involved student council in formulation of such policies have witnessed sound governance. However, Wanjiru has not interrogated how different school policies formulated through student council's involvement have ensured managerial efficiency, students' performance and governance of students' discipline.

On subject selection, RoK (2012) argues that schools involve students in subject selection and career choice. However, RoK argues that, in overall, students are still

unlikely to make optimal choices as they lack sufficient and appropriate vocational information. Furthermore, according to RoK, internal issues such as locus of control, self-assessment of ability, vocational awareness, gender and interest in the subjects offered also appear to affect the manner in which students choose subjects. While many schools provide a range of career-related services and information resources to facilitate the decision-making process, RoK (2012) has not articulated how useful and meaningful this assistance is for students without involving them. On mentorship activities, Kindiki (2009) noted that student leaders are a tremendous help to the school and play a particularly important role in mentoring younger pupils. They coordinate co-curricular activities, dealing with minor cases of discipline and taking responsibility of students' welfare. However, Kindiki failed to articulate how different peer mentoring activities undertaken by student council have improved school governance. In other words, Kindiki did not indicate how student council mentoring programmes have impacted on managerial efficiency, students' performance and students' disciplinary patterns. In the same vein, it is not clear which particular skills members of student council ought to possess in order to mentor their colleagues.

On teacher supervision, Peterson (2012) notes that teachers' growth as central to their profession and recognizes many authentic measures of teachers' effectiveness and growth including but not limited to pre- and post-tests, teacher class attendance calculations and portfolios of work over time. It is also possible to measure student growth indirectly, by looking at factors related to positive student outcomes. However, despite the extensive amount of research, there is still much debate among academics as to the value and efficacy of student supervisions and evaluations of teaching effectiveness and how such initiatives impact on students' discipline.

Peterson (2012) has not articulated the specific aspects of teachers' portfolios students need to focus on in order to enhance their levels of discipline.

On infrastructural management, RoK (2008) asserts that many secondary schools have adopted collaborative planning strategies to enhance improvement of school infrastructure by bringing on board other education stakeholders within and outside schools. However, RoK did not articulate how each specific infrastructural management activities student council engages in impact on schools' managerial efficiency, students' performance and discipline levels. These are some of the critical gaps of knowledge which this study seeks to address.

2.4 Theoretical Framework

The social contract theory was coined in response to the early democratic view held by the ancient English parliamentarians that power was supposed to be shared between the Parliament and the King only. According to Thomas Hobbe, one of the main contributors to this theory, people exhibit two dominant behaviors: selfishness and rationality. The first construct implies that humans' actions are driven by the desire to satisfy their best interests or desires. Nonetheless, Hobbes argues that when pursuing the self-interests, people act rationally so that they accomplish their desires efficiently and maximally (Laskar, 2013). Hence, based on these two antecedents, people will choose to submit to a sovereign authority in order to achieve easily their interests in the civil society. This line of argument is justified in the fact that in a hypothetical state of nature, life is unbearably brutal due to the lack of a central authority. All people are considered equal and vulnerable to malice from one another. Simply, trust never exists, and the society lives in a constant state of conflict.

However, because people are reasonable, they have devised ways of avoiding the brutalities of the state of nature by establishing laws of nature that create civil societies. Towards this end, humans enter into social contracts that induce them to renounce the state of nature rights against one another and accept to bestow upon a person or a group of people the authority to enforce the social agreement. Subsequently, people in the society are expected to obey and to never resist the conferred authority in order to avoid the harsh realities of the state of nature, which are often worse than the doctrines imposed by the Sovereign. Additionally, as a result of enacting the social contract, society values are created, which define acceptable and unacceptable codes of behavior within the civil society (Laskar, 2013).

In the context of school governance, student councils and the administration are the Sovereigns to whom the authority of enacting social contracts is bestowed. The absence of these two units would leave school societies as states of nature. Life would be brutal: students would bluntly disrespect teachers and obviously unrests would become a norm. To avoid these undesired possibilities, it is important to have in place enforceable laws that must be respected by the students to whom the absence of such laws would act in the highest disadvantage. For example, in the absence of such laws, education would become impossible and many students would drop out of school. Thus, it implies that the bodies of governance act in the best interest of the students by ensuring that they pursue their rational interests of attaining quality education with minimal conflicts amongst themselves and other key stakeholders.

At the same time, where governance is shared as is the case of school councils and the administration there would be expected cases of malice from either party. Hence, to avoid such challenges it is important to anticipate them and create safeguards in

advance. Borrowing from the field of corporate governance, the co-governance of student councils and the administration can be equated to a corporate alliance, where two firms combine resources in order to enhance their competitiveness, gain additional competencies, or improve service or product quality (Schmoltzi & Wallenburg, 2011). Nonetheless, many alliances never yield these benefits due to opportunistic behaviors, and this underscores the importance of good governance mechanisms in minimizing the exposure to opportunism (Schmoltzi & Wallenburg, 2012). According to a study conducted by Wallenburg and Schäffler (2014), social contract is the solution to the problem of opportunism in joint governance. When applied in alliances, social contracts enforce formal control mechanisms for joint governance that are legitimized by underlying agreements. In the case of school governance, it implies the need for student councils and the administration to set collective objectives and define the scopes of their decision-making, which constitute the social contract. Therefore, when used in the context of this study, the social contract theory justifies the significance of students respecting and submitting to their governance authorities and at the same time, it highlights the importance of mutually beneficial governance alliances between the administration and the student councils.

2.5 Conceptual Framework

The conceptual framework was based on student councils' involvement in school policy formulation, subject selection, peer mentorship programmes, teacher supervision and infrastructural management which constituted the independent variables whereas governance of students' discipline constituted the dependent variable. The intervening variable for this study included government policy, principals' and teachers' attitudes towards student council as shown in Figure 2.1.

Independent Variables	Intervening Variables	Dependent Variable

STUDENT COUNCIL INVOLVEMENT IN SCHOOL GOVERNANCE

1. **School Policy Formulation**
   - Uniform
   - School diets
   - School trips
   - Co-curricular activities
2. **Subject Selection**
   - Optional subjects
   - Career choices
3. **Mentorship Programmes**
   - Behavior modeling
   - Peer pressure management
   - Conflict resolution
   - Respect for diversity
   - Academic activities
   - Peer
4. **Teacher Supervision**
   - Class attendance
   - Syllabus coverage
   - Time of arrival in school and departure
   - Assignments
5. **Infrastructural Management**
   - Facility breakages
   - School furniture
   - Furniture and play grounds

- Government policy
- Principals and teachers' attitudes towards student council
- Stakeholders e.g., parents

STUDENTS' DISCIPLINE
- Adherence to rules and regulations
- Indiscipline cases
- Completion rate
- Retention rate.
- Academic Performance.
- Well-behaved Students.

Source: Researcher (2018)

Figure 2.1: Conceptual Framework

According to Sekaran and Bougie (2010), conceptual framework represents the beliefs on how certain phenomena (or variables or components) are related to one another (a model) and an explanation of why researcher believes that these variables

are associated with one another (a theory). Sekaran (2008) observes that the dependent variable is the variable of primary interest to the researcher. It is the main variable that lends itself for investigation. As demonstrated in Figure 2.1, effective governance of students' discipline was achieved when students are adequately involved in school governance and in the entire process of decision making. It is clear that appropriate student council involvement in school leadership entails ensuring that leaders to various positions in such councils are democratically elected and that it is representative. It is important for school managers to put in place policies, processes and programs geared towards strengthening performance of student councils.

In order to achieve continuous improvement on student councils' performance, there is a need to organize workshop and seminars to equip student leaders with relevant skills for their work. In the course of their work, student councils may require finance, time, human and material resources, if they are accorded these things; they would perform their duties well. In most cases, students discuss issues that concern them most such as reporting time to school, school uniforms, meals offered and punishment meted on them among other thing, it is important for school management to listen to them and implement the suggestions made by them. In order to ensure proper curriculum implementation, student councils as part of school governances are empowered to supervise how various activities regarding teaching and learning are conducted. Similarly, involvement of student councils in key decision areas such as change of school uniform, transfer of teachers and change of school principal among other issue would lead to safe, enjoyable and positive school climate.

In this study, policy formulation, subject election, mentorship programs, teacher supervision and infrastructural management are the key areas where student councils

are involved and affect students' discipline in Meru County, Kenya. According to Mohajeran and Ghaleei (2008), other three more factors are identified as being determinants of students' discipline. These factors include government policy, Principals and teachers' and stakeholders' attitudes towards student councils' involvement in school governance. Thus, the students' discipline in secondary schools may be influenced by the above three factors.

For the purpose of this study, these factors are the intervening variable. The relationship between the independent and dependent variables effectively become contingent with the introduction and existence of the intervening variable. To ensure the outcome of the research is not influenced by the intervening valuables, the researcher ensured the research was conducted within the government policy framework and all the other stakeholders were involved before and after the research.

CHAPTER 3 - RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that guided this study. It focuses on the research design, location of the study, target population, sample size, sampling techniques, research instruments, pilot study, reliability and validity, data collection techniques, data analysis, logistical and ethical considerations.

3.2 Research Design

This study employed a descriptive survey research design. The descriptive survey was suitable for this study since it allowed the researcher to study the phenomena which did not allow for manipulation of variables. This design enabled the researcher to collect both quantitative and qualitative data. According to Mills, Albert, Gabrielle and Wiebe (2018), descriptive research design designs help provide answers to the questions of who, what, when, where, and how associated with particular research. In other words, this design enabled gathering of data that describe events and then organized, tabulated, depicted and described the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. This was also followed by in-depth and narrative descriptions of small numbers of cases.

3.3 Location of Study

The study was carried out in Meru County. The County has an approximate population of 543, 221 persons and covers an area of 2818 km^2, that is, a population density of 193 persons per km^2 (KNBS, 2009). The main economic activities in the Meru County include; miraa, coffee, tea, horticulture and dairy farming, quarry and

tourism. The choice of Meru County as the location of study was informed by several things. First were the sweeping events of student unrest according to the 2ⁿᵈ Omollo report of 2016. The report indicates that whilst there were reports of student unrest across the country, Meru County had the 2ⁿᵈ highest number of cases recorded. Second, one of the main economic mainstays of the area that involves the growing and sale of miraa (khat), which while lucrative as a business is also a socially harmful drug. As observed by Maingi (2008) in his study on impact of miraa growing on secondary education in Meru County, the growing and trade of the cash crop has also negatively affected education in that many youths have dropped out of school, high incidences of students' indiscipline and delinquency. Thirdly, there is a widespread abuse of illegal drugs and intoxicants like bhang, alcohol, illicit brews and other hard drugs. Their abuse is also widespread amongst students in high schools. In Meru County, despite the implementation of student councils, students' indiscipline has continued to swell in most parts of the County. In the region, cases of unrests have been reported across all sub-counties, especially during the second term. The number of incidences reported from 2013 to July 2018 in each of the nine sub-counties is tabulated below:

Table 3.1: Cases of Students Unrests in Meru County

	2013	2014	2015	2016	2017	2018
Igembe North	4	*	3	6	*	3
Igembe Central	*	*	2	*	*	2
Igembe South	4	1	5	6	*	*
Tigania East	3	*	7	8	*	1
Tigania West	5	4	5	12	*	1
Buuri	1	*	*	3	*	1
Imenti Central	2	4	5	15	*	3
Imenti South	3	1	5	14	*	5
Imenti North	*	3	2	13	*	3

(Source: CDE Meru Office)

- **NB: * Stands for missing statistics**

However, little has been done to interrogate the influence of student councils' involvement on students' discipline in public secondary schools in Meru County. It was against this background which informed the researcher to focus on Meru County as the location of study.

3.4   Target Population

Mugenda and Mugenda (2009) define target population as an entire group of individuals, events or objects having a common observable characteristic. For the purpose of this study, the target population consisted of 326 Deputy Principals, 1630 Heads of Departments and 326 presidents of student councils all totalling to 2282 from the entire Meru County as indicated in Table 3.2:

Table 3.2: Target Population of the Study

Categories	Target Population
Deputy Principals	326
Heads of Departments	1630
Presidents of Student Council	326
Total	**2282**

Source: Researcher (2018)

3.5   Sample Size and Sampling Techniques

According to Punch (2009), a sample is a smaller group that is actually studied, drawn from a larger population, from which data is collected and analysed, and inferences are then made on the population. Gay (2004) recommends that a sample of 10% is good enough. Therefore, the researcher sampled 36 public secondary schools, which is approximately 11.0% of the 326 secondary schools in the county. Stratified sampling and simple random sampling were used to select the schools to be included in the study. This involved the division of the samle size into smaller subgroups commonly referred to as strata. In this case The sample was equally divided among the nine Sub Counties (36 schools /9 sub-counties = 4 schools per sub-county). Hence, four schools were selected from each sub-county. The four selected schools in each sub-county comprised two-day secondary schools, one boy boarding and one girls boarding secondary schools. This approach ensured that all categories of schools are adequately represented in the study. According to Kothari (2004), one should resort to random sampling so that bias can be eliminated and sampling error can be estimated. Simple random sampling was then used to select schools from each of the three categories: day schools, boys boarding schools, and girls boarding schools.

From each of the selected schools, the researcher purposively selected the deputy principal, the heads of department, and the president of the student council. The deputy principals were sampled as they were in charge of handling of students' discipline issues at school. Departmental heads were included since their approach in dealing with indiscipline is holistic, besides establishing the causes of indiscipline; they also mediate between the administration and the affected students. Presidents of the student councils were sampled since they were the spokespersons of the student councils.

Table 3.3: Computation of Sample Size for the Study

S/N	Sub County	No of Schools selected	No of Deputy Principals selected	No. of HoDs selected	No. of Presidents of Students' Councils selected
1	Buuri	4	4	4	4
2	Meru Central	4	4	4	4
3	Imenti South	4	4	4	4
4	Imenti North	4	4	4	4
5	Tigania West	4	4	4	4
6	Tigania East	4	4	4	4
7	Igembe North	4	4	4	4
8	Igembe Central	4	4	4	4
9	Igembe South	4	4	4	4
	Totals	**36**	**36**	**36**	**36**

Source: Researcher (2018)

3.6   Data Collection Instruments

These are tools which were used to gather information about the specific set themes of research objectives. These were questionnaires and interview schedules. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents and is often designed for statistical analysis of the response (Behket, 2012). According to Punch (2009), interview is the most prominent data collection tool in qualitative research. Punch adds that interview is a very good way of accessing people's perceptions, meanings definitions of situations and construction of realities and it one of the most powerful tools we have of understanding others. These included questionnaire for Heads of Departments and Presidents of Student Councils and interview schedules for deputy principals.

The data collection instruments included questionnaires and interview schedules. Each questionnaire contained section A, B, C, D, E, F, and G and E. All of them obtained general information about the respondents and the schools. The information was used to arrive at the conclusions on the factors influencing student council's involvement in governance on students' discipline in Public Secondary Schools in Meru County, Kenya.

3.6.1 Questionnaire for Heads of Guidance and Counselling Departments and Presidents of Student Council

The researcher applied a self-designed questionnaire with closed-ended test items to collect quantitative data from Head of departments and presidents of student council. Questionnaires were suitable since they allowed the researcher to collect sensitive information on the extent to which student councils were involved in school governance and levels of discipline in public secondary schools. At the same time, it enabled the researcher to gather sensitive and personal questions which were much more likely to be answered truthfully. The questionnaire was divided into two sections. The first section consisted of information on respondents' demographic profiles, while the second part contained 5-point Likert Scale type of questions based on the research objectives. The respondents were assured of confidentiality.

3.6.2 Interview Schedules for Deputy Principals

Interviews can be structured, unstructured, directional or non-directional. In this study, the researcher used structured interviews with open-ended test items to gather qualitative information from Deputy Principals. Structured interviews were important for this study since they enabled the researcher to ask probing and supplementary questions and develop a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.7 Piloting of Research Instruments

Piloting of research instruments was conducted amongst respondents from four secondary schools from Embu County. According to Cohen, Manion & Morrison (2011), the best fit pilot sample should constitute at least 10% of the study sample. Pilot study was conducted using test-retest approach where a set of questions from the

research objectives were administered twice to a group of respondents within an interval of 14 days. The pre-test (pilot study) was conducted by administering questionnaires in four schools from the various Embu County sub counties. The purpose of piloting was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought and the language used.

The results of the pilot study were used to pre-test the research instruments in order to validate and ascertain their reliability. It also anticipated the problems or challenges the respondents encounter such as interpretation while filling the questionnaires and time management for the data collection. At the same time, the interview schedules were given a trial run to ensure that questions are clearly worded and draw appropriate range of responses which assisted the researcher to identify areas of revision needs to be done. The respondents in the piloting were not included during the actual data collection.

3.7.1 Validity of the Research Instruments

Validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under investigation (Orodho, 2009). Validity was determined in two stages. First, the developed instruments were handed over to the supervisors for perusal. They had them revised accordingly, based on the supervisors' recommendations. As such, the supervisors from the University, who are experts in the area of educational management and planning, assisted in validation.

The supervisors checked on the instruments validity by determining whether they served to address the research objectives and answer the research questions

exhaustively. Their comments, views and opinions on question that might have been forgotten and deficiencies in structuring of the questions were used to revise the instruments. Further, validity was established through rigorous pilot study of the tools to ascertain that they yielded consistent findings when used by various study informants who were sampled in the schools selected for the pilot study. The findings from the pilot study were triangulated to check the validity of data captured by the tools. The findings were used to fine-tune and ensure the efficacy of validity of each tool prior to the actual field study. The researcher improved the quality of the instruments by replacing vague questions with more suitable ones.

3.7.2   Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trial (Orodho, 2009). In order to improve the reliability of the instruments, the researcher, with the help of the supervisors, critically assessed the consistency of the responses on the pilot questionnaires to make a judgement on their reliability. The researcher examined the research instruments for appropriateness of items so as to identify any ambiguous and unclear items. Such items were restated to ensure that the respondents clearly understood them. Different authors have suggested varying criteria for determining the number of respondents suitable to test the reliability of research instruments. For instance, some researchers said that 12 participants per group (Julious, 2005) would be good for pilot study; whereas, some other literature suggest 10% of the sample (Hertzog, 2008). Going by Hertzog criteria, a total of 23 questionnaires and 23 interview schedules representing 10% of the total sample of respondents (229) respondents shall be chosen for the testing reliability of the instruments. Test-retest technique was used to establish reliability of the test

items. In this case, the test items were administered twice to a group of respondents. Pearson's Product Moment Correlation Method was used to establish the reliability index, r = 0.725, between the two sets of scores obtained after pilot study. This was acceptable since according Mugenda (2009), a reliability coefficient of r≥0.7 is considered adequate.

3.8 Data Collection Procedures

A letter of introduction was obtained from the School of Postgraduate Studies at Maasai Mara University. The researcher then obtained a research permit and an authorization letter from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also obtained letters from County Commissioner and County Director of Education, Meru. After obtaining research permits and letters of authorization, the researcher then booked appointments with the respondents to administer questionnaires and conduct interviews to collect prerequisite data for the study. The questionnaires were administered to the respondents to collect quantitative data with the help of a research assistant who was trained for three days. The duly filled questionnaires were collected and safely stored for data analysis. The interviews were conducted in person to collect qualitative data at time convenient for the interviewees.

3.9   Data Analysis

Data analysis began by cleaning data, coding and identifying common themes from the research objectives. As observed by Gay (2004), qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events, as well as, leading to serendipitous findings. In this study, the relevant information was

broken into phrases or sentences, which reflected a single, specific thought. The responses to the close-ended items were assigned codes and labels.

Frequency counts of the responses were obtained to generate information about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data were analyzed thematically along the study objectives whereas the quantitative data were analyzed descriptively using frequencies and percentages and inferentially using linear regression to reject the null hypotheses with the help of Statistical Packages for Social Science (SPSS Version 23). The quantitative findings of the study were presented using tables whereas qualitative findings were presented in narrative forms.

3.10   Logistical and Ethical Considerations

The study considered ethical issues that protect the rights of the individuals involved in the research. Consequently, this was achieved through informed consent, confidentiality, anonymity, and respect for privacy, upholding mien and decorum and secure storage of the study information.

3.10.1 Access to the Study sites

To access the sites, the researcher duly sought for permission, made formal introduction and present the letter of authorization from the County Commissioner and County Director of Education, Nairobi.

3.10.2 Informed Consent

To give informed consent, the individual concerned must have adequate reasoning faculties and be in possession of all relevant facts (Kothari, 2005). The participants

were informed of the nature and the procedures of data collection. The researcher requested the respondents to voluntarily and willingly provide information and respected the views of the participants who refused to disclose information.

3.10.3 Privacy

Privacy is the ability of an individual or group to seclude themselves, or information about themselves, and thereby express them selectively. The boundaries and content of what is considered private differ among cultures and individuals but share common themes. When something is private to a person, it usually means that something is inherently special or sensitive to them. The domain of privacy partially overlaps security (confidentiality), which can include the concepts of appropriate use, as well as protection of information. Individuals should be treated as autonomous agents able to exercise their autonomy to the fullest extent possible, including the right to privacy and the right to have private information remains confidential.

3.10.4 Confidentiality

During the informed consent process, the subjects were informed of the precautions that would be taken to protect the confidentiality of the data and were informed of the parties who may have access. This allowed subjects to decide about the adequacy of the protections. The respondents' details do not appear anywhere on the data instrument except a code that is understood only by the researcher. This enhanced honesty and openness.

3.10.5 Anonymity

Anonymity was designed to minimize the need to collect and maintain identifiable information about research subjects. The researcher requested the respondents to

supply information without giving their identities on the instruments. The researcher employed codes to identify the respondents. The participants were protected from undue exposure. This helped overcome biased response from participants.

3.10.6 Mien and Decorum

The researcher looked decent or pleasant and observed acceptable mannerisms before and after interacting with the participants in the institutions where the research took place and even throughout the research process. The researcher upheld utmost decorum, traits according to the customs of society and appropriate code of conduct as expected in the field of research.

CHAPTER 4 - FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of data. The data analysis is in harmony with the specific objectives where patterns were investigated, interpreted and inferences drawn on them. The specific objectives of the study addressed were to assess the influence of student council's involvement in school policy formulation, subject selection, peer mentorship, teachers' supervision and infrastructural management on students' discipline in public secondary schools in Meru County. This chapter disclosed the study findings in relation to the variables of study. A detailed discussion has also been provided as the current findings are compared to findings of other studies in related areas.

4.2 Response Rate

The number of questionnaires and interview guides, administered to all the respondents, was 108; 36 to the president student council, 36 to the head of departments and 36 to the deputy principals. A total of 102 questionnaires were properly filled and returned from the secondary schools; 34 from the president students' council, 36 from head of departments and 32 from the deputy principals. This represented an overall successful response rate of 94%. According to Mugenda and Mugenda (2003), a response rate of 50% or more is adequate. Babbie (2004) also asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. As indicated in table 4.1 below:

Table 4.1: Response Rate

Category	Response rate	Frequency	Percent
President Students council	Returned	34	94%
	Unreturned	2	6%
	Total	36	100%
Head of Department	Returned	36	100%
	Unreturned	0	0%
	Total	36	100%
Deputy Principals	Returned	32	89%
	Unreturned	4	11%
	Total	36	100%
Overall Rate	Returned	102	94%
	Unreturned	6	6%
	Total	108	100%

4.3 Student Councils' Involvement in Policy Formulation

The first objective of the study was to assess the influence of student council's involvement in school policy formulation on students' discipline in public secondary schools in Meru County. The heads of departments were asked to tick aspects school governance student councils are always involved in. Table 4.2 illustrates that 66.7% of the respondents indicated that the student councils was not involved in policy formulation, while 69.4% indicated the student's council was not in subject selection and 88.9% indicated that the student councils were involved in peer mentoring. Fifty-eight-point three percent of the respondents indicated that the student council was involved in teachers' supervision while 66.7% indicated that the student councils were not involved in infrastructural management. The findings thus imply that the student council was not involved in aspects of school governance fully only in a few aspects such as teachers' supervision and peer mentoring.

Table 4.2 Student Councils' Involvement in Policy Formulation- Head of Department

| | No | | Yes | |
	Percent	Frequency	Percent	Frequency
Policy formulation	66.7%	24	33.3%	12
Subject selection	69.4%	25	30.6%	11
peer mentoring	11.1%	4	88.9%	32
Teachers' supervision	41.7%	15	58.3%	21
Infrastructural management	66.7%	24	33.3%	12

The presidents of student's council were asked to tick aspects school governance student councils are always involved in. Table 4.3 illustrates that 61.8% of the respondents indicated that the student councils' was involved in policy formulation, while 82.4% indicated the student councils were not involved in subject selection and 85.3% indicated that the student councils were involved in peer mentoring. Fifty-eight-point eight percent of the respondents indicated that the student council was not involved in teachers' supervision while 52.9% indicated that the student councils were not involved in infrastructural management.

Table 4.3 Student Councils' Involvement in Policy Formulation- President of Council

| | No | | Yes | |
	Percent	Frequency	Percent	Frequency
Policy formulation	38.2%	13	61.8%	21
Subject selection	82.4%	28	17.6%	6
Peer mentoring	14.7%	5	85.3%	29
Teachers' supervision	58.8%	20	41.2%	14
Infrastructural management	52.9%	18	47.1%	16

From the interview guide the deputy principals asserted that the student council are involved in various aspects of school governance such as; preparing duty rooster, formulate rules and regulations, president presents students grievances to the Board of Meeting during their meetings, outing days are discussed, students' discipline, students' welfare, students hygiene and class governance, students welfare, policy formulation in Board of Members, student mentorship, curriculum delivery.

In addition the council is involved in discipline matters, maintenance of school infrastructure, monitoring of teachers, teachers supervision, infrastructure management, peer mentoring, formulation of school rules, design of school uniforms, preparing or giving the programme to be followed on special days like public holidays, supervising and inspecting cleaning, Sending a representative to Board of meeting when matters touching on students are being discussed, bridge between teachers, administration and students in communication of policies and maintenance of student discipline. This was a clear confirmation of what the head teachers and the student councils responded in the questionnaires.

The respondents were asked to choose the policy formulation activities student council was always involved in. The findings are presented in figure 4.5 and table 4.6 for head of department and president of students' Council respectively. figure 4.5 shows that majority of the respondents (30.6%) indicated that the students council was involved in types of co-curricular activities, 25% indicated choice of school diets and another 25% indicated they were involved in designing of school uniform.
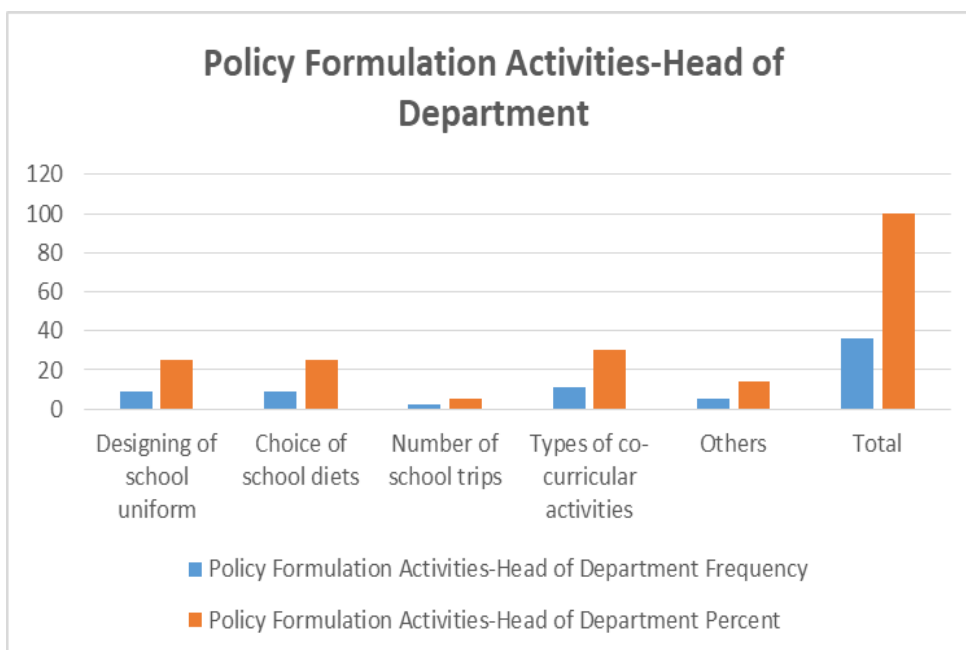
Figure 4.4: Policy Formulation Activities-Head of Department

Table 4.4 illustrates the responses for president of students' council which reveals that 91.2% of the respondents indicated that they were not involved in designing of school uniform, 58.8% were not involved in choice of school diets and 76.5% indicated they were not involved in number of school trips. Sixty-one-point eight percent (61.8%) indicated that the student councils were involved in policy formulation of different types of co-curricular activities.

Table 4.4 Policy Formulation Activities-President Council

| | No | | Yes | |
	Percent	Frequency	Percent	Frequency
Designing of school uniform	91.2%	31	8.8%	3
Choice of school diets	58.8%	20	41.2%	14
Number of school trips	76.5%	26	23.5%	8
Types of co-curricular activities	38.2%	13	61.8%	21

The study sought to assess the influence of student council's involvement in school policy formulation on students' discipline in public secondary schools in Meru

County. Table 4.4 presents the responses from head of departments and from the president student council for comparison purposes while Table 4.5 and 4.6 subsequently presents the responses for each category in depth separately.

Table 4.5 Responses on Students Council involvement on Policy Formulation

Statement	Head of Department		Student Council	
	Mean	Std. Deviation	Mean	Std. Deviation
Student council in my school participates in designing school uniforms	2.61	1.42	2.29	1.194
Student council in my school is always involved in planning and choosing school diets	2.78	1.29	2.74	1.355
Students' council is involved in formulation of school rules and regulations	3.14	1.334	3.82	1.193
The number of trips students in my school participate depends on the student council	2	0.926	2.38	1.28
Student councils organises co-curricular activities and encourages participation in the same	3.56	1.252	3.56	1.211
Student council plans tournaments amongst students in my school and other schools	2.89	1.26	3	1.279
Student council decides on the number of co-curricular activities the students should take part in	2.14	0.931	2.26	1.053
Aggregate Score	2.73	1.202	2.86	1.224

The results in Table 4.5 indicate that the respondents, on average had a low rating on aspects of student councils' involvement in policy formulation with an overall mean score of 2.73 and 2.86 (2=disagree) for head of department and president student council respectively. This implies that student councils do not participate adequately in policy formulation in public secondary schools. The student councils had 1.355 rating in planning and choosing school diets where head of department had a mean

score 2.78 and student council had a mean score of 2.74 respectively. Similarly, student councils organize co-curricular activities and encourages participation in the same had moderate mean score of 3.56. Further the respondents indicated that student council was involved in formulation of school rules and regulations to a moderate extent with mean score of 3.14 and 3.82 for head of departments and student council respectively.

For the head of department responses on student involvement in policy formulation in percentage, the findings are presented in Table 4.6.

Table 4.6 Responses on Student Council's Involvement in School Policy Formulation -Head of Department

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council in my school participates in designing school uniforms	27.8%	27.8%	13.9%	16.7%	13.9%	2.61	1.42
Student council in my school is always involved in planning and choosing school diets	19.4%	27.8%	16.7%	27.8%	8.3%	2.78	1.29
Students council is involved in formulation of school rules and regulations	13.9%	25.0%	8.3%	38.9%	13.9%	3.14	1.334
The number of trips students in my school participate depends on the student council	30.6%	50.0%	8.3%	11.1%	0.0%	2	0.926
Student councils organises co-curricular activities and encourages participation in the same	2.8%	27.8%	8.3%	33.3%	27.8%	3.56	1.252
Student council plans tournaments amongst students in my school and other schools	8.3%	44.4%	11.1%	22.2%	13.9%	2.89	1.26
Student council decides on the number of co-curricular activities the students should take part in	22.2%	55.6%	8.3%	13.9%	0.0%	2.14	0.931
Aggregate Score	17.9%	36.9%	10.7%	23.4%	11.1%	2.73	1.202

The findings in Table 4.7 above shows that 55.6% of the respondents disagreed that student council in their school participated in designing school uniforms, 47.2% disagreed that student council in their school was always involved in planning and choosing school diets and 52.8% agreed that student's council was involved in

69

formulation of school rules and regulations. These findings corroborate the findings of a study conducted in Scotland in which Maitles and Duechar (2006) established that involvement of student council in formulating school policies such as school uniform prepare students to take careful action to avoid becoming either perpetrators or victims of violence. This indicates that policy formulation revolving around school uniforms is a key and sensitive issue whose design, colour and shape require involvement of education and school stakeholders including student councils to avert incidences of indiscipline.

In addition, 80.6% of the respondents disagreed that the number of trips students in their school participated depended on the student council, while 61.8% agreed that student councils organized co-curricular activities and encouraged participation in the same and 52.7% disagreed that student council planned tournaments amongst students in their school and other schools. Finally, 77.8% of the respondents disagreed that student council decided on the number of co-curricular activities the students should take part in. The mean score for responses for this section was 2.73 which indicates that majority of the respondents disagreed that student councils was involved in school policy formulation on students' discipline in public secondary schools in Meru County. Therefore, the findings imply that the support the school administration gave was not sufficient to the student council which would help them deal with discipline issues. The students also felt that if the support was there and may be more support through involvement accorded to the student leaders, they would be more effective on handling discipline issues in the school.

This however, contradicts the assertions of Pont et al (2008) that, by involving student council in formulating school rules and regulations, there is minimal excessive

attention to wrongdoing and the minutiae of legal requirements, the paperwork, hearings, and compliance which may ultimately detract from the creative effort to build a more peaceful school. Such an approach provides an environment more secure for school to grow from the sense of integrity, fairness, justice and cooperative effort exhibited by school principals, teachers, students and others in positions of leadership. These findings point to the fact that school rules and regulations are the epicentre of reducing cases of indiscipline. Despite their lack of involvement in designing such rules and regulations, it is incumbent upon secondary schools to involve the student councils from the point of formulation to implementation.

In regards to student council's involvement on policy formulation, the president for student council indicated that 67.6% of the respondents disagreed that student council in their school participated in designing school uniforms. Table 4.8 illustrated further that 55.9% of the respondents disagreed that student council in their school was always involved in planning and choosing school diets, 73.4% agreed that students' council was involved in formulation of school rules and regulations and 58.9% disagreed that the number of trips students in their school participated depended on the student council. These findings lend credence to the assertions of Maitles and Duechar (2006) that involvement of student council in formulating school policies such as trip regulations also prepare students to take careful action to avoid becoming either perpetrators or victims of violence.

In addition, 64.7% of the respondents disagreed that student councils organized co-curricular and encouraged participation in the same, while 41.2% agreed that student council planned tournaments amongst students in their school and other schools and 76.4% disagreed that student council decided on the number of co-curricular activities

the students should take part in. The mean score for responses for this section was 2.86 which indicates that majority of the respondents disagreed that student councils was involved in school policy formulation on students' discipline in public secondary schools in Meru County. The findings imply that by not involving student councils in policy formulation, the student councils cannot alert the school management of students concerns, some of which they might not be aware of and provide the management with ideas and solutions to problems that students have. Hence making it difficult for student's council to effectively enhance discipline in schools.

This however, contradicts the assertions of Pont et al. (2008) that, by involving student council in formulating school rules and regulations, there is minimal excessive attention to wrongdoing and the minutiae of legal requirements, the paperwork, hearings, and compliance which may ultimately detract from the creative effort to build a more peaceful school. Such an approach provides an environment of less concern with blame, punishment and legal wrangling. These findings point to the fact that school rules and regulations are the epicentre of reducing cases of indiscipline. Despite their lack of involvement in designing such rules and regulations, it is incumbent upon secondary schools to involve the student councils from the point of formulation to implementation.

The findings were in agreement with those of Huddleston (2007) who posited that clearly articulated rules and policies, established through students' involvement and implemented fairly, will provide a solid foundation for a comprehensive approach to school safety. Similarly, Maitles, and Duechar (2006) indicated that a comprehensive approach to school safety involves meeting challenges on several fronts.

Administrative support is essential to provide the necessary resources for governance of students' discipline and violence prevention efforts.

Table 4.7 Responses on Student Council's Involvement in School Policy Formulation -President Council

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
Student council in my school participates in designing school uniforms	29.4%	38.2%	8.8%	20.6%	2.9%	2.29	1.194
Student council in my school is always involved in planning and choosing school diets	20.6%	35.3%	2.9%	32.4%	8.8%	2.74	1.355
Students' council is involved in formulation of school rules and regulations	5.9%	11.8%	8.8%	41.2%	32.4%	3.82	1.193
The number of trips students in my school participate depends on the student council	32.4%	26.5%	17.6%	17.6%	5.9%	2.38	1.28
Student councils organises co-curricular and encourages participation in the same	2.9%	26.5%	5.9%	41.2%	23.5%	3.56	1.211
Student council plans tournaments amongst students in my school and other schools	8.8%	38.2%	11.8%	26.5%	14.7%	3	1.279
Student council decides on the number of co-curricular activities the students should take part in	17.6%	58.8%	8.8%	8.8%	5.9%	2.26	1.053
Aggregate Score	16.8%	33.6%	9.2%	26.9%	13.4%	2.864	1.224

The deputy principals supported that the student council are involved in policy formulation activities for instance formulation of rules and regulations, school programmes beyond normal school activities, in preparing the daily routine of the school, in determining the time to come back from holiday or outing, the issue of uniform-dress code on weekdays and weekends and they are involved in developing policies concerning student discipline and students' welfare. The Deputy principals further opined that the student council was involved in discipline, welfare issues, clubs and movements, student's mentorship, discipline, diet, school uniform, suggest on meals, giving suggestion on leadership in school (students), identification of new or incoming counsellors, discussion on school uniforms, the school routine and scheduling preps time- when preps should begin and end. Deputy principals further asserted that student council are involved in coming up with rules and regulations that will govern the school. In addition, they can be used may be if they want to change from one meal to the other. They are incorporated in major decisions especially those that involve the welfare of the students such as meals to be taken and utilization of preps time, students council meeting and school general assembly where different issues are discussed. In drafting requirements and criteria for clearing students who should vie for leadership in school, also in determining light punishment for offences, organises co-curricular activities and monitors participation, participate in choosing the school diet, chooses the co-curricular activities to participate in.

These findings lend credence to the findings of a study conducted in South Africa in which Bush (2007) argued that involving student council in deciding on the types and number of co-curricular activities students need to undertake and their planning and school entertainment programmes is flows from the duties placed upon all school

governing bodies by statute to ensure that school policies promote good behaviour and discipline amongst the pupil body. According to Bush (2007), such initiatives of student council's involvement in school policy formulation strongly play a valuable role in contributing to the ethos of a school and setting an appropriate tone. These findings thus point to the fact that co-curricular activities and other tournaments form part and parcel of the student learning process and thus effective planning by involving student councils is key to their success. This further affirms that, for effective school governance, different school policies should be formulated by involving a multiplicity of stakeholders such as the student council's involvement to ensure managerial efficiency, students' performance and governance of students' discipline.

4.5 Student Councils' Involvement in Subject Selection

The second objective of the study was to examine how student councils' involvement in subject selection influences students' discipline in public secondary schools in Meru County. The respondents were asked to state if student council was involved in subject selection in their school. Results are presented in Table 4.10 for head of department and President Council respectively.
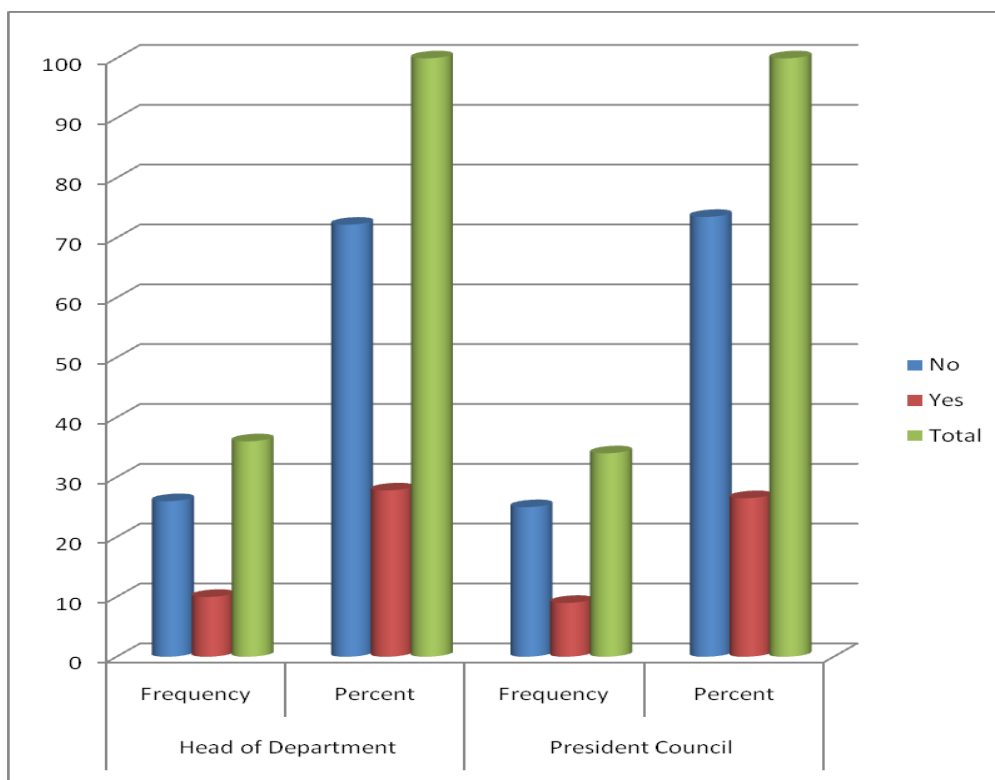
Figure 4.5: Student Council Involvement in Subject Selection

Fig 4.5 above illustrates that 72.2% indicated of the student council were not involved in subject selection as per the head of departments at a frequency of 26 out of the 36 respondents while 73.5% of the president council indicated that the student council were not involved in subject selection at a frequency of 24 out of the 34 received feedbacks. From the interview guide responses, the deputy principals indicated that the student councils are not involved in subject selection. The findings imply that there are set procedures and criteria set by the school and education planners hence nothing much can be done by the student councils. The findings could be associated with the fact that majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were either compulsory or subjects where there were no other more desirable options.

These findings are also in line with the findings of a study carried out by Bell (2002) that majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were compulsory or subjects where there were no other more desirable options. These findings were also consistent with the assertions of Kouzer and Posner (2013) that, in Australia, there is little evidence that subject choice for school students was a considered and planned exercise. This indicates that, though an important exercise, students are never part of selection of compulsory subjects, but such decisions are made by education planners devoid of students' views. In addition to student's involvement in subject selection, the respondents were asked to indicate what was considered during students' subject selection in their school. Table 4.8 presents the findings.

Table 4.8 Students' Subject Selection Consideration

Student involvement in subject selection consideration		No		Yes	
		Percent	Frequency	Percent	Frequency
Head of Department	Compulsory subjects	55.6%	20	44.4%	16
	Career choice	41.7%	15	58.3%	21
	Optional subjects	47.2%	17	52.8%	19
	Students' preferences	33.3%	12	66.7%	24
President Council	Compulsory subjects	47.1%	16	52.9%	18
	Career choice	32.4%	11	67.6%	23
	Optional subjects	52.9%	18	47.1%	16
	Students' preferences	55.9%	19	44.1%	15

Table 4.8 reveals that the heads of departments indicated students' preference, career choice and optional subjects as the key issues considered during subject selection while the presidents of student councils indicated career choice, and compulsory subjects as the key issues considered during subject selection. This was indicative of a

disconnect between the two teams that was a reflection of the actual position in the schools where, the optional subjects offered to the students by the schools are dictated by the availability of resources like teachers and the ability of the student. These views corroborate the findings of a study conducted in Czech Republic in which Fletcher (2008) established that involving student council assists in identifying a range of external factors which constrain subject selection such as diminished subject availability, limited timeframe for subject selection, timetabling restrictions, compulsory subjects, tertiary prerequisites and eligibility for entry to tertiary courses. This point to the fact that student council plays a key role in helping colleagues in making right choices about optional subjects as an important part of managing students' discipline and educational future. The study sought to examine how student councils' involvement in subject selection influences students' discipline in public secondary schools in Meru County. Table 4.9 presents the responses from head of departments and from the president student council for comparison purposes while Table 4.10 and 4.11 subsequently presents the responses for each category in depth separately.

Table 4.9 Student Councils' Involvement in Subject Selection

Statement	Head of Department	
	Mean	Std. Deviation
Student council takes part in selection of compulsory subjects in my school	1.92	1.079
Student council participates in selecting optional subjects in my school	2.31	1.348
Student council career choices are always factored during subject selection	2.94	1.393
Students are able to select subjects' courtesy of student council in my school	1.92	0.841
Student council is always involved in subject selection to advance the interests of students	1.97	0.941
Aggregate Score	2.21	1.120

The results in Table 4.8 indicate that the respondents, on average had a low rating on aspects of student councils' involvement in subject selection with an overall mean score of 2.21 and 2.51 (2=disagree) for head of department and president student council respectively. This implies that student councils do not get involved in subject selection in public secondary schools. The implication of this was that students were guided in the subject selection process by some other party like their guardians, teacher, and equally dictated by the available resources. The student councils had 1.629 rating in student council career choices were always factored during subject selection where head of department had a mean score 2.94 and student council had a mean score of 3.21 respectively. Similarly, Student council participates in selecting optional subjects in my school had a moderate mean score of 2.31. Further the respondents indicated that student council takes part in selection of compulsory

subjects in my school to a low extent with mean score of 1.92 and 2.56 for head of departments and student council respectively. These findings further support the findings of a study carried out in Alexandria in which Patterson (2012) argued that, schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. Hence, these findings are indicative of the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world.

In regards to head of departments perceptions on how student councils' involvement in subject selection influences students' discipline in public secondary schools in Meru County, results are presented in Table 4.10 below.

Table 4.10 Responses on student councils' involvement in subject selection -Head

of Department

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council takes part in selection of compulsory subjects in my school which influences students' discipline	41.7%	38.9%	11.1%	2.8%	5.6%	1.92	1.079
Student council participates in selecting optional subjects in my school which influences students' discipline	36.1%	33.3%	0.0%	25.0%	5.6%	2.31	1.348
Student council career choices are always factored during subject selection which influences students' discipline	19.4%	22.2%	19.4%	22.2%	16.7%	2.94	1.393
Students are able to select subjects' courtesy of student council in my school which influences students' discipline	27.8%	61.1%	5.6%	2.8%	2.8%	1.92	0.841
Student council is always involved in subject selection to advance the interests of students which influences students' discipline	36.1%	38.9%	16.7%	8.3%	0.0%	1.97	0.941
Aggregate Score	32.2%	38.9%	10.6%	12.2%	6.1%	2.21	1.120

Table 4.10 shows that 80.6% of the respondents disagreed that student council took

part in selection of compulsory subjects in their school which influenced students'

discipline, 69.4% disagreed that student council participated in selecting optional

subjects in their school which influenced students' discipline and 41.6% disagreed

that student council career choices are always factored during subject selection which

influenced student's discipline. Eighty-eight-point nine percent of the respondents

disagreed that students were able to select subjects' courtesy of student council in

their school which influenced students' discipline and 75% disagreed that student council was always involved in subject selection to advance the interests of students which influenced students' discipline. The mean score for responses for this section was 2.21 which indicates that majority of the respondents disagreed that the student council was involved in subject selection in secondary schools. This is in consonance with the assertions of Bush (2007) that schools in Sub-Saharan Africa are becoming aware of their role in assisting students to make informed choices about future studies and work options during various stages of their educational journey. According to Bush (2007), such assistance may be indirect, in terms of establishing curriculum structures that allow students to make choices with set alternatives, or direct, in terms of career education or less formal advice given to students to assist them individually in making their subject choices and/or decisions about post school destinations and career choices.

These findings further support the findings of a study carried out in Alexandria in which Patterson (2012) argued that, schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. Hence, these findings are indicative of the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world.

Table 4.11 presents the responses on student's council's involvement in subject selection from the presidents of student council in public secondary schools in Meru County.

Table 4.11 Responses on student councils' involvement in subject selection -

President Council

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council takes part in selection of compulsory subjects in my school which influences students' discipline	26.5%	35.3%	8.8%	14.7%	14.7%	2.56	1.418
Student council participates in selecting optional subjects in my school which influences students' discipline	35.3%	32.4%	8.8%	11.8%	11.8%	2.32	1.387
Student council career choices are always factored during subject selection which influences students' discipline	26.5%	8.8%	14.7%	17.6%	32.4%	3.21	1.629
Students are able to select subjects' courtesy of student council in my school which influences students' discipline	20.6%	50.0%	8.8%	11.8%	8.8%	2.38	1.206
Student council is always involved in subject selection to advance my interests which influences students' discipline	23.5%	61.8%	5.9%	2.9%	5.9%	2.06	0.983
Aggregate Score	26.5%	37.7%	9.4%	11.8%	14.7%	2.51	1.32

The study findings indicate the 61.8% of the respondents disagreed that student council took part in selection of compulsory subjects in their school which influenced students' discipline, 67.7% of the respondents disagreed that student council participated in selecting optional subjects in their school which influenced students' discipline and 50% of the respondents agreed that student council career choices are always factored during subject selection which influenced student's discipline. In addition, 70.6% of the respondents disagreed that students are able to select subjects' courtesy of student council in their school which influenced students' discipline and

85.3% of the respondents disagreed that student council was always involved in subject selection to advance my interests which influenced students discipline. The mean score for responses for this section was 2.51 which indicates that majority of the respondents disagreed that the student council was involved in subject selection in secondary schools. The findings imply that the students felt that they were compelled to take some subjects they didn't like, since they were required to meet the minimum grade set for each subject by the subject teachers. This in furtherance means that the students were limiting the students in the choice of subjects by pegging selection to the academic performance.

These findings further lend credence to the assertions of Patterson (2012) that it is very important for any student to choose the subject carefully from various subjects according to their interest, while observing that the choice of right subject is one of the most crucial decisions which should not be undertaken without the students' participation. Despite these contradictions, these findings affirm the fact that the issue of subject selection is key to students' academic success and thus, choice of subjects should be handled with care and by involving stakeholders such as students. The deputy principals indicated that several factors were considered during subject selection such as subject performance, career prospects of students, students' personal interests, performance in the subjects to be selected, overall performance, the subjects offered in the school, future career choices, career interests and prospects, man power available, availability of teaching and learning materials and the ability of individual students. These findings are also in line with the findings of a study carried out by Bell (2002) that majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were compulsory or subjects where there

were no other more desirable options. These findings were also consistent with the assertions of Kouzer and Posner (2013) that, in Australia, there is little evidence that subject choice for school students was a considered and planned exercise. This indicates that, though an important exercise, students are never part of selection of compulsory subjects, but such decisions are made by education planners devoid of students' views.

4.6   Student Councils' Involvement in Peer Mentoring

The third objective of the study was to determine the influence of student councils' involvement in peer mentorship programmes on students' discipline in public secondary schools in Meru County. Table 4.12 presents the combined responses from the head of departments and the president of student council. The subsequent Table 4.13 and 4.14 presents the findings for head of departments and president of student councils separately and in detail with the percentages on each statement in regards to student councils' involvement on peer mentoring and its influence on student discipline.

Table 4.12 Student Councils' Involvement in Peer Mentoring

Statement	Head of Department		President of Student Council	
	Mean	Std. Deviation	Mean	Std. Deviation
Student council in my school model the behaviour patterns of their colleagues	4.19	0.401	4.18	0.936
Students in my school set smart goals with the help of student council	3.72	1.031	4.15	0.744
Student council advises their colleagues to take their academic work seriously	4.36	0.593	4.56	0.504
Student councils settle disputes and conflicts among students	4.19	0.577	4.47	0.662
Students Council identifies and discourages cases of alcohol, drugs and substance abuse due to peer pressure	4.36	0.487	4.68	0.638
Students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken.	3.92	0.732	4	1.181
Through student council, students respect everybody diverse backgrounds	3.64	0.961	4.21	0.687
Student Councils prepares students for university and life after school by giving them adult roles and responsibilities	2.36	0.99	3.35	1.228
Community participation has increased due to strategies that have been devised by the Student Councils	2.5	1	2.56	1.397
Aggregate Score	3.69	0.752	3.70	0.93

The results in Table 4.12 indicate that the respondents, on average had a high rating on aspects of student councils' involvement in peer mentoring with an overall mean score of 3.69 and 3.70 (4=agree) for head of department and president student council respectively. This implies that student councils clearly get involved in peer mentoring

in public secondary schools which influences the students' discipline. The student councils had 1.397 rating in community participation had increased due to strategies that had been devised by the student councils where head of department had a mean score 2.5 and student council had a mean score of 2.56 respectively. Similarly, the issue of student council advising their colleagues to take their academic work seriously attracted a high mean score of 4.36 and 4.56 from Head of departments and the presidents of student councils. Further the respondents indicated that Students Council identified and discouraged cases of alcohol, drugs and substance abuse due to peer pressure which influenced students' discipline to a high extent with mean score of 4.36 and 4.68 for head of departments and student council respectively. The findings imply that by involving students' council in peer mentoring, the student councils can alert the school management of students concerns, some of which they might not be aware of and provide the management with ideas and solutions to problems that students have. Hence making it easier for students' council to effectively enhance discipline in schools. The findings are in line with those of Leithwood and Jantzi (2006) who argued that understanding and knowledge of oneself and the environment gained through counselling and mentoring leads to personal development and good decision-making. This implies that members of student councils act as counsellors who playing a critical role of helping young students to adjust in school and thus manifest desirable behavior patterns.

The detailed responses of heads of department on the students' council involvement on peer mentoring are presented on Table 4.16 below.

Table 4.13 Responses on Student Councils' Involvement in Peer Mentoring- Head of Department

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council in my school model the behaviour patterns of their colleagues	0.0%	0.0%	0.0%	80.6%	19.4%	4.19	0.401
Students in my school set smart goals with the help of student council	5.6%	5.6%	19.4%	50.0%	19.4%	3.72	1.031
Student council advises their colleagues to take their academic work seriously	0.0%	0.0%	5.6%	52.8%	41.7%	4.36	0.593
Student councils settle disputes and conflicts among students	0.0%	2.8%	0.0%	72.2%	25.0%	4.19	0.577
Students Council identifies and discourages cases of alcohol, drugs and substance abuse due to peer pressure	0.0%	0.0%	0.0%	63.9%	36.1%	4.36	0.487
Students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken.	0.0%	5.6%	13.9%	63.9%	16.7%	3.92	0.732
Through student council, students respect everybody diverse backgrounds	0.0%	16.7%	19.4%	47.2%	16.7%	3.64	0.961
Student Councils prepares students for university and life after school by giving them adult roles and responsibilities	16.7%	47.2%	22.2%	11.1%	2.8%	2.36	0.99
Community participation has increased due to strategies that have been devised by the Student Councils	13.9%	41.7%	27.8%	13.9%	2.8%	2.5	1
Aggregate Score	4.0%	13.3%	12.0%	50.6%	20.1%	3.69	0.752

Table 4.16 shows that all the respondents agreed that student council in their school model the behaviour patterns of their colleagues, 69.4% of the respondents agreed that students in their school set smart goals with the help of student council and 94.5% of the respondents agreed that student council advised their colleagues to take their academic work seriously. In addition, 97.2% of the respondents agreed that student councils settled disputes and conflicts among students, while 100% of the respondents agreed that students Council identified and discouraged cases of alcohol, drugs and substance abuse due to peer pressure and 80.6% of the respondents agreed that students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken. These findings were a reflection of the positive impact of student council involvement by the administration in management of discipline cases amongst the students.

These findings further corroborate the findings of a study carried out in Chicago in which Smylie et al. (2005) also established that student councils provide their young colleagues with a pool of knowledge that could be tapped on, to help polish their disciplinary, behavioural and some particular key skills which are pertinent in career development. This implies that a member of student council is expected to seek out for positive and pleasing behaviour patterns and personality which enable colleagues to exhibit positive behaviour patterns.

Furthermore, 63.9% of the respondents agreed that through student council, students respect everybody diverse backgrounds, another 63.9% disagreed that student Councils prepared students for university and life after school by giving them adult roles and responsibilities and 55.6% agreed that community participation has increased due to strategies that have been devised by the Student Councils. The mean

score for responses for this section was 3.69 which indicates that majority of the respondents agreed to a moderate extent that the student council were involved in peer mentoring in secondary schools. The findings imply that the schools are appreciating the role of the student council. The findings may also imply that the involvement of students' council in handling discipline issues among students in the school had shown some improvement on the discipline of the students. This would mean that the cases of indiscipline still exist but the students' council was helping the school administration in enhancing school discipline by timely reporting.

These findings corroborate the findings of a study carried out in Philadelphia in which Leithwood and Jantzi (2006) established student councils play a key role in shaping the behaviour patterns of students with individual students in the student council being tasked to offer their junior colleagues an opportunity for self-knowledge and self-development through individual or group interventions. According to Leithwood and Jantzi (2006), understanding and knowledge of oneself and the environment gained through counselling and mentoring leads to personal development and good decision-making. This implies that members of student councils act as counsellors who playing a critical role of helping young students to adjust in school and thus manifest desirable behaviour patterns. From the presidents of student council on the influence of student council involvement on peer mentoring and its influence of student discipline, Table 4.13 illustrates the findings and their perceptions regarding certain aspects on peer mentoring and discipline.

Table 4.14 Responses on Student Councils' Involvement in Peer Mentoring-President Council

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council in my school model the behaviour patterns of my colleagues	2.9%	2.9%	8.8%	44.1%	41.2%	4.18	0.936
Students in my school set smart goals with the help of student council	0.0%	5.9%	2.9%	61.8%	29.4%	4.15	0.744
Student council advises their colleagues to take their academic work seriously	0.0%	0.0%	0.0%	44.1%	55.9%	4.56	0.504
Student councils settle disputes and conflicts among my colleagues	0.0%	2.9%	0.0%	44.1%	52.9%	4.47	0.662
Students Council identifies and discourages cases of alcohol, drugs and substance abuse due to peer pressure	0.0%	2.9%	0.0%	23.5%	73.5%	4.68	0.638
Students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken.	5.9%	8.8%	5.9%	38.2%	41.2%	4	1.181
Through student council, students respect everybody diverse backgrounds	0.0%	2.9%	5.9%	58.8%	32.4%	4.21	0.687
Student Councils prepares students for university and life after school by giving them adult roles and responsibilities	8.8%	14.7%	29.4%	26.5%	20.6%	3.35	1.228
Community participation has increased due to strategies that have been devised by the Student Councils	26.5%	35.3%	5.9%	20.6%	11.8%	2.56	1.397
Aggregate Score	11.6%	71.5%	9.0%	92.3%	32.4%	3.56	1.01

Table 4.14 presents the findings on student councils' involvement in peer mentorship programmes from the president of student councils. Results indicate that 85.3% of the respondents agreed that student council in their school modeled the behaviour patterns of their colleagues, 91.2% of the respondents agreed that students in their school set smart goals with the help of student council and all the respondents agreed that student council advised their colleagues to take their academic work seriously. In addition, 97% of the respondents agreed that student councils settled disputes and conflicts among my colleagues, another 97% agreed that students Council identified and discouraged cases of alcohol, drugs and substance abuse due to peer pressure and 79.4% of the respondents agreed that students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken. In furtherance, 91.2% of the respondents agreed that through student council, students respect everybody diverse backgrounds while 41.2% of the respondents disagreed that student Councils prepared students for university and life after school by giving them adult roles and responsibilities and 61.8% of the respondents agreed that community participation has increased due to strategies that have been devised by the Student Councils. The mean score for responses for this section was 3.69 which indicates that majority of the respondents agreed to a moderate extent that the student council were involved in peer mentoring in secondary schools. The findings imply that the student council helped identify the indiscipline cases among the students and therefore give timely reporting on the cases which would help in mitigating the issues and thus improve the student's discipline. The head of departments and the deputy principals agreed that by involving the students council in peer mentoring it means that the students would open up regarding their issues and then would be addressed to the

92

school administration and management and enhance smooth running of the school with few or no unrest cases.

These findings lend credence to the findings of a similar study carried out in Chicago in which Smylie et al. (2005) established that student council acts as mentors who provide their young colleagues with a pool of knowledge that could be tapped on, to help polish their disciplinary, behavioural and some particular key academic skills that were said to be pertinent in career development. These findings further lend credence to the assertions of Marks and Printy (2003) that peer counselling enables students to appreciate each other as well as understand the importance of education and focus. Thus, this is indicative of the fact that the role of student councils in advising colleagues to pursue academic excellence cannot be overemphasized and should thus be given preference in secondary schools. The deputy principals confirmed that the student council mentors students by settling disputes, student council members advise students to take their work seriously during assemblies, student council mentors students by giving them roles and responsibilities during their school life, they model the behaviour patterns of their colleagues, setting of targets and behavioural standards to be met per year, have gender meeting every Thursday of the week, identify cases of drug abuse and advise accordingly and secondary school action for better health program (SSABH), peer counselling program of counsellors. These findings thus lend credence to the assertions of Kindiki (2009) that student leaders are a tremendous help to the school and play a particularly important role in mentoring younger colleagues on how to carry themselves at school and avoid undesirable behaviour patterns. Hence, this indicates that student leadership forms a

valuable part of a student' personal development opening their mind to new levels of responsibility and participation in a very positive way.

The interview responses the deputy principals asserted that during assembly the student council provided guidance on expected behaviour of students and also individual students face the same (hence change in behaviour), encourage students to join academic group discussion hence improving academically, peer to peer counselling, social outreaches such as visiting the prisons and children's home, orientation of new students especially the form ones, students council mentor students the areas they are in charge of for instance classes and dormitory meeting. They also guide students during assemblies. These findings are consistent with the assertions of Muli (2011) that, in Meru County, student council being the in-thing in most secondary schools were members of student council act as peer mentors to new students, the peer mentees, in a particular subject, behaviour pattern or lifestyle. These findings further corroborate the findings of a study carried out in Meru County in which Kindiki (2009) revealed that establishment of student council was driven by the need of enhancing effective teaching and learning, reduce students' conflicts and tame unrests in public secondary schools. This indicates that, to reduce incidences of conflicts and disputes among students, the place of student councils cannot be overlooked since they are close to students and understands their challenges better.

The findings further affirm the assertions of Bell (2002) who rated peer counselling as an outstanding tool that equips student peer counsellors with counselling skills and techniques which makes it easier for them to reach their peers but also aid the student peer counsellors themselves with life skills. Bell (2002) further noted that student peer concept provides a practical and economical means to meet the increasing needs of

students in need of individual help. Bell (2002) acknowledges the fact that school management which engages students in the council as peer counsellors help their students perform better, adopt healthy behaviour patterns, understand and accept themselves as well as the meaning of life relating it to their school career interests.

Hence, this points to the fact that, besides being an important instrument, which is established to function within secondary schools, student councils also have community roles such as participation in activities within communities. In other words, by involvement in student mentorship programmes, student councils provide platform for decisiveness on career development amongst students by offering them with opportunities with enable them to live in harmony with other members of community.

4.7 Student Councils' Involvement in Teacher Supervision

The fourth objective of the study was to establish how student councils' involvement in teacher supervision influence students' disciplines in public secondary schools in Meru County. Table 4.15 reveals the combined responses from the heads of departments and presidents of students' council. Table 4.17 and 4.18 illustrates the responses from head of departments and presidents of student councils separately on the influence of student council involvement in teacher supervision on student discipline in secondary schools.

Table 4.15 **Student Council Involvement in Teachers Supervision**

Statement	Head of Department		President of Student Council	
	Mean	Std. Deviation	Mean	Std. Deviation
Students in my school takes records of my class attendance	4.33	1.042	4.65	0.646
Students note how often I absent myself from class	4.47	0.506	4.29	0.799
My students take stock of my syllabus coverage	3.69	1.091	3.59	0.857
Preparation of teaching and learning resources is appropriate since Student Council together with other students assist the teacher in doing it	2.53	1.055	3.32	1.007
Teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher	3.36	1.246	4.03	1.058
Students take note of the time the teacher arrives in class and depart	4.14	0.798	4.26	0.751
Students in my class take note whether I administer and mark assignments	4.17	0.775	3.76	1.017
Aggregate Score	3.81	0.930	3.74	0.94

From table 4.15 above, the study findings indicate that 94% of the respondents agreed that student involvement in teacher supervision had an influence on students' discipline. This was supported by the mean aggregate score of 3.81, 3.74 and standard deviation of 0.930, 0.94 for head of departments and students' council respectively. This implies that on average the respondents agreed that the ability and will to involve the students' council in teacher supervision influences the students discipline greatly. This supported the statement suggesting that students in my school takes records of my class attendance with the highest mean score of 4.65 and a standard deviation of 0.646 as reported by the president of student council, followed by the statement

students note how often I absent myself from class with a mean score of 4.47 and a standard deviation of 0.506 as indicated by the head of departments. One of the items "Preparation of teaching and learning resources is appropriate since Student Council together with other students assist the teacher in doing it" scored relatively low, with a mean of 2.53 and 3.32 from the head of departments and president of student council respectively. This implies that according to the students, the extent of student participation in appraising their teachers was of low level since they only marked the register whether the teacher comes in class or not. They also said that they would like to be involved to a large extent in appraising their teachers since this would impact positively on the performance of the teachers and consequently that of the students.

The responses on student councils' involvement in teacher supervision are presented on Table 4.19 below. The findings illustrate that the student councils were involved in teacher supervision to a moderate extent with an aggregate mean score of 3.81 and a standard deviation of 0.930.

Table 4.16 Responses on Student Councils' Involvement in Teacher Supervision-Head of Department

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Students in my school takes records of my class attendance	5.6%	2.8%	0.0%	36.1%	55.6%	4.33	1.042
Students note how often I absent myself from class	0.0%	0.0%	0.0%	52.8%	47.2%	4.47	0.506
My students take stock of my syllabus coverage	5.6%	13.9%	2.8%	61.1%	16.7%	3.69	1.091
Preparation of teaching and learning resources is appropriate since Student Council together with other students assist the teacher in doing it	13.9%	47.2%	11.1%	27.8%	0.0%	2.53	1.055
Teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher	5.6%	30.6%	2.8%	44.4%	16.7%	3.36	1.246
My students take note of the time I arrive in class and depart	0.0%	5.6%	8.3%	52.8%	33.3%	4.14	0.798
Students in my class take note whether I administer and mark assignments	0.0%	5.6%	5.6%	55.6%	33.3%	4.17	0.775
Aggregate Score	4.4%	15.1%	4.4%	47.2%	29.0%	3.81	0.930

Table 4.16 reveals that 91.7% of the respondents agreed that students in their school took records of their class attendance, all the respondents agreed that students noted how often they absent themselves from class and 77.8% agreed that their students

98

took stock of their syllabus coverage. A total of 61.1% of the respondents disagreed that preparation of teaching and learning resources was appropriate since Student Council together with other students assisted the teachers in doing it, 61.1% agreed that teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher and 86.1% agreed that their students took note of the time they arrived in class and departed. Finally, 88.9% of the respondents agreed that students in their class took note whether they administered and marked assignments. The mean score for responses for this section was 3.81 which indicates that majority of the respondents agreed to a moderate extent that the student council were involved in teacher supervision in secondary schools which therefore influences students' discipline in the schools. By involving the students in teacher supervision, it means that the students would monitor the teachers that are absent or who do not attend the lessons as scheduled which will help in addressing such cases hence improve performance of the students and teachers gradually due to good working collaboration and team work.

These findings corroborate the assertions of Costa and Garmston (2010) that collaboration with students offers the benefit of obtaining other points of view. These findings also lend credence to the findings of a study conducted in Zambia in which Garmston and Wellman (2010) revealed that an important focus of teaching is working with other teachers and student council. From these findings, a teacher's ability to collaborate with students transfers into classroom practice which positively influence teaching. The president of council reported that the student council was involved to a moderate extent in teacher supervision since they could only mark the attendance register for the teachers and noted the time the teacher got to class.

However, in areas such as preparation of teaching and learning materials was done by the teachers alone. The findings are presented on Table 4.20 below.

Table 4.17 **Responses on Student Councils' Involvement in Teacher Supervision-President Council**

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
I take records of my teachers' class attendance	0.0%	2.9%	0.0%	26.5%	70.6%	4.65	0.646
I note how often my teacher absent himself or herself from class	0.0%	5.9%	2.9%	47.1%	44.1%	4.29	0.799
I take stock of my teachers' syllabus coverage	0.0%	17.6%	11.8%	64.7%	5.9%	3.59	0.857
Preparation of teaching and learning resources is appropriate since Student Council together with other students assist the teacher in doing it	5.9%	14.7%	26.5%	47.1%	5.9%	3.32	1.007
Teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher	2.9%	8.8%	8.8%	41.2%	38.2%	4.03	1.058
I take note of the time my teacher arrives in class and depart	0.0%	2.9%	8.8%	47.1%	41.2%	4.26	0.751
I take note whether my teacher administers and marks assignments	0.0%	14.7%	20.6%	38.2%	26.5%	3.76	1.017
Aggregate Score	5.6%	18.9%	12.4%	45.1%	29.7%	3.74	0.98

Table 4.17 shows that 97.1% of the respondents agreed that they took records of their teachers' class attendance, 91.2% of the respondents agreed that they noted how often their teacher absent himself or herself from class and 70.6% of the respondents agreed that they took stock of their teachers' syllabus coverage. In furtherance 53% of the

respondents agreed that preparation of teaching and learning resources was appropriate since Student Council together with other students assisted the teacher in doing it, 79.4% of the respondents agreed that teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher and 88.3% of the respondents agreed that they took note of the time their teacher arrived in class and departed. Finally, 64.7% of the respondents agreed that they took note whether their teacher administered and marked assignments. The mean score for responses for this section was 3.74 which indicates that majority of the respondents agreed to a moderate extent that the student council were involved in teacher supervision in secondary schools. This implies that according to the students, the extent of student participation in appraising their teachers was of low level since they only marked the register whether the teacher comes in class or not. They also said that they would like to be involved to a large extent in appraising their teachers since this would impact positively on the performance of the teachers and consequently that of the students.

These findings are consistent with the assertions of Mielke and Frontier (2012) who claimed that the most effective use of supervision and evaluation instruments is to support student council's involvement in teacher assessment and growth which promotes the belief that each individual within the school is also a learner. Thus, these findings are indicative of the fact that, student councils, when effectively adopted, serve not only addressing students' welfare, but also improving teacher development through constant supervision. In other words, students can act supervision and evaluation instrument which can enable teachers to self-reflect and actively work

toward achieving personal goals in a process of continual improvement and not just sporadically after formal assessment.

4.8 Student Councils' Involvement in Infrastructural Management

The fifth and last objective of the study was to assess the influence of student councils' involvement in infrastructural management on students' discipline in public secondary schools in Meru County. Figures 4.6 and presents the findings on student involvement in infrastructural management.
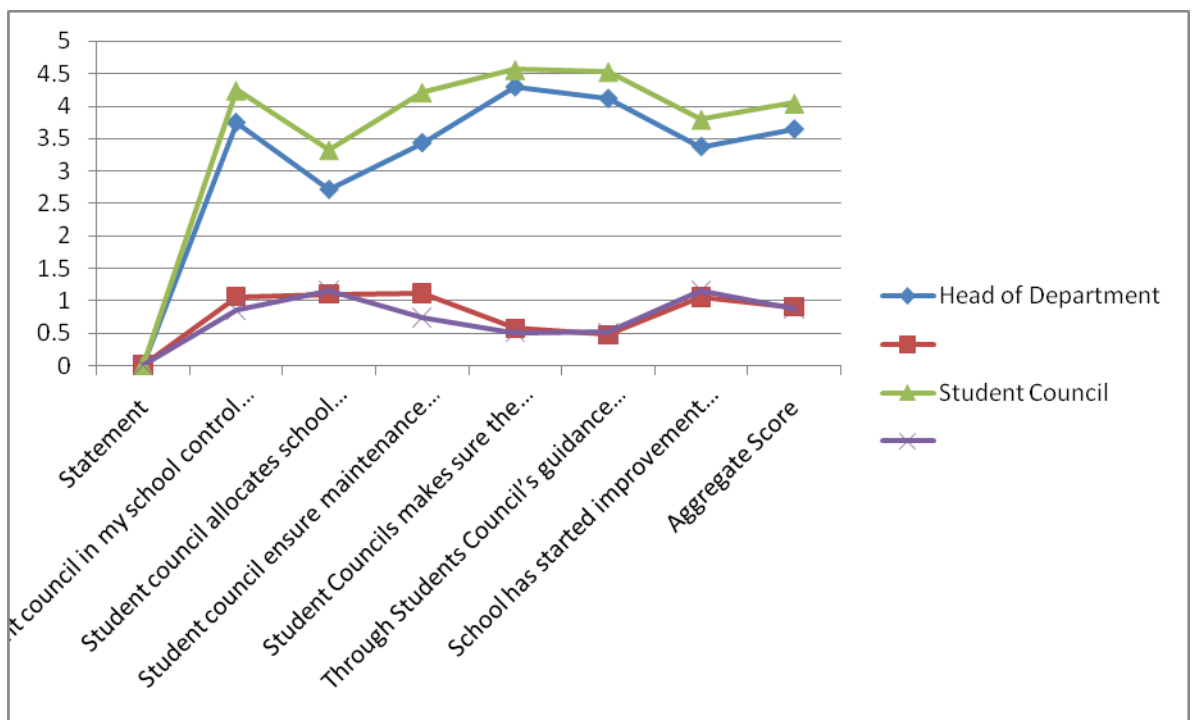
Figure 4.6 Student Councils' Involvement in Infrastructural Management
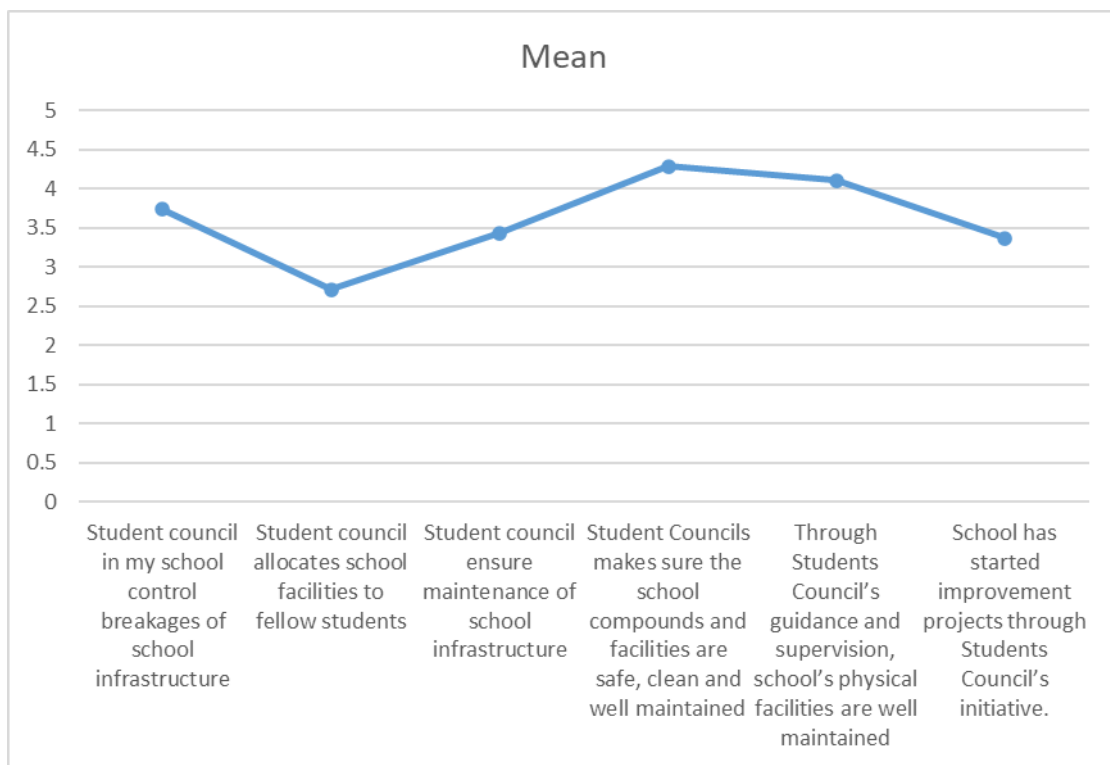
Figure 4.7 Student Councils' Involvement in Infrastructural Management mean aggregate scores

From figure 4.7 above, the study findings indicate that 93% of the respondents agreed that student involvement in management of infrastructure had an influence on students' discipline. This was supported by the mean aggregate score of 3.64, 4.04 and standard deviation of 0.903, 0.87 for head of departments and students' council respectively. This implies that on average the respondents agreed that by involving students in management of infrastructure the student's discipline will be improved greatly since the student council will be able to monitor the students' behaviors' and in cases where the students want to destroy the physical facilities in the school will be controlled early. This supported the statement suggesting that Student Councils makes sure the school compounds and facilities are safe, clean and well maintained with the highest mean score of 4.56 and a standard deviation of 0.504 as reported by the president of student council, followed by the statement Through Students Council's

guidance and supervision, school's physical facilities are well maintained with a mean score of 4.11 and a standard deviation of 0.471 as indicated by the head of departments. One of the items "Student council allocates school facilities to fellow students" scored relatively low, with a mean of 2.71 and 3.32 from the head of departments and president of student council respectively. The findings imply that the student council was involved in infrastructural management which would influence the student discipline in that when students want to air their grievances and call for strikes they do so by destroying the facilities in the school for example burning of dormitories, breaking windows etc. hence by giving the students council the responsibility to manage the school infrastructure such cases may not arise since they will instill discipline and act as a means of communication between the students and the school administration thus get rid of such occurrences.

The head of departments' perception on student involvement in infrastructural management are presented on figure 4.8 below.
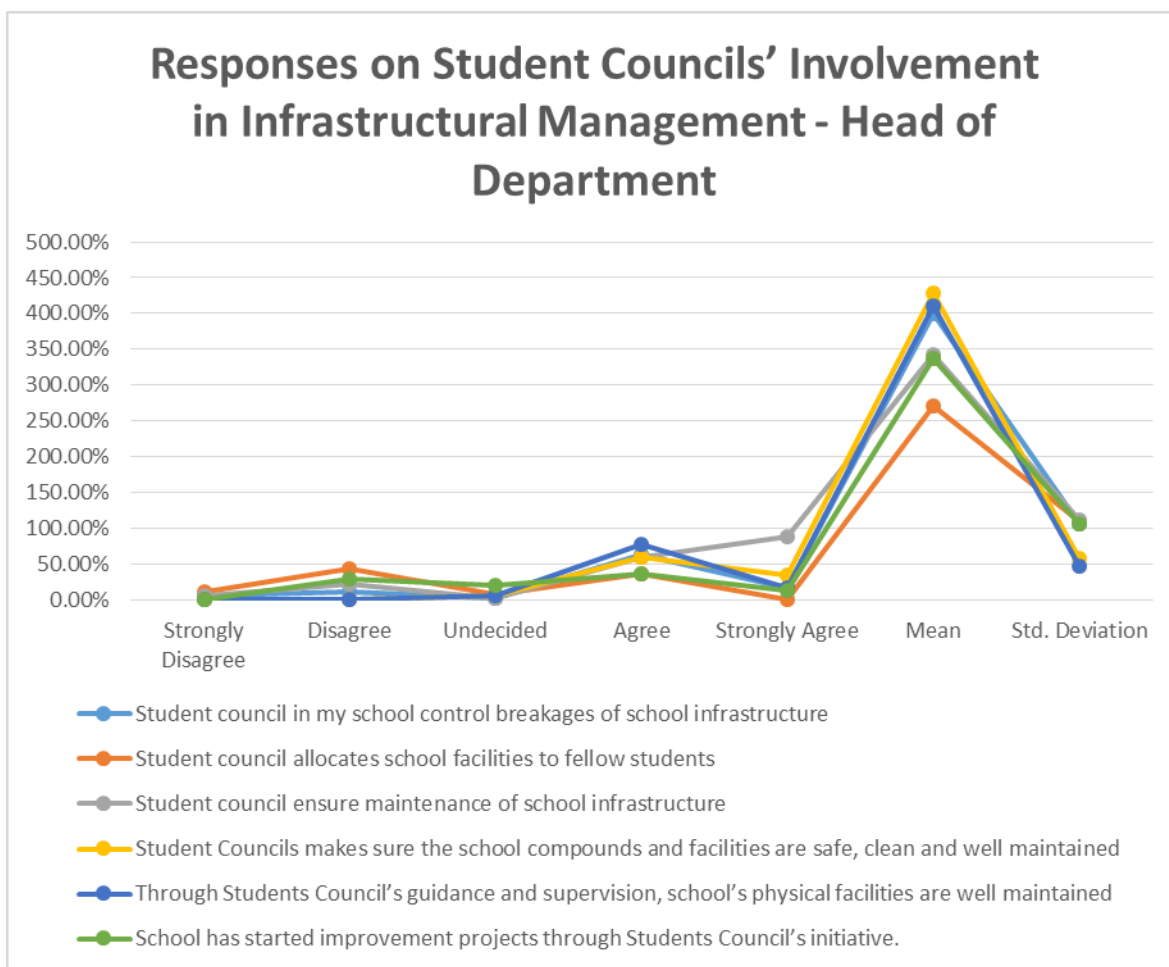
Figure 4.8 responses of student councils' involvement in infrastructural management – Head of departments

Figure 4.8 shows that 80% of the respondents agreed that student council in their school-controlled breakages of school infrastructure, 54.3% disagreed that student council allocated school facilities to fellow students and68.6% agreed that student council ensured maintenance of school infrastructure. Furthermore, 94.3% of the respondents agreed that student Councils made sure the school compounds and facilities were safe, clean and well maintained while 94.2% agreed that through Students Council's guidance and supervision, school's physical facilities were well maintained and 51.4% agreed that school had started improvement projects through

Students Council's initiative. The mean score for responses for this section was 3.64 which indicates that majority of the heads of departments agreed to a moderate extent that the student council were involved in infrastructural management in secondary schools. This implies that on average the respondents agreed that by involving students in management of infrastructure the student's discipline will be improved greatly since the student councils will be able to monitor the student's behaviours and in cases where the students want to destroy the physical facilities in the school will be controlled early.

These findings are consistent with those of MacGregor (2011) established that student council in collaboration with the school management team headed by the principal control breakages of school facilities. This implies that student councils are key to safety of school facilities and thus, principal's responsibility in the management of educational facilities entails bringing together individuals such as student councils that will control, coordinate and articulate activities to achieve tangible and holistic learning.

Table 4.23 below presents the responses for the president of student council on student's council involvement in infrastructural management in secondary school.

Table 4.18 **Responses on Student Councils' Involvement in Infrastructural Management - President Council**

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council in my school control breakages of school infrastructure	0.0%	8.8%	0.0%	50.0%	41.2%	4.24	0.855
Student council allocates school facilities to fellow students	0.0%	38.2%	5.9%	41.2%	14.7%	3.32	1.147
Student council ensure maintenance of school infrastructure	0.0%	5.9%	0.0%	61.8%	32.4%	4.21	0.729
Student Councils makes sure the school compounds and facilities are safe, clean and well maintained	0.0%	0.0%	0.0%	44.1%	55.9%	4.56	0.504
Through Students Council's guidance and supervision, school's physical facilities are well maintained	0.0%	0.0%	0.0%	47.1%	52.9%	4.53	0.507
School has started improvement projects through Students Council's initiative.	2.9%	11.8%	23.5%	26.5%	35.3%	3.79	1.149
Aggregate Score	1.1%	11.0%	8.0%	44.2%	36.8%	4.04	0.87

Results indicate that 91.2% of the respondents agreed that student council in their school-controlled breakages of school infrastructure, 55.9% agreed that student council allocated school facilities to fellow students and 94.2% agreed that student council ensured maintenance of school infrastructure. In addition, all the respondents agreed that student Councils made sure the school compounds and facilities were safe, clean and well maintained and through Students Council's guidance and supervision,

school's physical facilities were well maintained. Finally, 61.8% of the respondents agreed that school had started improvement projects through Students Council's initiative. The mean score for responses for this section was 4.04 which indicates that majority of the respondents agreed to a great extent that the student council were involved in infrastructural management in secondary schools. The findings imply that the student council was involved in infrastructural management which would influence the student discipline in that when students want to air their grievances and call for strikes they do so by destroying the facilities in the school for example burning of dormitories, breaking windows etc. hence by giving the students council the responsibility to manage the school infrastructure such cases may not arise since they will instill discipline and act as a means of communication between the students and the school administration thus get rid of such occurrences.

These findings further support the assertions of MacGregor (2011) that principals who involve student council in management of school infrastructure ensure that material resources allocated to education are used to the best advantage in the pursuit of educational objectives and goals. Hence, this indicates that students' abilities, skills and potentials, students have to ensure that school facilities are supplied in adequate quantities, properly and effectively managed, controlled and supervised. In other words, implementation of school curriculum would not be meaningful and functional if required facilities are not provided in adequate quality and quantity at appropriate times through the principal's administrative finesse and collaborative practices of involving students as well as other stakeholders.

From the interview guide the deputy principal indicated that the student councils are involved in infrastructural management. The student council report on any breakages

or losses, identifying infrastructural priorities, identifying areas of renovations, taking care of school property, reporting any damages on electricity, chairs and desks, make sure electricity is switched off, ensuring that dorms , dining hall and other infrastructure are clean, keeping record of bed numbers, chair numbers, table numbers to monitor breakages, taking care of cleanliness, taking care of furniture, games equipment, electricity, dining equipment's and management of entertainment, cleaning of the school compound. These findings further support the assertions of MacGregor (2011) that student council in collaboration with the school management team headed by the principal ensures maintenance of school facilities. In other words, MacGregor (2011) opined that to achieve this, there must be continuous increase and adequacy of educational facilities, because the existing ones are often overstretched, poorly maintained and cannot provide and foster desirable, creative and harmonious problem-solving skills.

The student council also supervise during cleaning to ensure the rooms are cleaned, the games and sports secretaries give out the games equipment and return them, they also keep a record about buckets and pangas and keep records of issuance, involvement in maintenance of classes and furniture, attend some BOM meetings and give contribution on development, managing and monitoring laboratory use, monitoring usage of dining hall and dormitory, making sure no writing on walls by the students, making sure students don't share furniture always use furniture allocated to them and school furniture management, reporting repair needs, reporting inadequacy of infrastructure. These findings are consistent with the assertions of RoK (2008) that, in Meru County, most secondary schools have adopted collaborative planning strategies to enhance improvement of school infrastructure by bringing on

board other education stakeholders within and outside schools. This implies that the process of formulating school facilities management plan ought to be strengthened since it establishes a forum through which interested parties such as students, though their councils, have a chance to voice their opinions about the future of the schools. In other words, though much is yet to be accomplished in many public secondary schools in Meru County, specific infrastructural management activities which student councils engage in impact on schools' managerial efficiency, students' performance and discipline levels.

4.9   Levels of Students' Discipline

The study sought to determine the students' discipline in public secondary schools in Meru County. Results are presented in Table 4.19, Table 4.20 and 4.21 for combined responses, Heads of Departments and President of Students council respectively.

Table 4.19 **Levels of Students' Discipline**

	Head of Department	
Statement	Mean	Std. Deviation
Students in my school register good performance	3.46	1.067
Disciplinary cases in my school have gone down due to student council involvement	3.64	1.175
Management in my school is efficient	3.97	0.56
My colleagues, I and students meet their daily task deadlines	3.97	0.506
I finish my work in time	4.36	0.487
The number of students suspended or expelled have decreased with introduction of student council	3.92	1.025
The number of strikes in my have decreased due to student council involvement	4.28	0.882
Students in my secondary school do not adhere to school rules and regulations	1.67	0.793
Students in my secondary school manifest improved levels of hard work	3.75	0.806
There are many reported cases of students' absenteeism	2.28	1.256
The number of strikes in my secondary school is high	1.39	0.549
There are many cases of teenage pregnancy amongst students in my secondary school	2.06	1.068
Students in my secondary school are often violent towards their peers	1.67	0.828
Aggregate Score	3.11	0.846

The study established that the most commonly experienced type of indiscipline cases was theft, lateness, absenteeism, fighting, and failure to do cleaning duties and drugs and substance abuse. Frequency of unrests or strikes in secondary schools was found to be low in the last three years prior to this study. The findings on the rating of the students' discipline revealed that it was good with a mean score of 3.11 and 3.32 from head of departments and president of student's council respectively. This can be attributed to the establishment of student Councils in majority of secondary schools

and the increased levels of student participation in management of school co-curriculum, and management of students and welfare issues.

The perceptions of head of departments on the level of student's discipline since the introduction of student council are presented on figure 4.9.
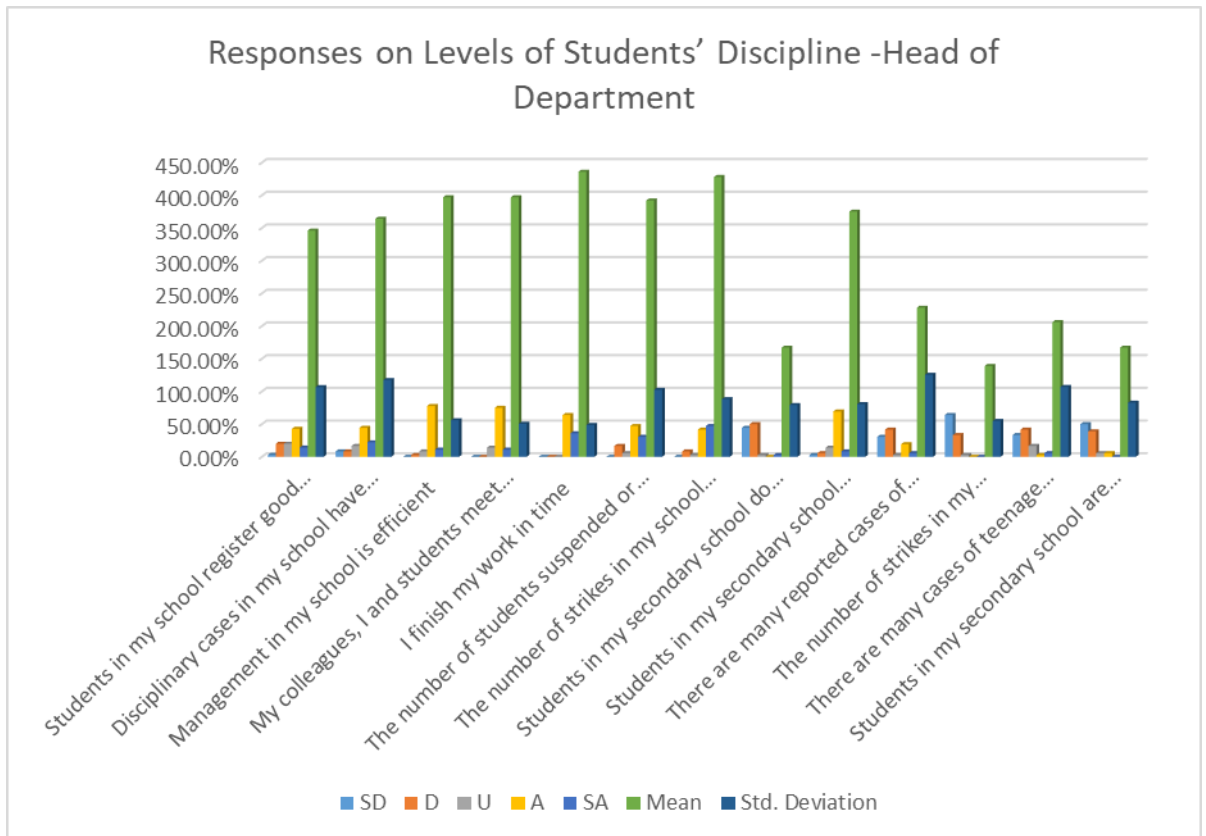
Figure 4.9 Responses on Levels of Students' Discipline -Head of Department

Figure 4.9 shows that 57.2% of the respondents agreed that students in their school registered good performance, 66.6% agreed that disciplinary cases in their school had gone down due to student council involvement in school governance, while 88.9% agreed that management in their school was efficient and 76.1% agreed that their colleagues, they and students met their daily task deadlines.

In addition, all the respondents agreed that they finished their work in time, 77.8% agreed that the number of students suspended or expelled had decreased with

introduction of student council and 88.9% agreed that the number of strikes in their school had decreased due to student council involvement in school governance. However, 94.4% of the respondents disagreed that students in their secondary school did not adhere to school rules and regulations, 77.7% agreed that students in their secondary school manifested improved levels of hard work and 72.3% disagreed that there were many reported cases of students' absenteeism.

Similarly, 97.25 of the respondents disagreed that the number of strikes in their secondary school was high, 75% disagreed that there were many cases of teenage pregnancy amongst students in my secondary school and 88.9% disagreed that students in their secondary school were often violent towards their peers. The mean score for the responses was 3.11 which indicate that many employees agreed to a moderate extent on the statements regarding levels of student's discipline in public secondary schools. This was confirmed by the deputy principals in the interview guide where they asserted that the level of discipline was fairly good since there were no strike that had occurred and also discipline cases are minimal and others stated that it was fairly good with minor issues like absenteeism, drugs, premarital sex and social media phones. However as much as the deputy principals opined that the level of disciple was fairly good some indicated that there has been rise of indiscipline cases in some instances.

These findings are inconsistent with the assertions of Kauchak (2011) that infractions in most secondary schools include assault, arson, fighting, theft and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots, rape and loss of lives. These findings also disagree with the assertions of Ramani (2012) that, although, the Ministry of Education made a move to curb the destructive

tendencies in schools by enacting the Children's Act, 2001 which provides that a child should be entitled to protection from physical and psychological abuse by any person, the unrest in schools is still being reported in large numbers. Despite these contradictions among Heads of departments, students' councils and deputy principals, cases of students' strikes and riots have been on the rise in Meru County which could be linked with low levels of involving student councils on school governance.

From Table 4.20 below, the findings shows that 88.3% of the respondents agreed that students in their school registered good performance, 73.5% agreed that disciplinary cases in their school had gone down due to student council involvement in school governance, while 97.1% agreed that management in their school was efficient and 85.3% agreed that their colleagues, they and students met their daily task deadlines. This implies that the level of student's discipline is fairly good and this can be attributed to the establishment of student Councils in majority of secondary schools and the increased levels of student participation in management of school co-curriculum, and management of students and welfare issues

Table 4.20 **Responses on Levels of Students' Discipline -President of Student Council**

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Students in my school register good performance	0.0%	5.9%	5.9%	61.8%	26.5%	4.09	0.753
Disciplinary cases in my school have gone down due to student council involvement	8.8%	5.9%	11.8%	38.2%	35.3%	3.85	1.234
Management in my school is efficient	0.0%	0.0%	2.9%	64.7%	32.4%	4.29	0.524
My colleagues, I and students meet their daily task deadlines	0.0%	5.9%	8.8%	52.9%	32.4%	4.12	0.808
I finish my work in time	0.0%	0.0%	5.9%	35.3%	58.8%	4.53	0.615
The number of students suspended or expelled have decreased with introduction of student council	0.0%	2.9%	2.9%	44.1%	50.0%	4.41	0.701
The number of strikes in my have decreased due to student council involvement	2.9%	2.9%	0.0%	32.4%	61.8%	4.47	0.896
I do not adhere to school rules and regulations	88.2%	11.8%	0.0%	0.0%	0.0%	1.12	0.327
I manifest improved levels of hard work	2.9%	11.8%	2.9%	47.1%	35.3%	4	1.073
There are many reported cases of absenteeism in my school	44.1%	41.2%	8.8%	5.9%	0.0%	1.76	0.855
There are many cases of teenage pregnancy amongst students in my secondary school	61.8%	29.4%	2.9%	5.9%	0.0%	1.53	0.825
My colleagues are often violent towards their peers	52.9%	29.4%	17.6%	0.0%	0.0%	1.65	0.774
Aggregate Score	21.8%	12.3%	5.9%	32.4%	27.7%	3.32	0.78

In addition, 94.1% of the respondents agreed that they finished their work in time, another 94.1% agreed that the number of students suspended or expelled had decreased with introduction of student council and 94.2% agreed that the number of strikes in their school had decreased due to student council. However, all the

respondents disagreed that they did not adhere to school rules and regulations, 82.4% agreed that they manifested improved levels of hard work and 85.3% disagreed that there were many reported cases of absenteeism in their school. Finally, 91.2% of the respondents disagreed that there were many cases of teenage pregnancy amongst students in their secondary school and 82.3% disagreed that their colleagues were often violent towards their peers. The mean score for the responses was 3.32 which indicate that many employees agreed to a moderate extent on the statements regarding levels of student's discipline in public secondary schools. This was confirmed by the deputy principals in the interview guide where they asserted that the level of discipline was fairly good since there were no strike that had occurred and also discipline cases are minimal and others stated that it was fairly good with minor issues like absenteeism, drugs, premarital sex and social media phones. However as much as the deputy principals opined that the level of disciple was fairly good some indicated that there has been rise of indiscipline cases in some instances. In summary, these findings indicate that indiscipline has become a serious issue in public secondary schools. Many students have manifested incidences of indiscipline in one way or another and have thus become a national concern to education stakeholders. Cases of students' destructive tendencies in schools are on the rises which subject others to physical and psychological abuse. In other words, cases of students' indiscipline in secondary schools are still being reported in numbers.

These findings are consistent with the assertions of Kauchak (2011) that infractions in most secondary schools include assault, arson, fighting, theft and vandalism, destruction of school stores, administration blocks, libraries, harassment, riots, rape and loss of lives. These findings also agree with the assertions of Ramani (2012) that,

although, the Ministry of Education made a move to curb the destructive tendencies in schools by enacting the Children's Act, 2001 which provides that a child should be entitled to protection from physical and psychological abuse by any person, the unrest in schools is still being reported in large numbers. Despite these contradictions among Heads of departments, students' councils and deputy principals, cases of students' strikes and riots have been on the rise in Meru County which could be linked with low levels of involving student councils on school governance.

4.10 Test of Hypotheses for Heads of Departments

Hypotheses testing required the use of binary logistic regression. This was performed using the field data and the results interpreted according to the exponential beta coefficients and P values at $P < 0.05$ significance level. The variables under study were regressed on student discipline and a composite level of student's discipline measure computed to reflect overall and coded into two categories as high and low level of discipline thus making the dependent variable categorical and justifies the use of binary logistic regression. The logistic regression has been presented in two folds. First, a multivariate analysis has been presented encompassing all the five independent variables, subsequently bivariate analysis has been presented where each independent variable has been regressed separately against the dependent variable.

4.10.1 Multivariate Analysis for Heads of Departments Data

To determine the influence of student councils' involvement in governance on students' discipline in public secondary schools in Meru County, logistic regression was utilized since the dependent variable was dichotomous. The model summary, classification table and Omnibus test of model coefficient were used to test the goodness fit of the logistic model.

4.10.1.1 Logistic Model Summary

Table 4.21 Model Summary: HODs Data

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
40.637	0.409	0.572

The Nagelkerke R Square shows that about 57.2% of the variation in the outcome variable is explained by this logistic model, hence this is a good model fit. Nagelkerke's measure gives us a higher value than does Cox and Snell's since Nagelkerke's measure is a modification of Cox and Snell's, allowing the measure to use the full 0-1 range.

4.10.1.2 Null Model

This part of the output describes a "null model", which is model with no predictors and just the intercept. The null model or the beginning block presents the results with only the constant included before any coefficients are entered into the equation. Logistic regression compares this model with a model including all the predictors to determine whether the latter model is more appropriate. The table suggests that if we

knew nothing about our variables and guessed about a students' indiscipline, we would be correct 55.6 % of the time.

Table 4.22 Null Model: HODs Data

		Predicted		
		Students' Discipline		
Observed		Low	High	Percentage Correct
Students' Discipline	Low	0	16	.0
	High	0	20	100.0
Overall Percentage				55.6

4.10.1.3 Classification Table

Table 4.23 Classification Table: HODs Data

		Predicted		
		Students' Discipline		Percentage
Observed		Low	High	Correct
Students'	Low	11	5	68.8
Discipline	High	4	16	80.0
Overall Percentage				75.0

The classification table shows how well our full model correctly classifies cases. The overall percentage shows the model is 75.0% accurate. This is a good model fit since the overall percentage of the null model is 55.6%.

4.10.1.4 Omnibus Tests of Model Coefficients

Omnibus Tests of Model Coefficients: HODs Data
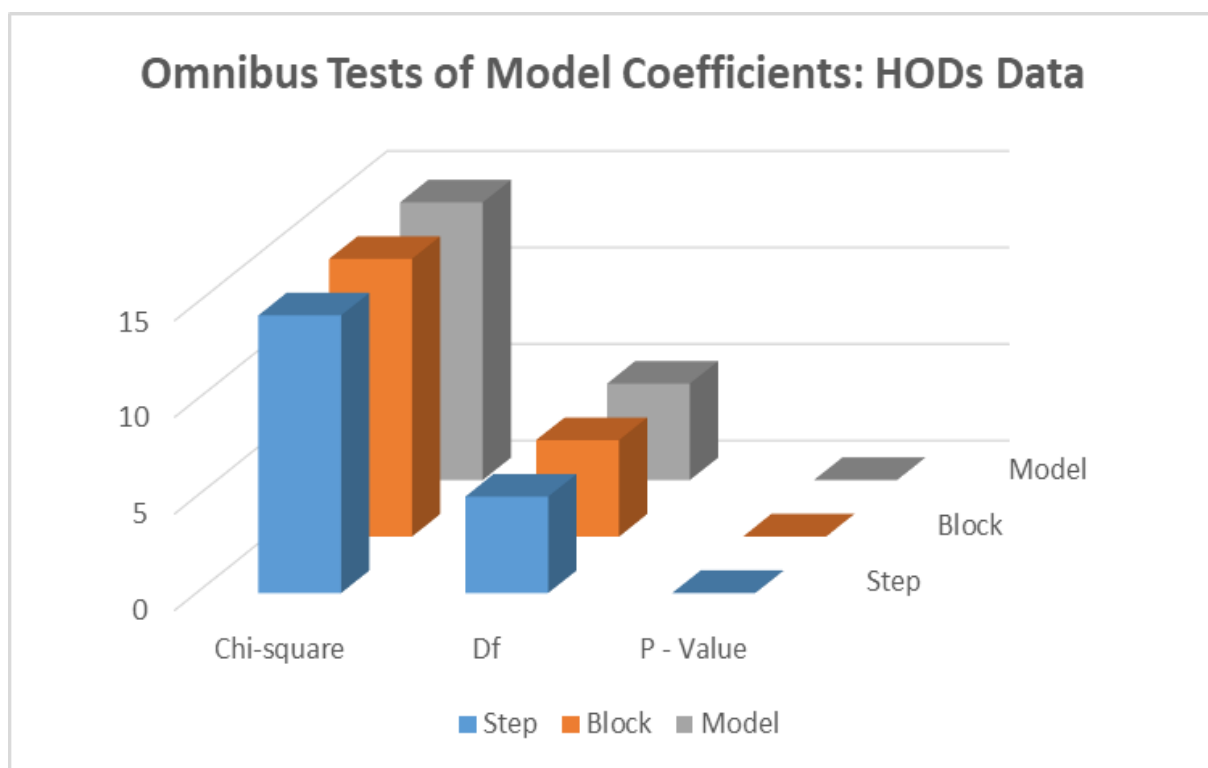
Figure 4.10 Omnibus Tests of Model Coefficients: HODs Data

Model chi-square tests whether the model as a whole predicts occurrence better than chance. In binary logistic regression, it is interpreted as a test of the capability of all predictors (independent variables) in the model jointly to predict the response (dependent) variable. The value given in the sig. column is the probability of obtaining this chi-square statistic (14.383) if there is in fact no effect of the independent variables, taken together on the dependent variable. This is the p-value which is compared to a critical value (.05) to determine if the overall model is statistically significant. The model is statistically significant because the predictor is less than .05.

**4.10.1.5 Influence of Student Councils' Involvement in Governance on Students'
Discipline: Heads of Departments Data**

The variables for the study were student councils' involvement in school policy
formulation, student councils' involvement in subject selection, student councils'
involvement in peer mentorship, student councils' involvement in teacher supervision
and student councils' involvement in infrastructural management. The output of the
binary logistic regression indicating the significance of each of the predictor variable
is shown in Table 4.24 below;

Table 4.24 Influence of Student Councils' Involvement in Governance on Students'
Discipline: HODs Data

	B	S.E.	Wald	df	P - Value	Exp(B)
Policy Formulation	2.148	1.142	3.537	1	.040	8.570
Subject Selection	1.743	.86	4.108	1	.043	5.716
Peer Mentorship	.837	.251	11.138	1	.001	2.309
Teacher Supervision	.495	.141	12.288	1	.002	1.640
Infrastructural Management	1.689	.234	52.186	1	.012	5.414
Constant	-4.224	3.111	1.844	1	.175	.015

For a binary logistic regression, the "wald", "P-value" and "Exp (B)" columns are
important for interpretation of the predictor variables. These are discussed below;

Wald and P value

These columns provide the wald chi-square and p-value. The p-value, is compared
against a critical value of .05. A predictor would be statistically significant if its p-
value is less than the critical value.

Logistic regression Coefficient B and Exp (B)

The logistic regression coefficient indicates the direction and strength of the relationship between the independent and dependent variable. It represents the influence of a one unit change in the independent variable on the log – odds of the dependent variable. Exp (B) is the exponentiation of the B coefficient which is an odds ratio. Odds ratio are easier to interpret than the coefficient. Odds describe the ratio of the number of occurrences to the number of non-occurrences. It has some relationship with probability since probability is the ratio of the number of occurrences to the total number of probabilities. Probability ranges from 0 to 1 whereas odds range from 0 to infinity. The relationship between probability and Odds can be summarized in the formulae below,

Probability =   Odds/ 1 + Odds

It is hence possible to convert findings to probability when they are reported as odds. Odds of one indicate equal probability of occurrence and non-occurrence. An odds less than one indicates that occurrence is less likely than non-occurrence. Odds greater than one indicates that occurrence is more likely than non-occurrence. Hence Exp (B) indicates how many times higher the odds of occurrence are for each one unit increase in the independent variable.

The study sought to establish the influence student councils' involvement in policy formulation on students' discipline. This variable was found to be significant at .040 level of significance and [Exp (B) 8.570] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in policy formulation on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in subject selection on students' discipline. This variable was found to be significant at .043 level of significance and [Exp (B) 5.716] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in subject selection on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in peer mentorship on students' discipline. This variable was found to be significant at .001 level of significance and [Exp (B) 2.309] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in peer mentorship on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in teacher supervision on students' discipline. This variable was found to be significant at .002 level of significance and [Exp (B) 1.640] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in teacher supervision on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in infrastructural management on students' discipline. This variable was found to be significant at .012 level of significance and [Exp (B) 5.414] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in infrastructural management on students' discipline since the Exp (B) is greater than one.

4.10.2 Bivariate Analysis for Heads of Departments Data

Five research hypotheses that the study sought to test are addressed in the next sub sections. This section presents the binary regression for heads of departments.

4.10.3 H_{01}: Student council's involvement in school policy formulation has no significant influence on students' discipline in public secondary schools in Meru County

Binary logistic regression was used to model relationship between student council involvement in policy formulation and student's discipline. Table 4.32 shows that student council involvement in policy formulation was statistically associated with the level of student's discipline in secondary schools (p = .023).

Table 4.25   Logistic Regression for Policy Formulation: HODs Data

Variable	Beta	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Policy Formulation	1.836	0.808	5.167	1	0.023	6.271	1.288	30.542
Constant	-4.674	2.415	3.746	1	0.053	0.009		

The regression results also indicated that student council involvement in policy formulation have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on policy formulation does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) = 6.271). An improvement on student councils' involvement on policy formulation increases the

probability of having satisfactory discipline in secondary schools by 6.271 times. Therefore, at P < .05 level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in school policy formulation has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high student councils' involvement on policy formulation have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in policy formulation. These findings further corroborate the assertions of Maitles and Duechar (2006) that student councils' involvement in formulating school policies such as diet, school uniform, trip regulations and co-curricular programmes reduce cases of indiscipline by preparing students to take careful action to avoid becoming either perpetrators or victims of violence in schools.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to student councils' involvement in policy formulation and students' discipline. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in policy formulation, Pearson's r (36) = .514, p = .012. This result is in line with the result from logistic regression that established a significant relationship between student councils' involvement in policy formulation and students' discipline.

Table 4.26 **Students' Discipline and Student Councils' involvement in Policy Formulation Correlations: HODs Data**

		Students' Discipline	Policy Formulation
Students' Discipline	Pearson Correlation	1	.514
	P – Value		.012
	N	36	36
Policy Formulation	Pearson Correlation	.514	1
	P – Value	.012	
	N	36	36

4.10.4 H$_{o2}$: Student councils' involvement in subject selection has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.27 shows that student council involvement in subject selection was statistically associated with the level of student's discipline in secondary schools (p = .018).

Table 4.27 **Logistic Regression for Subject Selection: HODs Data**

Variable	Beta	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Subject Selection	1.333	0.563	5.606	1	0.018	3.794	1.258	11.44
Constant	-2.126	1.227	3.002	1	0.083	0.119		

The regression results also indicated that student council involvement in subject selection have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on subject selection does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) = 3.794). An improvement on

126

student councils' involvement on subject selection increases the probability of having satisfactory discipline in secondary schools by 3.794 times. Therefore, at P < .05 level of significance the null hypothesis (H$_0$) is rejected and accepts the alternate hypotheses (H$_A$) implying that student council's involvement in subject selection has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high student councils' involvement on subject selection have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in subject selection. These results further lend credence to the findings of Patterson (2012) who established that schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. This point to the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to student councils' involvement in subject selection and students' discipline. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in subject selection, Pearson's r (36) = .653, p = .035.

Table 4.28 **Students' Discipline and Student Councils' involvement in Subject Selection Correlations: HODs Data**

		Students' Discipline	Subject Selection
Students' Discipline	Pearson Correlation	1	.653
	P - Value		.035
	N	36	36
Subject Selection	Pearson Correlation	.653	1
	P - Value	.035	
	N	36	36

4.10.5 H_{o3}: Student councils' involvement in peer mentorship programmes has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.29 shows that student council involvement in peer mentorship was statistically associated with the level of student's discipline in secondary schools (p = .004).

Table 4.29 **Logistic Regression for Peer Mentorship: HODs Data**

Variable	Beta	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Peer Mentorship	5.057	1.737	8.477	1	0.004	157.146	5.221	4729.76
Constant	-17.3	6.157	7.895	1	0.005	0		

The regression results also indicated that student council involvement in peer mentorship have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on peer mentorship does improve the odds of the level of discipline being satisfactory

as indicated by the exponential beta results (Exp (B) = 157.146). An improvement on students' council involvement on peer mentorship increases the probability of having satisfactory discipline in secondary schools by 157.146 times. Therefore, at $P < .05$ level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in peer mentoring has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high students' council involvement on peer mentorship have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in peer mentorship. This supports the assertion of Muli (2011) that student council mentors develop friendships through their participation in mentoring programs and usually derive satisfaction from helping a younger student, and possibly shaping his or her life in a positive way. This indicates that, whichever way, student councils' involvement in peer mentorship activities in secondary schools is key to shaping students' discipline.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to student councils' involvement in peer mentorship and students' discipline. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in peer mentorship, Pearson's r (36) = .543, p = .001.

Table 4.30 **Students' Discipline and Student Councils' involvement in Peer Mentorship Correlations: HODs Data**

		Students' Discipline	Peer Mentorship
Students' Discipline	Pearson Correlation	1	.543
	P - Value		.001
	N	36	36
Peer Mentorship	Pearson Correlation	.543	1
	P - Value	.001	
	N	36	36

4.10.6 H_{o4}: Student councils' involvement in teachers' supervision has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.31 shows that student council involvement in teachers' supervision was statistically associated with the level of student's discipline in secondary schools (p = .035).

Table 4.31 **Logistic Regression for Teacher Supervision: HODs Data**

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Teacher Supervision	1.702	0.808	4.443	1	0.035	5.486	1.127	26.713
Constant	-5.408	2.92	3.431	1	0.064	0.004		

The regression results also indicated that student council involvement in teachers' supervision have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on teachers' supervision does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B**)** = 5.486). An

improvement on students' council involvement on teacher supervision increases the probability of having satisfactory discipline in secondary schools by 5.486 times. Therefore, at P < .05 level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in teacher supervision has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high students' council involvement on teacher's supervision have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in teacher's supervision. As noted earlier, these findings further corroborate the assertions of Mielke and Frontier (2012) that the most effective use of supervision and evaluation instruments is to support student council's involvement in teacher assessment and growth which promotes the belief that each individual within the school is also a learner.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to student councils' involvement in teacher supervision and students' discipline. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in teacher supervision, Pearson's r (36) = .596, p = .017.

Table 4.32 **Students' Discipline and Student Councils' involvement in Teacher Supervision Correlations: HODs Data**

		Students' Discipline	Teacher Supervision
Students' Discipline	Pearson Correlation	1	.596
	P - Value		.017
	N	36	36
Teacher Supervision	Pearson Correlation	.596	1
	P - Value	.017	
	N	36	36

4.10.7 H_{05}: Student councils' involvement in infrastructural management has no significant influence on students' discipline in public secondary schools in Meru County

Figure 4.11 shows that student council involvement in infrastructural management was statistically associated with the level of student's discipline in secondary schools ($p = .027$).
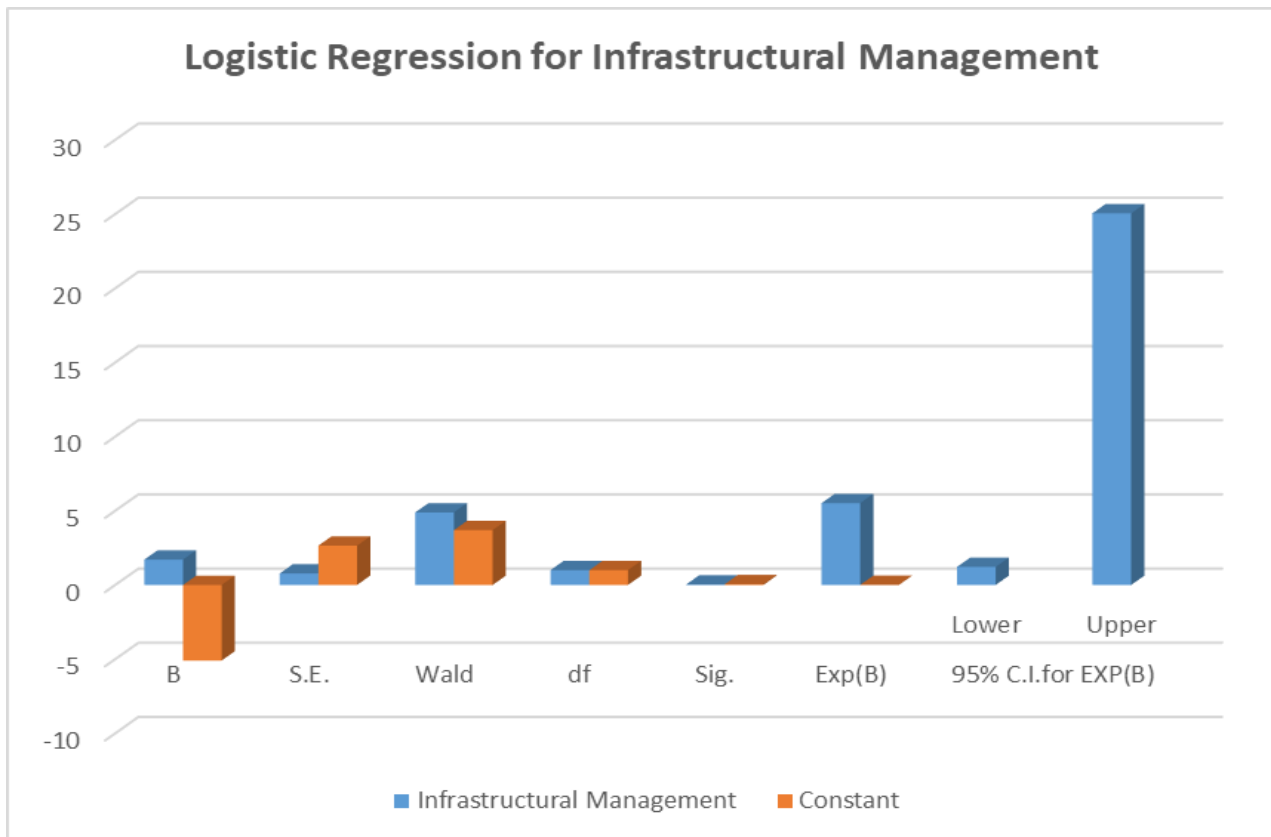
Figure 4.11: Logistic Regression for Infrastructural Management

The regression results also indicated that student council involvement in infrastructural management have an effect on the students' level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on infrastructural management does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) =5.514). An improvement on students' council involvement on infrastructural management increases the probability of having satisfactory discipline in secondary schools by 5.514 times. Therefore, at $P < .05$ level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in infrastructural management has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply

that those schools with high students' council involvement on infrastructural management have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in infrastructural management. These results further corroborate the assertions of RoK (2008) that, by adopting collaborative planning strategies which include involving student councils, secondary schools witness improved and well-maintained school infrastructure, which, in turn, improves students' discipline.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to student councils' involvement in infrastructural management and students' discipline. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in infrastructural management, Pearson's r (36) = .645, p = .040.

Table 4.33 **Students' Discipline and Student Councils' involvement in Infrastructural Management Correlations: HODs Data**

		Students' Discipline	Infrastructural Management
Students' Discipline	Pearson Correlation	1	.645
	P - Value		.040
	N	36	36
Infrastructural Management	Pearson Correlation	.645	1
	P - Value	.040	
	N	36	36

4.11 Test of Hypotheses for President of Students Council

Logistic regression has been presented in two folds. First, a multivariate analysis has been presented encompassing all the five independent variables, subsequently

bivariate analysis has been presented where each independent variable has been regressed separately against the dependent variable.

4.11.1 Multivariate Analysis for Student Leaders' Data

Based on the principles of multivariate statistics, which involves observation and analysis of more than one statistical outcome variable at a time. Typically, MVA was used to determine the influence of student councils' involvement in governance on students' discipline in public secondary schools in Meru County; logistic regression was utilized since the dependent variable was dichotomous. The model summary, classification table and Omnibus test of model coefficient were used to test the goodness fit of the logistic model.

4.11.1.1 Model Summary

Table 4.34 **Model Summary: Student Leaders' Data**

-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
25.958	.462	.616

The Nagelkerke R Square shows that about 61.6% of the variation in the outcome variable is explained by this logistic model, hence this is a good model fit. Nagelkerke's measure gives us a higher value than does Cox and Snell's since Nagelkerke's measure is a modification of Cox and Snell's, allowing the measure to use the full 0-1 range.

4.11.1.2 Null Model

The null model table suggests that if we knew nothing about our variables and guessed about a students' indiscipline, we would be correct 52.9 % of the time.

Table 4.35 **Null Model: Student Leaders' Data**

Observed		Predicted		
		Students Discipline		Percentage Correct
		Low	High	
Students Discipline	Low	0	16	.0
	High	0	18	100.0
Overall Percentage				52.9

4.11.1.3 Classification Table

Table 4.36 **Classification Table: Student Leaders' Data**

Observed		Predicted		
		Students Discipline		
		Low	High	Percentage Correct
Students Discipline	Low	13	3	81.3
	High	2	16	88.9
Overall Percentage				85.3

The classification table shows how well our full model correctly classifies cases. The overall percentage shows the model is 85.3% accurate. This is a good model fit since the overall percentage of the null model is 52.9%.

4.11.1.4 Omnibus Tests of Model Coefficients

Table 4.37 **Omnibus Tests of Model Coefficients: Student Leaders' Data**

	Chi-square	Df	P – Value
Step	21.059	5	.001
Block	21.059	5	.001
Model	21.059	5	.001

From the results presented in the omnibus test of model coefficient table, the model is statistically significant because the predictor is less than .05.

136

4.11.1.5: Influence of Student Councils' Involvement in Governance on Students' Discipline

The variables for the study were student councils' involvement in school policy formulation, student councils' involvement in subject selection, student councils' involvement in peer mentorship, student councils' involvement in teacher supervision and student councils' involvement in infrastructural management. The output of the binary logistic regression indicating the significance of each of the predictor variable is shown in Table 4.38 below

Table 4.38 **Influence of Student Councils' Involvement in Governance on Students' Discipline: Student Leaders' Data**

	B	S.E.	Wald	Df	P – Value	Exp(B)
Policy Formulation	.291	.101	8.349	1	.004	1.338
Subject Selection	.459	.198	5.361	1	.021	1.583
Peer Mentorship	1.03	.183	3.1578	1	.045	2.802
Teacher Supervision	1.339	.243	3.034	1	.006	3.817
Infrastructural Management	.624	.241	6.707	1	.010	1.865
Constant	.584	.658	7.88	1	.375	1.794

The study sought to establish the influence student councils' involvement in subject selection on students' discipline. This variable was found to be significant at .004 level of significance and [Exp (B) 1.338] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in subject selection on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in peer mentorship on students' discipline. This variable was found to be significant at .045 level of significance and [Exp (B) 2.802] indicating that it was important in

influencing the students' discipline. This means that there is a positive relation between student councils' involvement in peer mentorship on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in teacher supervision on students' discipline. This variable was found to be significant at .006 level of significance and [Exp (B) 3.817] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in teacher supervision on students' discipline since the Exp (B) is greater than one.

The study sought to establish the influence student councils' involvement in infrastructural management on students' discipline. This variable was found to be significant at .010 level of significance and [Exp (B) 1.865] indicating that it was important in influencing the students' discipline. This means that there is a positive relation between student councils' involvement in infrastructural management on students' discipline since the Exp (B) is greater than one.

4.11.2 Bivariate Analysis for Student Leaders' Data

Five research hypotheses that the study sought to test are addressed in the next sub sections. This section presents the binary regression for presidents of student councils.

4.11.3 H_{01}: Student council's involvement in school policy formulation has no significant influence on students' discipline in public secondary schools in Meru County

Binary logistic regression was used to model relationship between student council involvement in policy formulation and student's discipline. Table 4.39 shows that

student council involvement in policy formulation was statistically associated with the level of student's discipline in secondary schools (p = .043).

Table 4.30 **Logistic Regression for policy Formulation: Student Leaders' Data**

Variable	B	S.E.	Wald	Df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Policy Formulation	4.214	2.083	4.093	1	0.043	67.597	1.141	4005.77
Constant	-7.764	4.5	2.978	1	0.084	0		

The regression results also indicated that student council involvement in policy formulation have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on policy formulation does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B**)** = 67.597). An improvement on student councils' involvement on policy formulation increases the probability of having satisfactory discipline in secondary schools by 67.597 times. Therefore, at P <.05 level of significance the null hypothesis (H$_0$) is rejected and accepts the alternate hypotheses (H$_A$) implying that student council's involvement in school policy formulation has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high student councils' involvement on policy formulation have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in policy formulation. These findings further corroborate the assertions of Maitles and Duechar (2006) that student councils' involvement in formulating school policies such as diet, school uniform, trip regulations and co-

curricular programmes reduce cases of indiscipline by preparing students to take careful action to avoid becoming either perpetrators or victims of violence in schools.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to students' discipline and student councils' involvement in policy formulation. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in policy formulation, Pearson's r (34) = .696, p = .021.

Table 4.40 **Students' Discipline and Student Councils' involvement in Policy Formulation Correlations: Student Leaders' Data**

		Students' Discipline	Policy Formulation
Students' Discipline	Pearson Correlation	1	.696
	P – Value		.021
	N	34	34
Policy Formulation	Pearson Correlation	.696	1
	P - Value	.021	
	N	34	34

4.11.4 H_{o2}: Student councils' involvement in subject selection has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.41 shows that student council involvement in subject selection was statistically associated with the level of students' discipline in secondary schools (p = .042).

Table 4.41 **Logistic Regression for Subject Selection: Student Leaders' Data**

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
subject selection	2.887	1.42	4.133	1	0.042	17.932	1.109	289.901
Constant	-3.229	2.199	2.155	1	0.142	0.04		

The regression results also indicated that student council involvement in subject selection have an effect on the students' level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on subject selection does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B**)** = 17.932). An improvement on student councils' involvement on subject selection increases the probability of having satisfactory discipline in secondary schools by 17.932 times. Therefore, at $P < .05$ level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in subject selection has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high student councils' involvement on subject selection have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in subject selection. These results further lend credence to the findings of Patterson (2012) who established that schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. This point to the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their

interest at the secondary level and can establish his or her own identity in this competitive world.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to students' discipline and student councils' involvement in subject selection. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in subject selection, Pearson's r (34) = . 587, p = .003.

Table 4.42 **Students' Discipline and Student Councils' involvement in Subject Selection Correlations: Student Leaders' Data**

		Students' Discipline	Subject Selection
Students' Discipline	Pearson Correlation	1	.587
	P - Value		.003
	N	34	34
Subject Selection	Pearson Correlation	.587	1
	P - Value	.003	
	N	34	34

4.11.5 H_{o3}: Student councils' involvement in peer mentorship programmes has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.43 shows that student council involvement in peer mentorship was statistically associated with the level of student's discipline in secondary schools (p = .012).

Table 4.43 **Logistic Regression for Peer Mentorship: Student Leaders' Data**

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Peer Mentorship	2.878	1.147	6.297	1	0.012	17.774	1.878	168.261
Constant	-8.207	4.093	4.02	1	0.045	0		

The regression results also indicated that student council involvement in peer mentorship have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on peer mentorship does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) = 17.774). An improvement on students' council involvement on peer mentorship increases the probability of having satisfactory discipline in secondary schools by 17.774 times. Therefore, at $P < .05$ level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in peer mentoring has a significant influence on students' discipline in public secondary schools in Meru County.

The findings imply that those schools with high students' council involvement on peer mentorship have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in peer mentorship. This supports the assertion of Muli (2011) that student council mentors develop friendships through their participation in mentoring programs and usually derive satisfaction from helping a younger student, and possibly shaping his or her life in a positive way. This indicates that, whichever way, student councils' involvement in peer mentorship activities in secondary schools is key to shaping students' discipline.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to students' discipline and student councils' involvement in peer mentorship. These results indicate that there was a positive correlation

between students' discipline and student councils' involvement in peer mentorship,

Pearson's r (34) = . 651, p = .007.

Table 4.44 **Students' Discipline and Student Councils' involvement in Peer Mentorship Correlations: Student Leaders' Data**

		Students' Discipline	Peer Mentorship
Students' Discipline	Pearson Correlation	1	.651
	P – Value		.007
	N	34	34
Peer Mentorship	Pearson Correlation	.651	1
	P – Value	.007	
	N	34	34

4.11.6 H_{o4}: Student councils' involvement in teachers' supervision has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.45 shows that student council involvement in teachers' supervision was statistically associated with the level of student's discipline in secondary schools (p = .014).

Table 4.45 **Logistic Regression for Teacher Supervision: Student Leaders' Data**

Variable	Beta	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Teachers Supervision	2.218	0.906	5.996	1	0.014	9.184	1.557	54.183
Constant	-5.751	2.983	3.718	1	0.054	0.003		

The regression results also indicated that student council involvement in teachers' supervision have an effect on the students level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on teachers supervision does improve the odds of the level of discipline being

satisfactory as indicated by the exponential beta results (Exp (B) = 9.184). An improvement on students' council involvement on teacher supervision increases the probability of having satisfactory discipline in secondary schools by 9.184 times. Therefore, at P <.05 level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in teacher supervision has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high students' council involvement on teacher's supervision have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in teacher's supervision. The findings corroborate the assertions of Mielke and Frontier (2012) that the most effective use of supervision and evaluation instruments is to support student council's involvement in teacher assessment and growth which promotes the belief that each individual within the school is also a learner.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to students' discipline and student councils' involvement in teacher supervision. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in teacher supervision, Pearson's r (34) = . 559, p = .037.

Table 4.46 **Students' Discipline and Student Councils' involvement in Teacher Supervision Correlations: Student Leaders' Data**

		Students' Discipline	Teacher Supervision
Students' Discipline	Pearson Correlation	1	.559
	P - Value		.037
	N	34	34
Teacher Supervision	Pearson Correlation	.559	1
	P - Value	.037	
	N	34	34

4.11.7 H_{05}: Student councils' involvement in infrastructural management has no significant influence on students' discipline in public secondary schools in Meru County

Table 4.47 shows that student council involvement in infrastructural management was statistically associated with the level of student's discipline in secondary schools (p = .026).

Table 4.47: **Logistic Regression for Infrastructural Management: Student Leaders' Data**

Variable	Beta	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Infrastructural Management	3.101	1.392	4.964	1	0.026	22.214	1.452	339.827
Constant	-9.436	4.975	3.598	1	0.058	0		

The regression results also indicated that student council involvement in infrastructural management have an effect on the student's level of discipline in secondary schools as indicated by the log odds result where a unit increase in students

146

council involvement on infrastructural management does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) = 22.214). An improvement on students' council involvement on infrastructural management increases the probability of having satisfactory discipline in secondary schools by 22.214 times. Therefore, at P <.05 level of significance the null hypothesis (H_0) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in infrastructural management has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high students' council involvement on infrastructural management have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in infrastructural management. These results further corroborate the assertions of RoK (2008) that, by adopting collaborative planning strategies which include involving student councils, secondary schools witness improved and well-maintained school infrastructure, which, in turn, improves students' discipline.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to students' discipline and student councils' involvement in infrastructural management. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in infrastructural management, Pearson's r (34) = .554, p = .001.

Table 4.48: **Students' Discipline and Student Councils' involvement in Infrastructural Management Correlations: Student Leaders' Data**

		Students' Discipline	Infrastructural Management
Students' Discipline	Pearson Correlation	1	.554
	P – Value		.001
	N	34	34
Infrastructural Management	Pearson Correlation	.554	1
	P – Value	.001	
	N	34	34

CHAPTER 5 - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter provides the summary of key findings, conclusions and recommendations. The summary, conclusions and recommendations are aligned to the specific objectives of the study.

5.2   Summary of the Findings

This section provides detailed summary of the research findings based on the objectives of the study which included; assessing the levels of students' discipline in public secondary schools and the influence of student councils' involvement in school policy formulation, subject selection, peer mentorship programmes, teacher supervision and infrastructural management on students' discipline in public secondary schools.

5.2.1 Student Councils' Involvement in School Policy Formulation

The study also established that every public secondary school has a student council and was involved in school policy formulation. Such key areas of school policy formulation where student councils are involved include; designing school uniforms, choosing school diets, formulation of school rules and regulations, setting the number of school trips, organization and planning of school co-curricular activities and planning tournaments. However, from the study findings, student councils are rarely involved effectively in such activities despite the fact that secondary schools which involve student councils in many aspects of policy formulation register fewer cases of indiscipline compared to their counterparts which rarely involve student councils in various aspects of school policy formulation. This points to the fact that student

councils' involvement in school policy formulation in areas such as school uniform choice, diet selection, setting of school rules and regulations and planning co-curricular activities serve to reduce cases of students' indiscipline in public secondary schools.

5.2.2 Student Councils' Involvement in Subject Selection

The study found out that there are two types of subjects in secondary schools, that is, compulsory and optional subjects. From the study findings, student councils are never involved in the selection of compulsory subjects. Such subjects are designed by curriculum developers at the Ministry of Education and students have no choice, but to undertake them.

However, students have a free hand in selecting subjects of their choice from a pool of the optional ones. This indicates that involving student council assists in identifying a range of external factors which constrain subject selection such as diminished subject availability, limited timeframe for subject selection, timetabling restrictions, tertiary prerequisites and eligibility for entry to tertiary courses. This points to the fact that student council are involved in selection of optional subjects include in the curriculum offering, from which individual students choose from. They thus indirectly influence other students in making choices about optional subjects. From the study, secondary schools which involve student councils in many occasions during subject selection register fewer cases of indiscipline compared to their counterparts which rarely involve student councils in subject selection. In other words, secondary schools which involve student councils to help resolve cases where students are complaining about being forced to take a particular subject always witness fewer cases of students' indiscipline.

5.2.3 Student Councils' Involvement in Peer Mentorship in Public Secondary Schools

The study also established that student councils are involved in peer mentorship programmes in secondary schools. They are tasked to model behavior patterns of their colleagues, help students set smart goals, academic advice, settling disputes and conflicts amongst students, identify and discourage their colleagues from engaging in alcohol and drug abuse and respect for staff and colleagues. From the study, it is evident that student councils have been very useful in creating behavior change among students. This has seen a reduction in cases of violence, strikes and unbecoming behavior patterns amongst students since the school tasked prefects with the duties of counselling and encouraging their colleagues on the essence of good behavior. Secondary schools which involve student councils in many peer mentorship activities such as modeling behavior, setting goals, academic advice, settling disputes, discouraging alcohol and substance abuse, discouraging inappropriate behavior, promoting respect, taking roles in adult life and communication participation, register fewer cases of indiscipline.

5.2.4 Student Councils' Involvement in Teacher Supervision in Public Secondary Schools

The study also established that student councils are involved in teacher supervision. They take records of teachers' class attendance, frequency of teacher absenteeism from class, syllabus coverage, giving of assignments and teachers' time of arrival in class and departure from class. This implies that, by conducting teacher supervision, student councils provide a good framework which helps teachers in self-reflection and support collaborative teacher groups working to improve instruction. It is also evident

that secondary schools, which involve student councils in many teacher supervision activities such as class attendance by teachers, teacher absenteeism, syllabus coverage, giving of assignments, marking of assignments and checking time when teachers arrive and depart from class, register fewer cases of indiscipline compared to their counterparts which rarely involve student councils in teacher supervision.

5.2.5 Student Councils' Involvement in Infrastructural Management in Secondary Schools

The study further established that students' councils are involved in management of school infrastructure. Student councils are tasked to undertake control of damages and breakages to school facilities, allocation and distribution, maintenance, safety and cleanliness of school compounds. In other words, secondary schools, which tasks student councils to undertake many activities in management of school infrastructure, witness fewer cases of indiscipline compared to their counterparts which rarely involve student councils in infrastructural management activities. This implies that, by adopting collaborative planning strategies which includes involving student councils, secondary schools witness improved and well-maintained school infrastructure, which, in turn, improves students' discipline. Thus, the process of formulating school facilities management plan ought to be strengthened since it establishes a forum through which interested parties such as students have a chance to voice their opinions about the future of the schools.

5.3 Conclusions

The researcher made the following conclusions from the research: -

i. Despite evidence that involvement of student councils in policy formulation, the study concluded that there was only partial involvement of student councils in policy formulation by the school management.

ii. Involvement of student councils in selection of optional subjects offered in the curriculum, played a key role in reduction of student indiscipline cases.

iii. Student councils have been useful in creating behavior change among students through peer mentorship activities such as modeling behavior, setting goals, academic advice, settling disputes, discouraging alcohol and substance abuse, discouraging inappropriate behavior, promoting respect, taking roles in adult life and communication participation, and consequently have resulted in a reduction of student indiscipline cases.

iv. Secondary schools, which involve student councils in teacher supervision activities such as class attendance by teachers, teacher absenteeism, syllabus coverage, giving of assignments, marking of assignments and checking time when teachers arrive and depart from class, register fewer cases of indiscipline compared to their counterparts which rarely involve student councils in teacher supervision.

v. Schools that involved student councils in management of the school infrastructure witnessed fewer cases of student indiscipline as the student viewed themselves as stakeholders and custodians of the school property.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

i. The MOE should formulate a policy spelling out clearly the specific aspects of policy formulation student councils should be included in for purposes of uniformity in implementation across the country.

ii. The researcher recommends that there be more engagement of student councils in selection of optional subjects offering by the schools from which other students choose from.

iii. The researcher recommends that the school management should organise capacity building sessions for the student council peer counsellors to enhance their efficiency in mentoring students.

iv. MOE should develop a policy guiding and spelling out the specific aspects of teacher supervision and the matrix to be used by the student councils during the teacher supervision to standardize the process.

v. Researcher recommends the deliberate involvement of students and student councils in management of the school infrastructure

5.4.1 Suggestions for Further Research

i. A study could be carried out to assess the influence of capacity building programs on the effective function of the student councils in public secondary schools in Meru County.

ii. A study could be carried out to assess the influence of principals' attitude on involvement of student councils in school governance.

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162

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APPENDIX I

LETTER OF INTRODUCTION

July, 2018

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student undertaking a course in doctor of philosophy in educational administration at Maasai Mara University. I am required to submit, as part of my research work assessment, a research thesis on "**Assessment of the Influence of Student Councils' Involvement in Governance on Students' discipline in Public Secondary Schools, Kenya**". To achieve this, you have been selected to participate in the study. i kindly request the sampled respondents to, fully, participate in the study. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you. Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Johnson Ikiugu J. K.

APPENDIX II

INFORMED CONSENT FORM

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Administration at Maasai Mara University, carrying out research on an **Assessment of the Influence of Student Councils' Involvement in Governance on Governance of Students' discipline in Public Secondary Schools, Kenya**. For this study I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your name will not be written on any of the materials, and only the researcher will have access to your information. The research will not benefit you personally. Your participation is totally voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below.

Participant:

---------------------------------------   ---------------------   ------------

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Code of Participant   Signature   Date

Researcher:

--------------------------------------   ----------------------   -------------

----

Name of Researcher   Signature   Date

QUESTIONNAIRE FOR HEADS OF DEPARTMENTS GUIDANCE AND

COUNSELLING

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Administration in Maasai Mara University carrying out a research on an **Assessment of the Influence of Student Councils' Involvement in Governance on Governance of Students' discipline in Public Secondary Schools, Kenya**. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male   [   ]   Female   [   ]

2. Highest Level of Educational Attainment

     Diploma   [   ]   Degree   [   ]   Post-graduate   [   ]

3. Department:

     Curriculum   [   ]   Language   [   ]   Boarding   [   ]

     Guidance &Counselling   [   ]   Co-curricular activities   [   ]

Section B: Student Councils' Involvement in Policy Formulation

1. There is a student council in my school   Yes   [   ]   No   [   ]

2. Please, tick aspects school governance student council is always involved in

Policy formulation   [   ]

Subject selection   [   ]

Peer mentoring   [   ]

Teachers' supervision   [   ]

Infrastructural management   [   ]

Others

(Specify)……………………………………………………………………..

3. Please, tick policy formulation activities student council is always involved in

Designing of school uniform   [   ]

Choice of school diets   [   ]

Number of school trips   [   ]

Types of co-curricular activities [   ]

Others

(Specify)……………………………………………………………………….

4. Rate the extent to which you agree with the following statements on the influence of student councils' involvement in policy formulation

Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD-**Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Student council in my school participates in designing school uniforms				

Student council in my school is always involved in planning and choosing school diets				
Students' council is involved in formulation of school rules and regulations				
The number of trips students in my school participate depends on the student council				
Student councils organises co-curricular activities and encourages participation in the same				
Student council plans tournaments amongst students in my school and other schools				
Student council decides on the number of co-curricular activities the students should take part in				

Section C: Student Councils' Involvement in Subject Selection

1. State if student council is involved in subject selection in your school

   Yes   [   ]   No   [   ]

2. Please, mark what is considered during students' subject selection in your school

   Compulsory subjects   [   ]

   Career choice   [   ]

   Optional subjects   [   ]

   Students preferences   [   ]

3. Rate the extent to which you agree with the following statements on the influence of student council in subject selection in your school

Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Student council takes part in selection of compulsory subjects in my school				
Student council participates in selecting optional subjects in my school				
Student council career choices are always factored during subject selection				
Students are able to select subjects' courtesy of student council in my school				
Student council is always involved in subject selection to advance the interests of students				

Section D: Student Councils' Involvement in Peer Mentorship

1. Rate the extent to which you agree with the following statements on the influence of student councils' involvement in peer mentorship programmes in your school

Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Student council in my school model the behaviour patterns of				

	SA	A	D	SD
their colleagues				
Students in my school set smart goals with the help of student council				
Student council advises their colleagues to take their academic work seriously				
Student councils settle disputes and conflicts among students				
Students Council identifies and discourages cases of alcohol, drugs and substance abuse due to peer pressure				
Students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken.				
Through student council, students respect everybody diverse backgrounds				
Student Councils prepares students for university and life after school by giving them adult roles and responsibilities				
Community participation has increased due to strategies that have been devised by the Student Councils				

Section E: Student Council Involvement in Teacher Supervision

1. Rate the extent to which you agree with the following statements on the influence of student councils' involvement in your supervision

    Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Students in my school takes records of my class attendance				

Students note how often I absent myself from class				
My students take stock of my syllabus coverage				
Preparation of teaching and learning resources is appropriate since Student Council together with other students assist the teacher in doing it				
Teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher				
My students take note of the time I arrive in class and depart				
Students in my class take note whether I administer and mark assignments				

Section F: Student Council Involvement in Infrastructural Management

1. Rate the extent to which you agree with the following statements on the influence of student councils' involvement in management of school infrastructure

   Key: **SA**--Strongly Agree **A**--Agree **D**--Disagree **SD**--Strongly Disagree

Test Items	SA	A	D	SD
	4	**3**	**2**	**1**
Student council in my school control breakages of school infrastructure				
Student council allocates school facilities to fellow students				
Student council ensure maintenance of school infrastructure				
Student Councils makes sure the school compounds and facilities are safe, clean and well maintained				

Through Students Council's guidance and supervision, school's physical facilities are well maintained				
School has started improvement projects through Students Council's initiative.				

Section G: Levels of Students' Discipline in Public Secondary Schools

1. Rate the extent to which you agree with the following statements on governance of students' discipline in your secondary school

Key: **SA**--Strongly Agree **A**—Agree**D**--Disagree   **SD**--Strongly Disagree

Test Items	SA	A	D	SD
	4	**3**	**2**	**1**
Students in my school register good performance				
Disciplinary cases in my school have gone down due to student council				
Management in my school is efficient				
My colleagues, I and students meet their daily task deadlines				
I finish my work in time				
The number of students suspended or expelled have decreased with introduction of student council				
The number of strikes in my have decreased due to student council				
Students in my secondary school do not adhere to school rules and regulations				

Students in my secondary school manifest improved levels of hard work				
There are many reported cases of students' absenteeism				
The number of strikes in my secondary school is high				
There are many cases of teenage pregnancy amongst students in my secondary school				
Students in my secondary school are often violent towards their peers				

Thank you

Johnson Ikiugu J. K.

QUESTIONNAIRE FOR PRESIDENTS OF STUDENT COUNCIL

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Administration in Maasai Mara University carrying out research on an **Assessment of the Influence of Student Councils' Involvement in Governance of Public Secondary Schools in Meru County, Kenya**. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

1. Gender: Male   [   ]   Female   [   ]

Section B: Student Councils' Involvement in Policy Formulation

1. There is a student council in my school   Yes   [   ]   No   [   ]

2. Please, tick aspects school governance your student council is always involved in

   Policy formulation   [   ]

   Subject selection   [   ]

   Peer mentoring   [   ]

   Teachers' supervision   [   ]

   Infrastructural management   [   ]

   Others

   (Specify)…………………………………………………………………..

3. Please, tick policy formulation activities your student council is always involved in

Designing of school uniform   [   ]

Choice of school diets   [   ]

Number of school trips   [   ]

Types of co-curricular activities   [   ]

Others

(Specify)………………………………………………………………….

4. Rate the extent to which you agree with the following statements on the influence of your student councils' involvement in policy formulation

Key: **SA**--Strongly Agree **A**—Agree **D**--Disagree **SD**--Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Student council in my school participates in designing school uniforms				
Student council in my school is always involved in planning and choosing school diets				
Students' council is involved in formulation of school rules and regulations				
The number of trips students in my school participate depends on the student council				
Student councils organises co-curricular and encourages participation in the same				
Student council plans tournaments amongst students in my school				

and other schools				
Student council decides on the number of co-curricular activities the students should take part in				

Section C: Student Councils' Involvement in Subject Selection

1. State if your student council is involved in subject selection in your school

   Yes   [ ]   No   [ ]

2. Please, mark what is considered during subject selection in your school

   Compulsory subjects   [ ]

   Career choice   [ ]

   Optional subjects   [ ]

   Students preferences   [ ]

3. Rate the extent to which you agree with the following statements on the influence of your student council in subject selection in your school

   Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Student council takes part in selection of compulsory subjects in my school				
Student council participates in selecting optional subjects in my school				
Student council career choices are always factored during subject selection				
Students are able to select subjects' courtesy of student council in				

my school				
Student council is always involved in subject selection to advance my interests				

Section D: Student Councils' Involvement in Peer Mentorship

1. Rate the extent to which you agree with the following statements on the influence of your student councils' involvement in peer mentorship programmes in your school

   Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
Student council in my school model the behaviour patterns of my colleagues				
Students in my school set smart goals with the help of student council				
Student council advises their colleagues to take their academic work seriously				
Student councils settle disputes and conflicts among my colleagues				
Students Council identifies and discourages cases of alcohol, drugs and substance abuse due to peer pressure				
Students do not behave inappropriately since they are identified by the Student Councils and appropriate measures taken.				
Through student council, students respect everybody diverse				

backgrounds				
Student Councils prepares students for university and life after school by giving them adult roles and responsibilities				
Community participation has increased due to strategies that have been devised by the Student Councils				

Section E: Student Council Involvement in Teacher Supervision

1. Rate the extent to which you agree with the following statements on the influence of your student councils' involvement in your supervision

   Key: **SA**-Strongly Agree **A**-Agree **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	D	SD
	4	3	2	1
I take records of my teachers' class attendance				
I note how often my teacher absent himself or herself from class				
I take stock of my teachers' syllabus coverage				
Preparation of teaching and learning resources is appropriate since Student Council together with other students assist the teacher in doing it				
Teaching and learning activities (ensuring assignment are done, collection of books etc) run smoothly due to assistance given by Students Council to the teacher				
I take note of the time my teacher arrives in class and depart				
I take note whether my teacher administers and marks assignments				

Section F: Student Council Involvement in Infrastructural Management

1. Rate the extent to which you agree with the following statements on the influence of your student councils' involvement in management of school infrastructure

Key: **SA**--Strongly Agree **A**—Agree **D**--Disagree   **SD**--Strongly Disagree

Test Items	SA	A	D	SD
	5	4	2	1
Student council in my school control breakages of school infrastructure				
Student council allocates school facilities to fellow students				
Student council ensure maintenance of school infrastructure				
Student Councils makes sure the school compounds and facilities are safe, clean and well maintained				
Through Students Council's guidance and supervision, school's physical facilities are well maintained				
School has started improvement projects through Students Council's initiative.				

Section G: Levels of Students' Discipline in Public Secondary Schools

1. Rate the extent to which you agree with the following statements on governance of students' discipline in your secondary school

Key: **SA**--Strongly Agree **A**—Agree **D**--Disagree   **SD**--Strongly Disagree

Test Items	SA	A	D	SD
	5	4	2	1
Students in my school register good performance				
Disciplinary cases in my school have gone down due to student council				
Management in my school is efficient				
My colleagues, I and students meet their daily task deadlines				
I finish my work in time				
The number of students suspended or expelled have decreased with introduction of student council				
The number of strikes in my have decreased due to student council				
I do not adhere to school rules and regulations				
I manifest improved levels of hard work				
There are many reported cases of absenteeism in my school				
There are many cases of teenage pregnancy amongst students in my secondary school				
My colleagues are often violent towards their peers				

Thank you

Johnson Ikiugu J. K.

APPENDIX V

INTERVIEW GUIDE FOR DEPUTY PRINCIPALS

Dear respondent,

The researcher is a student undertaking a degree course in Doctor of Philosophy in Educational Administration in Maasai Mara University carrying out research on an **Assessment of the Influence of Student Councils' Involvement in Governance of Public Secondary Schools in Meru County, Kenya**. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: General Information

1. Gender ……………………………………………………………………….

2. What is your highest level of education? …………………………………..

Section B: Student Councils' Involvement in Policy Formulation

1. Is there is a student council in your school ……………………………..

2. Which aspects school governance is student council always involved in?

   ……………………………………………………………………………

   ……………………………………………………………………………

   ………………..

3. Which policy formulation activities are student council always involved in?

   ……………………………………………………………………………

   ……………………………………………………………………………

   ……………….

Section C: Student Councils' Involvement in Subject Selection

1. State if student council is involved in subject selection in your school………………..

2. State what is considered during students' subject selection in your school

………………………………………………………………………………

………………………………………………………………………………

……………….

Section D: Student Councils' Involvement in Peer Mentorship

1. State peer mentorship programmes student council is always involved in

………………………………………………………………………………

………………………………………………………………………………

……………….

Section E: Student Council Involvement in Teacher Supervision

1. What are the aspects which student council often supervises about teachers?

………………………………………………………………………………

………………………………………………………………………………

……………....

Section F: Student Council Involvement in Infrastructural Management

1. State activities which student council often get involved in to manage school infrastructure

………………………………………………………………………………

………………………………………………………………………………

……………..

Section G: Levels of Students' Discipline in Public Secondary Schools

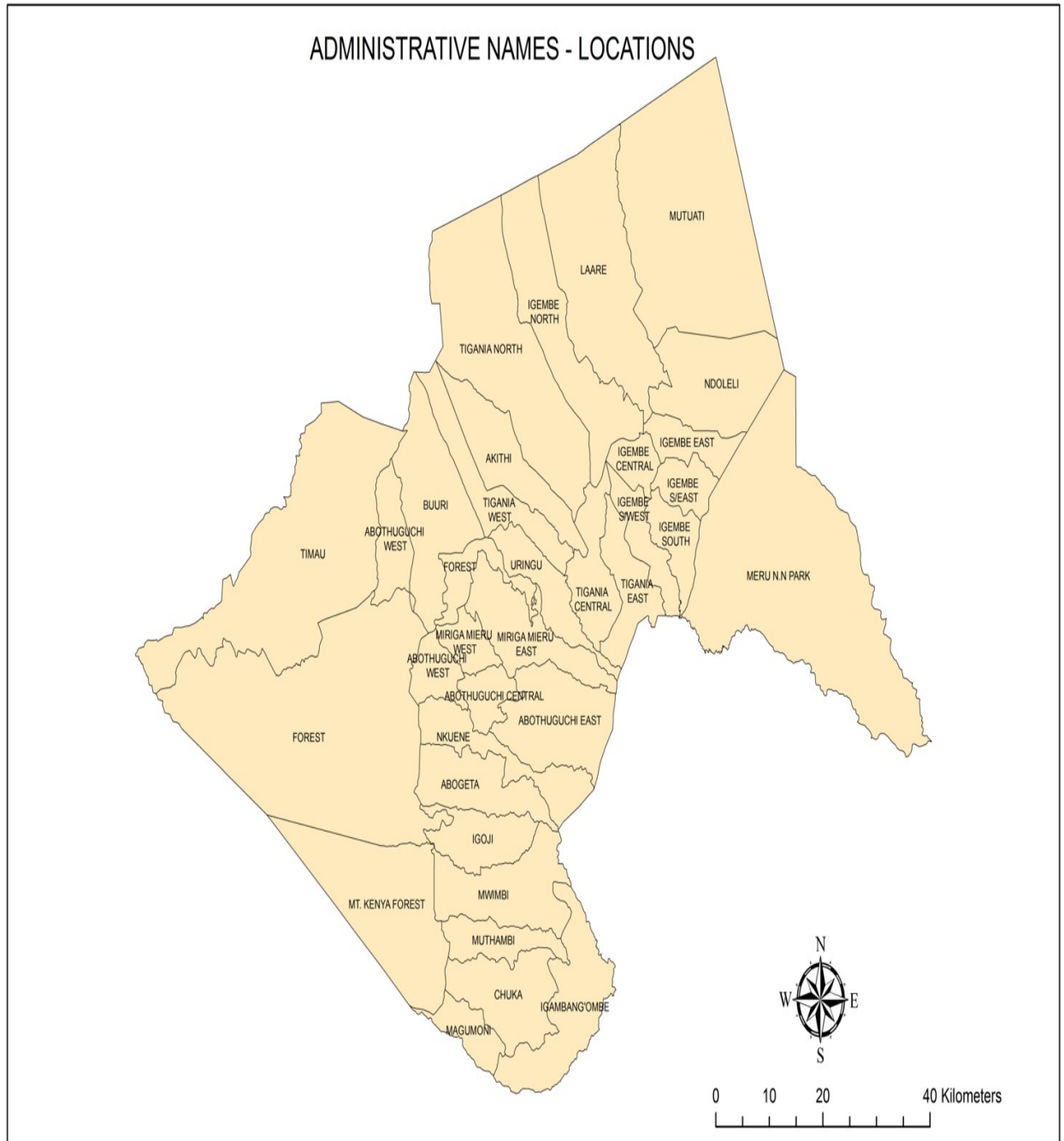1. What is the levels of students' discipline in your secondary school?

    ……………………………………………………………………………

    ……………………………………………………………………………

    ………………

    Thank you

    Johnson Ikiugu J. K.

APPENDIX VIII

THE MAP OF MERU COUNTY

ADMINISTRATIVE NAMES - LOCATIONS

Source: Independent Electoral and Boundaries Commission (2012)