THE IMPACT OF STUDENTS' COUNCIL IN THE MANAGEMENT OF DISCIPLINE IN PUBLIC SECONDARY SCHOOLS. A CASE OF BARINGO CENTRAL SUB-COUNTY, BARINGO COUNTY, KENYA

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DECLARATION

I hereby declare that this project is my original work and has not been previously submitted for award of a degree in this or any other university.

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DEDICATION

This work is dedicated to my Dear wife Josephine “Paku” Chamadeo Ngarum and all my loving children. To you all thank you very much.
ACKNOWLEDGEMENTS

First and foremost I wish to take this opportunity to thank all the lecturers of Kenyatta University for their professional support either directly or indirectly in making the undertaking of this research work a success. Moreover, I must single out my supervisors Dr. George A. Onyango and Mr. Daniel M. Wesonga for their immerse support, direction and guidance during the entire period of undertaking this research work. Without their support this exercise would not have been accomplished. I wish to recognize the support of the office staff at the department of educational management, policy and curriculum studies, their efficient service delivery is worth commenting. Moreover, I thank the principal and the entire staff of Ng’ambo secondary school for their support and encouragement. I would also like to acknowledge the contribution of Mrs. Dinah Chesire for typesetting and editing this work. I cannot forget to thank my family for their support and sacrifice during the undertaking of this course.
ABSTRACT

This study investigated the area of student council and considered the extent to which school leadership involved it in the management of student affairs particularly in enhancing discipline in the school system. The study was conducted in public secondary schools in Baringo central sub-county which operates the student council model of student leadership. The study population comprised 30 public secondary schools in the sub-county, out of this population a sample of 10 schools which practice student’s council model of leadership were selected using purposive sampling technique. Out of 30 Deputy Head teachers, 30 Guidance and Counseling Heads of department and 60 student council leaders, 10 deputy head teachers, 10 guidance and counseling and 20 student’s Council leaders were selected using purposive sampling technique. Three research instruments were used to collect data for the study. They were; student council leader questionnaire, guidance and counseling instrument and Deputy Head teacher interview schedule. Data analysis was done using descriptive statistics; quantitative data was analyzed using frequency and percentages. Results of data analyses were presented using frequency distribution tables, and bar graphs. The study established that the student’s council leadership played a key role in enhancing academic excellence, discipline and conflict resolution. Moreover; the study established that the school administration was instrumental in enhancing the function of the student council through involving the council in management committees of the schools. The study recommends that the student’s council ought to be involved in the area of school management. This will encourage democratic governance of public secondary schools. The findings of this study should stimulate school stakeholders to revitalize the function of the student’s council leadership to enhance its capacity in managing student’s affairs. It should provide valuable insights to the government to put in place appropriate structures in terms of policy framework so that all schools are made to embrace the student’s council leadership model.
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<th>Full Form</th>
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<tr>
<td>ESSA</td>
<td>ENGLISH SECONDARY SCHOOL ASSOCIATION</td>
</tr>
<tr>
<td>D/HT</td>
<td>DEPUTY HEADTEACHER</td>
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<td>G/C</td>
<td>GUIDANCE AND COUNSELLING</td>
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<td>HOD</td>
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<td>H/T</td>
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<td>KSSHA</td>
<td>KENYA SECONDARY SCHOOLS HEADS ASSOCIATION</td>
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<td>KSSC</td>
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<td>MOE</td>
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CHAPTER ONE
INTRODUCTION

1.1 Background to the study

The establishment of liberalized democracy in the country resulting from the present political and constitutional changes requires that heads of secondary schools strengthen their professional competencies in management. The involvement of all stakeholders in the administration and decision making process in the institution is vital in enhancing the heads capacity to cope with challenges facing them.

The involvement of students in the decision making process in the school system is an avenue through which responsibility, innovativeness and a sense of democracy is inculcated into the student (Ouya and Mweseli, 2009). Moreover, this will facilitate positive character development of the students in tandem with the national goals of education Republic of Kenya 2001). However, the ineptitude of head teachers in the management of students’ affairs, particularly, student leadership has led to some manifestation of resentment, violence and destruction of property.

The prefectorial system of student leadership previously in place in most secondary schools played a very important role in the administration of schools. (Republic of Kenya 2001), notes that a good prefect is one who is self-disciplined, respectful, well balanced, presentable, moderate, obedient, creative mature and has leadership qualities.
Despite the important role prefects played in the school administration, students were not involved in the selection of prefects but were imposed on them by the school administration, in some schools prefects were given special privileges such as uniforms, special diet and cubicles (Republic of Kenya, 2001). This privileged position of the prefects caused resentment, made them target of attack during disturbances. It also isolated them from the mainstream students’ body and was, therefore, unable to read the mood of the school.

The ineptitude of the prefects, coupled by the poor school management practices, has resulted to disastrous effects caused by student indiscipline and unrest. Notable incidences include the 1991 incident at St. Kizito mixed secondary school, when boys in the school invaded the girls dormitory and raped more than 70 girls, during the incident, female students died. Another ugly incident was in 1999, when a group of boys in Nyeri high school locked up four prefects in their cubicles and were set on fire after being doused with petrol. Moreover, in 2001, 68 students were burnt to death at Kyanguli secondary school. (Kigotho, 2009). All this incidences occurred in schools where a substantially appointed prefect bodies were in place. This testifies to fact that the prefects were ill equipped and thus, lacked the capacity to detect and address student’s grievances as appropriate, in addition the prefects were unpopular.

(Kocchar 1990) notes that discipline is a necessary condition of good administration. If administration is interpreted as all those issues administrators do for the purpose of creating an enabling learning environment, then, it becomes evident that maintaining
discipline is one of his major tasks. He continues to observe that the association of students in the management of schools is a positive disciplinary device that is gaining popularity in democratic countries. He argued that so far as practicable, the students be allowed to participate in their own control.

It is being realized that if a disciplinary program is to be successful, it must have the support of the majority of students. (Onyango 2002) indicated that the Head teacher should develop a clear policy and guidelines relating to discipline in the school and this should be lucidly and explicitly explicated to the students. He further added that in developing these guidelines, it was prudent to consult students about the rules and regulations pertaining to their discipline in schools. Moreover, the Head teacher should set up adequate consultative and administrative machinery that involve the students and other school stakeholders to discuss the learner’s problems and grievances. This, all inclusive approach will create a child friendly environment conducive for the total development of the learner. (Republic of Kenya, 2010).

(Michele 2003) notes that modeling students in meaningful ways both in and beyond the classroom provides them with opportunities to demonstrate their talents, skills and interests while continuing to develop new skills. It enhances student ownership of the programs they participate in and thus acts as an avenue of averting conflict and a program of enhancing sound discipline in the school system. (Anderson 1952) pointed out that the school administration should realize the value of letting students assume some responsibility which will facilitate the development of dependable
citizens. He adds that high school student’s council is typically identified as an active group in the development of citizenship.

Although the expression “student council” is of recent origin, the basic idea is not, by any means, new. It was incorporated in Plato’s academy, in Aristotle’s Lyceum, in Vittorino Da Feltras “pleasant house”, in the monitorial and Jesuit schools, and it was endorsed by such great early educators as Pestalozzi, Froebel and Rousseau, Mckown (1962).

Down through the centuries, since Plato’s time students participation has been practiced, in varying forms and with varying degrees of success, in all types of schools in many countries. In the United Kingdom the English Secondary Students’ Association is the representative body for secondary students. This body aims at supporting students in expressing their views about education by providing workshops and a networking platform with other secondary school students. It ensures that school leaders have the skills, recognition capacity and ambition to transform the school education into the best in the world. ESSA advocates for student empowerment and participation in the decision making process of their schools. It provides the capacity building programs on school leadership (http://www.involver.org.uk). The National College for School Leadership provides career-long learning and development opportunities, professional and practical supports for England’s existing and aspiring school leaders. Their goal is to ensure that school leaders have the skills, recognition, capacity and ambition to transform the
school education system into the best in the world (http://www.ncsl.org.uk). The phoenix Education Trust is the organization that helped to form ESSA and currently provides the students with the administrative support. It aims to explore and support education in which children are trusted and respected and their participation in decision making is encouraged (http://www.phonexeducation.co.uk). Moreover, it supports schools to develop sustainable structures for effective student voice, school councils and participation and work with teachers and pupils in primary, secondary and special schools. It provides training, resources, ongoing support and access to a large UK network of schools.

In Kenya, the concept of student council was mooted in 2009 by Kenya Secondary School Heads Association in partnership with the Ministry of Education and UNICEF with a view to making school leadership participatory. It comprised of student leaders from both public and private secondary schools in Kenya. The Kenya Secondary Schools Student Council (KSSC) provides a platform for high school students to express the challenges they encounter and strive to find ways of curbing them, it helps students to share ideas, interests and concerns from their colleagues drawn from a wide range, hence enhancing unity in diversity, encourages students to share there concerns with their teachers and school principals, (KSSHA, 2011). The Ministry of Education in collaboration with Kenya Secondary Schools Heads Association (KSSHA) saw the establishment of the student council in Kenyan secondary schools as a vital instrument of enhancing harmony in school by putting in place necessary structures which reduces conflict that may result in schools strikes as occurred in
2008 in many secondary schools in the country. Moreover, it was felt that the council has the capacity to marshal a participatory approach to school management by directly involving the students.

1.2 Statement of the problem

In 2008, a wave of students unrest swept across hundreds of secondary schools in the country, leading to wanton destruction of property and closures. The strikes alarmed stakeholders in education including parents, teachers, principals and Government among others. There was great concern given past experiences from more extreme incidents such as Nyeri High where four prefects were killed, Kyanguli Secondary that left 68 student’s death and Bombolulu Secondary in which 24 girls died.

The possibility of recurrence of these fatal strikes was unimaginable. With a view to finding a lasting solution, stakeholders started exploring different fronts on the causes of strikes in Kenya’s Secondary Schools.

The challenges presented by the strikes called for bold proactive actions, and the Kenya Secondary Schools Heads Association (KESSHA) took the lead by initiating such efforts aimed at addressing not only the strikes but also other conflicts in schools such as bullying, and other inter class tension. The mooting of the students’ council by KESSHA in collaboration with the Ministry of Education and UNICEF was a major milestone towards addressing the violence that occurred in schools. However, its role in the management of discipline problems in secondary school has not been established. The overall research problem addressed in this study was that, despite the
important role played by the students' council in enhancing student participation in decision making process in the school system; little had been done to analyze its impact in enhancing peaceful coexistence in schools, through its capacity of enhancing conflict resolution and promotion of discipline.

1.3 Purpose of the study
The purpose of this study was to investigate the role of students' council in the management of discipline in secondary schools in Baringo Central District, Baringo County, Kenya.

1.4 Objectives of the study
1. To investigate the role of student council in relation to the management of Discipline in public secondary schools.
2. To examine the role of the school administration in enhancing the function of the student council.
3. To investigate the impact of student council on discipline in public secondary schools.

1.5 Research questions
This study was guided by the following research questions:
1. What are the roles of the student council?
2. What was the role of the school administration in enhancing the function of the students' council?
3. Has the student council leadership model improved the standard of discipline in public secondary schools?

1.6 Significance of the study

The findings of the proposed study will have both theoretical and practical implications for the future role of the student’s council in the country. The study was expected to add to the already existing knowledge about the role of student council in enhancing discipline in Secondary Schools in Kenya.

The study will also have practical significance to principals of secondary schools in outlining strategies for the implementation of the student’s council. Moreover, the study may be of immediate benefit to the ministry of education in the formulation of future student’s leadership policies aimed at enhancing student’s friendly schools.

It is further, hoped that the findings of this study will guide all educational stakeholders in putting in place appropriate structures which will facilitate the development of participatory leadership in schools, culminating in reduced conflicts.

1.7 Limitation of the study

The student council was a new student leadership dimension mooted in 2009 and thus most schools do not have established structures on the same. The research focused on schools which have embraced the system.
There was a dearth of literature on student council in secondary schools in Kenya. Thus the researcher relied heavily on literature on students’ council leadership in other countries.

1.8 Assumptions of the study

In this study the following assumptions were made;

1. All respondents were cooperative and provided reliable responses
2. Schools selected for the study had functional student’s councils
3. All school administrators empowered their student leaders.

1.9 Theoretical framework

According to Biddle (1986), Role Theory posits that human behavior is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals perform or enact in their daily lives, such as secretary, father, or friend. For instance, most people hold pre-conceived notions of the role expectations of a secretary, which might include: answering phones, making and managing appointments, filing paperwork, and typing memos. These role expectations would not be expected of a professional soccer player.

Biddle (1986) further notes that individuals generally have and manage many roles. Roles consist of a set of rules or norms that function as plans or blueprints to guide behavior. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation.

Role theory holds that a substantial proportion of observable, day-to-day social
behavior is simply persons carrying out their roles, much as actors carry out their roles on the stage or ballplayers theirs on the field. Role theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position (e.g., sister, fireman, and prostitute), a significant portion of the behavior of the persons occupying that position can be predicted.

What's more, role theory also argues that in order to change behavior it is necessary to change roles; roles correspond to behaviors and vice versa. In addition to heavily influencing behavior, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles. For instance, someone overlooked for a promotion to a managerial position in a company may change their beliefs about the benefits of management by convincing him/her that they didn't want the additional responsibility that would have accompanied the position.

Many role theorists see Role Theory as one of the most compelling theories bridging individual behavior and social structure. Roles, which are in part dictated by social structure and in part by social interactions (see the two approaches outlined below), guide the behavior of the individual. The individual, in turn, influences the norms, expectations, and behaviors associated with roles. The understanding is reciprocal and didactic.

**Structural-Functional Perspective**

The functionalist approach sees a role as the set of expectations that society places on an individual (Linton, 1936). Moreover, he indicated that by unspoken consensus,
certain behaviors are deemed appropriate and others inappropriate. For example, it is appropriate for a doctor to dress fairly conservatively, ask a series of personal questions about one's health, and touch one in ways that would normally be forbidden, write prescriptions, and show more concern for the personal wellbeing of his clients. Electricians or shopkeepers may also show concern for the well-being of their clients, but if they start touching their clients, especially where doctors are allowed to touch, they'll get in trouble; they will have stepped outside of the norms associated with their roles.

In the functionalist conception, role is one of the important ways in which individual activity is socially regulated: roles create regular patterns of behaviour and thus a measure of predictability, which not only allows individuals to function effectively because they know what to expect of others, but also makes it possible for the sociologist to make generalizations about society. Collectively, a group of interlocking roles creates a social institution: the institution of law, for example, can be seen as the combination of many roles, including: police officer, judge, criminal, and victim.

Linton (1936) notes that roles, in the functionalist perspective, are relatively inflexible and are more-or-less universally agreed upon. Although it is recognized that different roles interact (teacher and student), and that roles are usually defined in relation to other roles (doctor and patient or mother and child), the functionalist approach has great difficulty in accounting for variability and flexibility of roles and
finds it difficult to account for the vast differences in the way that individuals conceive different roles. Taken to extremes, the functionalist approach, results in role becoming a set of static, semi-global expectations laid down by a unified amorphous society. The distinction between role and norm (or culture) thus becomes sterile.

The functionalist approach has been criticized for its static understanding of roles. Even so, it remains a fundamental concept which is still taught in most introductory courses and is still regarded as important.

Interestingly, this conception has crossed over from academic discourse into popular use. It has become commonplace to speak of particular roles as if they were indeed fixed, agreed upon by all, and uncontroversial (e.g., the role of the teacher or a parent's role). This everyday usage nearly always employs role in a normative way, to imply that this is the proper behavior for a teacher or a parent, or even for an entire institution.

**Interactionist Perspective**

The interactions definition of role is more fluid and subtle than the functionalist perspective. A role, in this conception, is not fixed or prescribed but something that is constantly negotiated between individuals (Goffman, 1961).
Mead (1934) explained the idea of roles by using a development model for children. According to Mead, children adopt roles in the development of a self. In so doing, they pass through three stages:

Preparatory stage - meaningless imitation by the infant; assumes roles but doesn't understand what they are.

Play stage - actual playing of roles occurs; but no unified conception of self.

Game stage - completion stage of self; child finds himself; must respond to simultaneous roles; the individual can act with a certain amount of consistency in a variety of situations because he/she acts in accordance with a generalized set of expectations and definitions he/she has internalized.

Adults, of course, are beyond the game stage, but continue to adopt roles and adapt them through interpersonal interactions. This can be most easily seen in encounters where there is considerable ambiguity. For instance, let's assume person X has a friend who is also a lawyer; we'll call him Y. If X approaches Y as a friend but then asks for legal advice, this forces Y to either switch roles completely or merge the roles temporarily. Until Y decides on his course of action, role ambiguity will exist.

Additional Approaches

structural - little attention given to norms; attention is focused on social structures conceived as stable organizations of sets of persons (called social positions or statuses) who share the same, patterned behaviors, (Mead,1934).
Organization - focuses on social systems that are preplanned, task-oriented, and hierarchical; roles in such organizations are assumed to be associated with identified social positions and to be generated by normative expectations.

Cognitive role theory - focuses on relationships between role expectations and behavior (Biddle 1986).

Propositions

Role Theory includes the following propositions:

1. People spend much of their lives participating as members of groups and organizations

2. Within these groups, people occupy distinct positions

3. Each of these positions entails a role, which is a set of functions performed by the person for the group

4. Groups often formalize role expectations as norms or even codified rules, which include what rewards will result when roles are successfully performed and what punishments will result when roles are not successfully performed

5. Individuals usually carry out their roles and perform in accordance with prevailing norms; in other words, role theory assumes that people are primarily conformists who try to live up to the norms that accompany their roles

6. Group members check each individual's performance to determine whether it conforms to the norms; the anticipation that others will apply sanctions ensures role performance
Extensions of the Theory

Jeanne (1999) noted that Role Theory has been a fruitful approach to understanding humans and society. As a result, various derivatives and additional concepts have developed.

Role Confusion

Role confusion is a situation where an individual has trouble determining which role he/she should assume. For example, if a graduate student were to attend a department party at a professor's home, the student may find it difficult to determine if he/she should act as a student toward the professor, exhibiting deference or respect, or as a friend or associate, showing collegiality and familiarity.

Role Conflict

Role Conflict results when an individual encounters tensions as the result of incompatible roles. For instance, a mother who is employed full-time may experience role conflict because of the norms that are associated with the two roles she has. She may be expected to spend a great deal of time taking care of her children while simultaneously trying to advance her career.

Role Strain

Role Strain refers to the felt difficulty in fulfilling role obligations. In contrast to role conflict, where tension is felt between two competing roles, the tension in role strain comes from just one role. Returning to the example of a mother, if she were to find that she is unable to fulfill her obligations as defined by, say, an overly demanding
spouse (or religion, or child), she would experience role strain. The role expectations may be beyond what she is able to achieve or may push her to the limits of her abilities.

Role Distance

Role Distance is the effectively expressed pointed separateness between the individual and his putative role. The individual is not denying the role but the virtual self that is implied in the role for all accepting performers. The concept of role distance provides a sociological means of dealing with one type of divergence between obligation and actual performance. For example, the maturing adolescent who is forced to ride a merry-go-round may display role distance by acting as though the ride does not challenge her physical abilities or frighten her. This may be displayed by riding backwards or leaning dangerously from her horse.

Immediate audiences figure very directly in the display of role distance; actors need an audience or a co-conspirator for role distancing to work. There are two ways of establishing role distance:

Isolating one's self from the contamination of the situation, this can be displayed through indifference (e.g., a waiter saying, "I'm just doing this to put myself through college.")

Joking about the situation (e.g., the young merry-go-round rider saying, "I can do this with my eyes closed.")
It is often possible to determine incidents in which role distance might be displayed solely on the grounds of the performers' gross age-sex characteristics. A seventeen year-old boy riding a merry-go-round (especially with peers) will likely display significant role distance.

**Role Embracement**

Role Embracement refers to the complete adoption of a role. When a role is truly embraced, the self disappears completely into the role. Three things seem to be involved in the earnestness with which people assume roles or the degree to which they embrace a role:

1. An admitted or expressed attachment to the role
2. A demonstration of qualifications and capacities for performing it
3. An active engagement or spontaneous involvement in the role activity at hand, that is, a visible investment of attention and muscular effort.

This study will attempt to find out whether the student council has any influence in the enhancement of student discipline. This is because although the student council attempts to operate within the framework established by the school leadership, this framework is influenced by the beliefs and practices within the school set up. It is thus important to note that the students’ council may influence the behaviours of the students’ body to reflect the aspiration of the school, through creating a conducive interactive atmosphere favourable for harmonious coexistence. This, it is hoped will enhance conflict resolution and successful accomplishment of organizational goals.
The roles played by the various arms of the school is pivotal in ensuring that appropriate structures are put in place to facilitate the development of a democratic system, where each individual has a free space to air issues, take individual responsibility in making sound decision and participate towards the successful development of the school.

1.10 Conceptual framework

Showing the roles of student council and the indicators of its effectiveness

<table>
<thead>
<tr>
<th>Roles</th>
<th>Indicators of student council effectiveness</th>
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<tbody>
<tr>
<td>Enhanced student</td>
<td>Enhanced democratic governance, improved academic performance,</td>
</tr>
<tr>
<td>Foster good leadership skills</td>
<td>improved student welfare, enhanced peaceful co-existence,</td>
</tr>
<tr>
<td>Cultivation of a culture of dialogue</td>
<td>and enhanced student responsibility.</td>
</tr>
<tr>
<td>Dispute resolution</td>
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Figure 1.1: Students’ council roles and indicators of its effectiveness

Source: Researcher.
1.11 Explanation of conceptual framework

1. Enhanced student empowerment

The involvement of students in the management of school system empowers them to make fruitful decisions which will have a significant bearing to the school community. This injects a sense of responsibility, tolerance and development of harmonious and conducive environment necessary for the development of positive student character and democratic governance.

2. Foster good leadership skills

Students' council facilitates the development of good leadership skills amongst student leaders. These skills include: the ability to influence others; the ability to encourage others to establish and achieve goals; empathy towards the experience and ideas of others; a sense of purpose or direction and a vision for the group; willingness to take risks in the face of challenges. These skills will yield positive academic performance, positive interpersonal relationship.

3. Dispute resolution

The student council concept is based on democratic principles and thus ensures that institutions flourish in peace and free of animosity since issues of grievances are amicably addressed. The promotion of diplomacy and responsibility as a supreme principle of morality among students is one of the tasks of the student council. This will culminate in peaceful coexistence in schools.
1.12 Definition of central terms

In this study the following key terms are used and are defined as indicated below:

Competencies: It connotes professional qualification.

Conflict resolution: Free exchange of ideas resulting in harmony.

Democracy: Organizational leaders’ capacity to enhance student leadership participation in decision making in matters affecting the school system.

Discipline: it is the compliance to organizational standards.

Leadership skills: characteristics that make leaders efficient and effective in the execution of their mandates.

Policies: organizational norms used to enhance successful accomplishment of school programs.

Prefect: A student leader appointed by teachers to link the students and school administration.

Public Secondary schools: institutions of learning funded and managed using public resources.

Student council: A student leadership model of enhanced participation.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
Student leadership does not exist in a vacuum, but is affected by and arguably affects in turn, the culture of the school. This review will look at student leadership, school organizational leadership, student empowerment as a significant aspect of the role of student leadership, servant leadership as an essential leadership attributes of student leadership.

2.2 Historical development of student leadership
Student leadership is not a new area of school leadership, though Ryan (2006) observes that student leadership has become more visible in recent years.

The first recognized development of student leadership began in the sixteenth century at Eton College with its prefect system (Curtis and Boulwood 1964). The Eton system was later developed by Dr. Thomas Arnold at Rugby school in the late nineteenth century. The Arnold system was much more humanitarian and democratic (Curtis and Boulwood, 1964), they noted that he held regular meeting with his prefect on ways to improve school. They further claimed that the Arnold system had been adopted by nearly every modern secondary school and thus the modern form of prefect system owes a lot to him. Despite the successes of the Arnold prefect system, it was noted that when prefects were regarded as a kind of police force for the headmaster and staff, the system failed miserably.
Burns (2008) addressed the issue of the Eton system and rightly pointed out that there was already a social-political elite’s process in place in that, only the wealth and the well-connected could attend Eton College.

Trittenbach (1984) defined the term prefect as a senior student with leadership responsibilities whose role is to assist in the daily running of the school, especially supervising younger students and represent school on special occasion. There was no indication from Trittenbach (1984) as to how students assisted in the daily running of the school. The dichotomy of viewpoints on students’ leadership is highlighted by McClellan (2003) who looked at how schools employed strategies to increase students’ achievements. One strategy he espoused was a carefully design prefect system giving responsibly and status to students. However, he failed to explain his term “carefully design” which in itself raises questions as to who designs the system. Literature on the topic of student leadership selection is in fact sparse, save for Schneider and Erhart (2002), who researched on ways to identify school student leaders. Any system which inco-operates an elite group as its student leadership model, per se has to have a selection criteria. Curie (1962) argued that whereas there have been many democratic changes in student leadership; the change in use of the prefect system has been slower. He observed that some schools operated prefect system appointed mainly from above and acted largely as minor members of staff. It should be noted that Curie was writing over forty years ago, so it is largely unknown to what extent his statement is applicable today.
Curie (1962) indicates that student leaders in a prefect system are active participants of the status quo. These points to the fact that schools with the prefect system of student leadership are not truly democratic because one of the prefects’ raison d’etre could be to maintain, rather than change.

This leads to alternative view of students’ leadership, where students are partners of change and actively involved in the governance of the school.

In a recent conference in Kenya, KSSHA (2011) noted that a shift from the prefect system to a more representative body will give the students a voice in their leadership. However it was not clearly stated how the students will effectively use this voice in enhancing sound discipline in the schools. Ryan (2006) observes that in order to give students direct experience in adult leadership concept and prepare for their future, they also need to be involved in appointment panels, staff meetings and school boards. This implies that students’ leadership need to be an integral element of the school and be reflected in all its policies and practices, both formerly and informally, if it is to be seen as truly participatory.

2.3 Student empowerment

Empowerment is the process which enables individuals / groups to fully access personal / collective power, authority and influence and to employ that strength when engaging with other people, institutions or society. It entails encouraging people to gain the skills and knowledge that will allow them to overcome obstacles in life (Clutter back 1994). He further saw empowerment as an approach of managing
people which permits team members to exercise greater decision making on day to
day matters. He further pointed out that empowerment included; the ability to make
decisions about personal / collective circumstances, the ability to exercise
assertiveness in collective decision making, ability to inform others perceptions
through exchange and engagement.

The empowerment of student leaders in a school situation forms a very vital
ingredient in the management of student affairs. This enhances students’ ability to
take responsibility in the decision making process thus facilitating interpersonal
relationship and a sense of belonging. Anderman (1999) noted that empowering
students enhances their social and achievement motivation and thus school
administrators should be sensible in advocating for students empowerment in a bid to
realize organizational goals. The school administration should endeavor to put in
place appropriate mechanism which will enhance students’ participation in the
management of the school, this will see students empowered and motivated to
execute their responsibilities at high level.

2.4 School organizational leadership
It is important to note that, whatever form students leadership and student voice may
take, it has to be contingent upon the school organizational structure and thus
organizational leadership. The leadership style in operation in the school effects and
affects every aspect of the school. From the afore-going sections literature on student
voice and student leadership has been reviewed and it is worth noting that the two are
intertwined and interdependent. In this section two forms of leadership will be reviewed; transactional and transformational leadership. Burns (2008) conceptualized two aspects of leadership that separated the ordinary from the extra ordinary. The ordinary was transactional and the extra ordinary was transformational. He noted that transactional meant leadership that was practiced by means of bargaining, negotiation and give-and-take. He argued that such leaders are negotiators and bound by honesty, responsibility and reciprocity. He notes that, though it is an appropriate leadership style for solving problems, it often ended in selfish behavior and thus misuses the student voice. He observed that transformational leadership raises itself above transactional because it involves the study and promotion of change and requires vision. It looks beyond the needs of the individual and towards the good of the whole group.

This study is about according the students an opportunity to transform their environment for the enhancement of peaceful co-existence and success of all stakeholders. This is a paradigm shift from the transactional leadership approach reflected by the prefectorial system. Bass (2003) observes that the interaction of the leader and followers was significant in promoting cohesiveness, commitment and involvement towards the achievement of the organizational mission. These interactions culminate in the development of leadership capacities of the follower which in turn will have a liberating influence. This was in agreement with Wood (2005) who saw distributive leadership as both transformational and democratic. Moreover, democratic leader constructs consensus by means of participation, Fullan (2001). However, Wood (2005)
and Fullan (2001) were silent on the attributes of the transformational leader hence this study.

2.5 Servant Leadership

The types of leadership discussed so far, presupposes particular model of student leadership (transformational and distributive) and leads to a consideration of an alternative paradigm, servant leadership; the student leaders as servants, giving leadership to their school and broader community, by serving the schools’ mission. Greenleaf (1998) saw servant leadership as being transformational on a personal level. In order to transform an institution the individual has to be transformed. He observed that servant leadership could be used in programmes develop personal, spiritual, professional, emotional and intellectual growth and that it had the potential to raise the quality of life throughout the society, as it would encourage people to serve and lead others. He also noted that servant leadership can be institutionalized and that has relevance to schools. He advanced the view that people in institutions should work together towards synergy which he believes can transform the institution.

2.6 Meaning of students council

Kochar (1990) defines student council as a student representative body meant to enhance the participation of pupils in matters concerning the schools organization, administration, functions and control through delegation of powers and responsibilities.
Student council is a curricular or extracurricular activity for students within secondary schools around the world. Other scholars view Student council as student based civic organization designed to help promote school spirit and leadership among students McKnown (1962). Muller and Moyar (1958) regard the student council as that representative group of students’ body whose primary purpose is to provide a means for the students to practice leadership.

KSSHA (2011) defines the student council as 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 benefit of the school and the students.

2.7 Rationale for establishment of student council in secondary schools in Kenya
The challenges of the future are unquestionably great ones, bringing wide spread recognition of the need for effective leaders in all sectors of society. Although all people have some leadership potential, the skills necessary to be leaders do not necessarily emerge in the natural cause of one’s life. Institutions that provide services to the youth have unique opportunities to foster leadership in young people. The rationale for the establishment of the student council is three fold: to provide opportunities for students with leadership potential to develop, refine and practice those skills for the betterment of the school, to enable students to experience their power to effect change by exercising leadership in their environment through formal and informal interventions, to create future societal leaders, Griffin (2001).
The immediate benefit of students’ council leadership for the school communities include: utilizing the powerful and effective resource of peer education and leadership to effect change in targeted areas of the school community, such as violence, bullying, name-calling and other negative behaviours that impede the educational process for many students. The students’ council will have long term benefits for the youth and society in general by giving students the skills to become future leaders in education, business, government, and community.

The ministry of education in partnership with K.S.S.H.A and other stakeholders were in agreement that a shift from the prefectorial system to student council was necessary for various reasons:

First the student council will be at the centre of school management and therefore help reduce conflict that result in student unrest and strikes as occurred in 2008 in many secondary schools in the country. Second, the council will have the capacity to marshal a participatory approach to school management by directly involving the students.

Third, secondary schools play a vital role in shaping the future societies and providing a pathway towards peace and harmony, and student council is expected to be the vehicle in realizing these ideals.
2.8 Concept of discipline and its importance in Secondary Schools Education

Republic of Kenya (2009) defines discipline as a system of rules used to maintain control or order. It is a learning process where by a student learns what is acceptable, desirable and pleasant. Bakhda (2004) defines discipline as the process of training or control, often using a system of punishment aimed at obeying rules.

Discipline is manifested when the institution becomes a harmonious, respectable and secure place. Furthermore, discipline teaches students to take responsibility for their decisions; it trains them to become aware of their actions, and the consequences of these actions. Secondary schools should therefore be harmonious and productive learning institution, which encourage individual development, self confidence and indeed, self discipline.

Okumbe (1998) noted that discipline is the action by management to enforce organizational standards. He further points out that for successful achievement of organizational objectives all members of the organization are required to strictly adhere to the various behaviour patterns necessary for maximum performance. He notes that preventive discipline should be embraced by educational administrators, to encourage students follow the standard rules and regulations which prevent infraction. The principle behind preventive discipline is to instill self-discipline among the organizational participants.
Discipline in school administration and management means a system of guiding the pupils/child to make reasonable decisions. At the classroom level, discipline means the control of a class to achieve desirable behavior Ouya and Mweseli (2009).

The management of learner behaviour in schools should be in partnership with interested parties with schools strengthening channels for regular communication. For schools to maintain proper discipline the code of conduct for students should be enforced at all times.

Sound discipline therefore, enhances positive relationships, between students and other stakeholders in the school. Moreover a climate of trust and understanding is developed in the school, conducive for the accomplishment of the objectives of the school. The students’ council leadership has a role to play in cultivating harmonious interactive environment necessary for maximum talent exploitation and sound character development of peers.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the procedures that were used to conduct the study, focusing on research design, locale of the study, target population, sample and sampling procedure, research instruments, data collection and data analysis.

3.2 Research design
This study used descriptive survey design. This was because it entails collection of information by interviewing or administering a questionnaire to a sample of individuals. It can also be used when collecting information about peoples’ attitudes, opinions and habits. Thus the researcher employed the stated design to collect the views from respondents.

3.3 Study location
The study was carried out in public secondary schools in Baringo central sub-county in Baringo County, Kenya. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits rapport with the informants. Baringo central sub county was chosen because it was within reach by the researcher and thus the researcher used little time and consequently saved on the cost of undertaking the study.
3.4 Target population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the researcher study (Burg of Gall 1989). The study was confined to public secondary school in Baringo central sub-county in Baringo County. The target population for the study consisted of all the 30 deputy head teachers, 30 guidance and counseling teachers and the 60 top student council leaders. Thus the total population for the study was 120 subjects.

3.5 Sampling procedure and size

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statement made about the sample should also be true of the populations (Webster 1985). Gay (1992) recommends that when the target population is small, (Less than 1000 members, a minimum sample of 20% is adequate for educational research. From the 120 members of the target population, the researcher used purposive sampling to select 40 participants. This formed 30% of the target population.
Table 3.1 represents the sampling matrix

<table>
<thead>
<tr>
<th>Description</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy head teacher</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Guidance and counseling H.O.D</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Student council leaders</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>120</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

3.6 Research instruments

The main tools of data collection for this study were questionnaires and interview schedules.

3.6.1 Questionnaires

The questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to a large number of people simultaneously. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and to make suggestion. Moreover, it is anonymous, thus help produces more candid answers than is possible in an interview. The questionnaires were used to collect data from guidance and counseling teachers and the student council leaders.
3.6.2 Questionnaire for student council leaders

The questionnaire for student council leaders consisted of six sections. Section A collected background information of student council leaders. Section B, C and D collected information pertaining the function of student council. Section E collected information relating to the impact of students council regarding discipline in secondary school. The questionnaire compromised of close-ended items.

3.6.3 Questionnaire for Guidance and counseling teachers

The questionnaire for guidance and counseling teacher compromised of seven sections. Section A and B collected information regarding the background of the school and the teacher respectively. Section C and D collected information regarding the function of the student council. Section E collected information concerning the impact of the student’s council on the management of discipline.

3.6.4 Interview schedule

Interview schedule was used to guide interview conducted with the Deputy Head teacher on the impact of student’s council on the management of discipline in Baringo central sub-county in Baringo County. The interview guide contained items covering all the objectives of the study. The interview schedule gathered data on school background, background of the Deputy Head teacher, function of student council and perception of the students regarding the student council.
3.7 Piloting

Before the actual data was collected, the researcher conducted a pilot study in the neighboring Marigat sub-County among five Deputies who were not included in the study population. From each of the five schools where the Deputy Head teachers were stationed, one Guidance and Counseling teacher and one student council leader were selected purposely. Therefore, the pilot study participants were 5 Deputy Head teachers and 5 Guidance and Counseling teachers and 5 student council leaders, giving a total of 15 cases. The purpose of the pilot study was to enable the researcher to ascertain the reliability and validity of research instruments, and to be familiar with the administration of the questionnaires and thus make appropriate improvements.

3.7.1 Reliability

Mugenda & Mugenda (2003) define reliability as a measure of degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equal halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophesy formula. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describe the internal consistency of test. A reliability coefficient of 0.68 was obtained. According to Kiess
and Bloomquist (1985) a minimum correlation of 0.65 is recommended as indicating that an instrument is reliable.

### 3.7.2 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). The pilot study helped to improve face validity of the instrument S. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of his supervisors, who, as experts in research, helped improve content validity of the instrument.

### 3.8 Data collection procedures

A research permit was obtained from the National council of research and technology after approval by the university. Thereafter the office of the District Education officer for Baringo central sub-county was contacted before the start of the study. The researcher personally administered the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the respondents. The student council leaders and the guidance and counseling teachers were given about one week to fill the questionnaire after which the filled in
questionnaires were collected. Face to face interviews was conducted with Deputy Head teachers.

3.9 Methods of Data analysis

After all data was collected the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses which were corrected to improve the quality of the responses. After data cleaning the data was coded for analysis. This research yielded both qualitative and quantitative data. Qualitative data were analyzed based on implications emanating from respondents information and documented data. On the other hand, quantitative data was analyzed using various statistics. Simple descriptive statistics were employed to analyse quantitative data. The statistics used include frequency counts, means and percentage.
CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction
This chapter covers analysis of data and the findings of the study. The general objective of the study was to investigate the impact of the student’s council in the management of discipline in Baringo central sub-county, Baringo County. The first section of this chapter presents the demographic data of respondents. Section two presents data on the functions of the student council in enhancing discipline in the school system. Section three of the chapter presents data on the role of the school administration in enhancing the function of the student’s council. Section four presents the impact of the student council on discipline in public secondary schools.

4.2 Demographic Data
The study sought demographic data of respondents including gender, level of education and experience. This applied to the Deputy Head teachers and guidance and counseling teachers. Moreover, for the student council leaders, the demographic data sought included gender, class, duration as student leaders. Information on school background was sought and it included; status, category, and type of school.

The study was conducted among 10 Deputy Head teachers, 10 guidance counseling teachers and 20 student’s council leaders of public secondary school. Data on gender revealed that 55.5% of Deputy Head teachers were male and 44.5% were female. As for guidance and counseling teachers 66.6% were male and 33.4% were female.
Moreover, it was further found that there was an even number of female and male student council leaders who participated in the study; 50% males and 50% females.

The study sought to find out the education levels of Deputy Head teacher and guidance and counseling teachers and students council leaders who participated in the study. Table 2 shows the respondents level of education.

Table 4.1: Education level of Deputy Head teachers and guidance and counseling teachers

<table>
<thead>
<tr>
<th>Education level</th>
<th>Deputy Head teachers</th>
<th>Guidance and counseling teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1. Shows that all the Deputy Head teachers had Bachelor’s degree as were the Guidance and Counseling teachers. The administration and management of secondary schools require that school administrators and teachers have the requisite knowledge, skills and experience to deal with issues emerging from the school situations. The fact that all deputy head teachers and guidance and counseling teachers had bachelors’ degree as indicated in Table 4.1 above is indeed a boon to the operation of the student council. The wealth of knowledge gained by school administrators by virtue of their formal training, particularly negotiations, team
building and collaborative skills are necessary for the enhancement of a child friendly school devoid of conflict. Robbin (2003) notes that the skills needed for effective management can be grouped into three broad categories namely; technical skills, human skills and conceptual skills. Human skills refer to the ability to work well with other people and achieve results through them conceptual skills refer to the cognitive capacity to perceive the organization in its totality and the relationship between parts thereof. As regards the student council leaders, the study revealed that 50% were male while 50% were female; the study further indicated that 45% of the student leaders were in form three while 30% were in form two and 25% were in form four. It was further noted that 65% of the studied leaders had served for one year and only 10% had served for three years. Moreover, 25% of the student leaders were newly elected. Based on these results it can be concluded that majority of the respondents had served for two years and were in form three, thus have had a longer stay in the institution and had the experience of interacting with most of the stakeholders to the extent of being given leadership positions.

The study sought to find out the type, status and category of schools involved in the study. The study revealed that 100% of the schools were public ordinary, 60% represented county schools, while 40% represented sub-county schools. As for the type of schools, the study indicated that 30% represented boys’ schools, 20% girls’ schools and 50% represent co-educational institutions. Based on these results it can be said that 50% of the schools were co-educational and thus require adequate managerial skills to enhance discipline and better performance. The student’s council
leadership model, thus, become significant in auditing the school administration in school wide management of student affairs.

The Deputy Head teachers and Guidance and Counseling teachers were asked to indicate their work experience in their schools, and they responded as indicated in the figure below.

Figure 4.1: Work Experience
Figure 4.1 shows that there were 20% Deputy Head teachers each who had worked for less than 5yrs and 11-15yrs. As for the teachers, 80% had worked for 5 – 10 yrs. 10% had worked for below 5 yrs, 10% had worked for 5 – 11 yrs. Based on these results it can be concluded that majority of the respondents had worked for considerable time, thus had sufficient experience to do their jobs accordingly and were in a position to give useful insights into the management of discipline in public secondary school.

4.3 Role of the students’ council

The first research question sought to find out the role of student council leaders in relation to discipline management in public secondary school.

To determine this, the students council leaders, were required to identify from a list of possible roles of the students council which would impact the management of discipline. The results are presented in Table 4.2 below.
Table 4.2 The role of student’s council in enhancing discipline in school

<table>
<thead>
<tr>
<th>Role</th>
<th>Respondents</th>
<th>S/A/A</th>
<th>D/SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Enhance Democratic governance of school</td>
<td>Student leaders.</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Guidance and counseling teacher</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Enhance academic excellence</td>
<td>Student leader</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Guidance and counseling teacher</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Student leader</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Guidance and counseling teacher</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

**KEY:**

S/A-STRONGLY AGREE

A- AGREE

S/D-STRONGLY DISAGREE

D- DISAGREE

The above results indicates that (100%) of all respondents reported that the student council played a significant role in enhancing democratic governance of schools, promote academic excellence, promote discipline and conflict resolution and organize activities to make student busy and productive. It was further established that the student’s council was instrumental in promoting responsible leadership development necessary for productive citizenship. The above findings are in agreement with
findings made by other scholars. For instance Christie (1998) noted that active involvement of students in discipline process was central to having long lasting results. The student’s council involvement in management of school wide was significant in creating a conducive, harmonious environment for the co-existence of all school stakeholders.

4.4 Role of school administration in enhancing student council function

The second research question sought to find out the role of the school administration in enhancing the function of the student’s council in public secondary schools in Baringo central sub county, Baringo County.

The inception of the student’s council in 2009 by the Ministry of Education in liaison with the Kenya Secondary School Heads Association was a major milestone in enhancing student participation in decision making in schools, thus reducing student’s discontents and student unrests, which have impacted negatively the education sector previously.

In order to understand the role of the school administration in enhancing the function of the student’s council, student council leaders, guidance and counseling teachers were required to identify from a list of possible ways.
Table 4.3 Shows the role of school administration in enhancing the role of student’s council

<table>
<thead>
<tr>
<th>Role of school administration</th>
<th>Respondent</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In formulating school rules</td>
<td>G/C Teacher.</td>
<td>10</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student council leader.</td>
<td>20</td>
<td>0.00</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Deputy Head teacher.</td>
<td>10</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>Training and development</td>
<td>G/C Teacher.</td>
<td>10</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student council leader.</td>
<td>20</td>
<td>0.00</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Deputy Head teacher.</td>
<td>10</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td>In management committees</td>
<td>G/C Teacher.</td>
<td>10</td>
<td>0.00</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student council leader.</td>
<td>16</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Deputy Head teacher.</td>
<td>10</td>
<td>0.00</td>
<td>10</td>
</tr>
</tbody>
</table>

The results shown on Table 4.3 above reveal a high degree of agreement on the statement that the school administration engage the student council in the formulation of school rules, a large percentage of respondent 100% of deputy principal’s, 100% of guidance and counseling teachers and 100% of students agreed that the student council participated in school rules formulation. A common reason for this large support was that such participation would boost the enforcement of the same rules and that student could own the same. On the aspect of training and development as a way of improving the function of the student councils all respondents agreed greatly that it was a vital tool the school administration would embrace to revitalize the
working of the student council. The respondents asserted to this view since they believed that training and development would add to the repertoires of values, knowledge and skills of the student council leaders thus, enhance their function of managing student affairs and by extension enhance discipline and academic performance.

On the issue of being involved in management committees, results revealed that majority of respondents 100% of deputy principals 100% of guidance and counseling teachers and 80% of student council leaders felt that the students council are being involved in school management committees such as guidance and counseling committee, disciplinary committee, welfare committee and all other committee that the school deem appropriate for its proper functions. 20% of the student’s leaders felt that they were not involved in school management committee. This small disparity in percentage response between the students and teachers reflects the conflict between the two sides as students feel being left out of the decision making process. The involvement of students council; in school management is a signal towards democratization of school governance which is healthy for a harmonious co-existence of all school stakeholders. The participation of the student council in deciding disciplinary policies is central to its mandate of enhancing its capacity in the management of discipline in the school.
4.5 Impact of student’s council on school discipline

The third research question sought to find the impact of the student’s council on discipline in public secondary schools in Baringo Central Sub-county, Baringo County. Discipline plays an essential role in the moral development of a child and the creation of a health society. Okumbe (1998) indicates that discipline is a vital ingredient to the accomplishment of the objectives of the organization. It is therefore important that school administrators employ appropriate approaches in managing discipline in public secondary school to enhance the realization of the vision and mission of the school organization.

While conducting the research, the Deputy Head teachers, student council leaders and guidance and counseling were asked on how the student council has impacted on discipline in public secondary schools by stating whether there were changes in the following indicators of student discipline: rate of suspensions, rate of punishments, frequency of student’s demonstration and school strikes. The findings are as indicated in the table below.
Table 4.4. Shows students’ council impact

<table>
<thead>
<tr>
<th>Description</th>
<th>Respondent</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension of students declined</td>
<td>G/C Teacher</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student council leader</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Deputy principal</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Decline in the number of punishments</td>
<td>G/C Teacher</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student council leader</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Deputy principal</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Decline in school strikes, protests and demonstrations</td>
<td>G/C Teacher</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Student council leader</td>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Deputy principal</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

Table 4.4 shows that 100% of Deputy Head teachers, Guidance and counseling teachers and student council leaders indicated that there was a decline in the rate of student’s suspensions since the inception of the student’s council leadership model as were student’s demonstrations and strikes. The study further revealed that the rate of student’s punishments declined significantly. This shows that students subscribed to the ethical standards set by the school and infringement of rules was minimal. The above results show that the student council model of leadership was democratic, inclusive and embraces collaborative as well as consultative aspects which are vital.
ingredients to a cohesive, peaceful environment conducive to the accomplishment of the goals of the organization. It owes its legitimacy to the student’s body and thus the students feel part and parcel of every decision made by the council. These aspects of consultation, inclusiveness and collaboration make students own and respect decisions made by the school administration for their own good and hence incidences that may foment conflict are reduced since there is an efficient communication among all school stakeholders. It is therefore important that the school administration define the role of the student council and monitor its operation with a view to enhancing its mandate of managing discipline in schools. This will promote sound moral development of students, respect of school ethos, excellent performance and responsible citizenship.
CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the main study, conclusions and recommendations arrived at. It also gives suggestion for further research.

5.2 Summary

The purpose of this study was to investigate the impact of the student’s council in the management of discipline in Baringo central sub-county, Baringo County.

This purpose was to be achieved through the following research questions;

1. What were the roles of the student council?

2. What was the role of the school administration in enhancing the role of the student’s council?

3. Has the students’ council leadership model improved the standard of discipline in public secondary schools?

The study used three research instruments; Student’s council leader and Guidance and Counseling teacher’s questionnaire and interview guide for Deputy Head teachers.

The study population comprised of all the 30 public secondary schools in Baringo Central sub-county, Baringo County, 60 students’ council leaders, 30 Deputy Head teachers and 30 Guidance and Counseling teachers.
Purposeful sampling technique was used to select 10 public secondary schools which practiced the students’ council leadership model. Moreover, purposeful sampling was used to select 10 Deputy Head teachers, 10 Guidance and Counseling teachers and 20 students’ council leaders.

5.2.1 Role of student’s Council.

The findings of the study indicated that 100% of all respondents were of the view that the student’s council played a key role in enhancing the realization of the goals of the school organization. This was reflected in their role in enhancing democratic governance, conflict resolution and improved team spirit in handling school issues. This partnership between the student’s councils and other school stakeholders catapults the school to greater heights of development in all facets. This view is in agreement with findings of Greenleaf (1998) who posited that servant leadership creates synergy in all stakeholders which could transform the institution for the good of all parties.

5.2.2 Role of school administration in enhancing the role of student council.

The study revealed that the school administration was central to the success of the student’s council activities. The research showed that 100% of all respondents involved in the study indicated that the school administration engaged the student’s council in all its management committees, exposed the students’ council leadership to training and development programs. By involving the students’ council in key decision making processes in the school, the school administration cultivated a
democratic culture in the students and the students felt part and parcel of all processes meant to enhance the good of the school. This further reduced incidences which could foment conflict and indiscipline in the school system.

Empowerment of student leaders made them feel motivated thus operated at high levels in executing their responsibilities. This was in agreement with a view by Clutterback (1994), who pointed out that empowerment of student leaders facilitated sound decision making and improved inter-personal relationship which formed a fertile ground for the development of responsible behavior in school.

5.2.3 Impact of student council on discipline management.

The research revealed that following the inception of the students' council model of leadership in public secondary school, incidence of school strikes, demonstration and destruction of school properties reduced significantly. 100% of all the respondents involved in the study indicated that there was a decline in the number of students under suspension, and a considerable reduction in the number of students under punishment. This was a signal to the fact that students subscribed to the ethical standards governing the conduct of students. It can be inferred from the findings of the study that since the students were involved in the formulation of rules and the fact that students were involved in making major decision affecting the school, they were at ease with school regulation since they felt part and parcel of the process of school management. This indicated that there was smooth and efficient communication channels in the school and that consultation and dialogue formed the hub of the
school system. These findings are in agreement to a view made by Okumbe (1998) who noted that the management of discipline enforces organizational standards which subsequently leads to the success of the organizational goals.

5.3 Conclusion

Based on the findings of the study, it can be concluded that:

1. The student’s council played a central role in enhancing discipline in the school system through its capacity to organize activities to make students productive and democratic, thus resolve conflicts amicably and promote a child friendly environment necessary for academic excellence.

2. The school administration was key to the successful operation of the students’ council by exposing it to capacity building programs. Moreover, the school administration natured leadership skills of the students’ council, thus promoted its operation for the good of all school stakeholders.

3. Since the inception of student’s council leadership model in public secondary schools, ugly incidences which could foment conflict, strikes, demonstration, and wanton destruction of school property and lose of student lives have declined significantly. Moreover, a peaceful co-existence of all school stakeholders and a child friendly environment necessary for academic excellence has been witnessed in most schools.
5.4 Recommendation

Based on the analysis of the study, the following recommendation can be made:

1) The government should establish a directorate within the Ministry of Education to be in charge of school governance and the student council be given adequate attention in terms of its role in enhancing school management.

2) The researcher recommends that apart from the annual student's council conference, the government through the Ministry of Education mandates each County to organize similar workshop. This will go a long way in enhancing knowledge, value and skill acquisition by student leaders thus enhance their capacity to function as desired.

3) Heads of schools and those charged with school discipline should be capacity build on the role of students council in school wide management.

4) The government through the Ministry of Education should empower school administration on ways of funding the activities of the student council. This will enable the student council function better in addressing issues affecting the school and the community around the school.

5) The school administration should design training and development programs meant to equip the student council leaders with appropriate leadership skills and specifically on ways of addressing student discipline.
5.5 Areas for further research.

The researcher suggests that:-

i) A study should be conducted on extent of student participation in decision making in public secondary schools in Baringo County and the rest of the country.

ii) A study on the effects of capacity building programs on the effective function of the student council in public secondary school in Baringo County and the rest of the country should be conducted.
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APPENDICES

APPENDIX I: DEPUTY HEAD TEACHERS' INTERVIEW GUIDE

Introduction

Dear respondent,

I am conducting a study to identify the role of the students' council in the management of discipline in public secondary school.

The questions which will be asked pertain to the task of managing student affairs. The questions will be important in aiding me arrive at a better understanding of the level of involvement of students in managing their affairs, in conflict resolution and in enhancing sound discipline in public secondary schools.

I will therefore, be grateful for your participation in this study.

Your contributions will be treated with utmost confidence and the information will be strictly used for research purpose only.

Thank you for your anticipated co-operation.

Francis Olengarum.

Researcher.
### A: SCHOOL BACKGROUND

**Status**
- Public ordinary [ ]
- Public special [ ]

**Category**
- National [ ]
- Provincial [ ]
- County [ ]

**Type of School**
- a. Boys [ ]
- b. Girls [ ]
- c. Co-educational [ ]
- d. Day school [ ]
- e. Boarding [ ]

### B: YOUR BACKGROUND

**Sex**
- Male [ ]
- Female [ ]
Age

Under 30 years [ ]
30 – 40 years [ ]
40 – 50 years [ ]
Above 50 years [ ]

Academic Qualifications

ATS [ ]
Bed Degree [ ]
Masters [ ]

Years of experience

<table>
<thead>
<tr>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>H.O.D</td>
</tr>
<tr>
<td>Deputy Head teacher</td>
</tr>
<tr>
<td>Head teacher</td>
</tr>
</tbody>
</table>

Years of service in current school

...........................................................................................................................................................................................................
C: ROLE OF STUDENT COUNCIL

1. How does the student council enhance discipline management in the school?

2. What is the council contribution towards academic improvement?

3. What is the role of the student council in enhancing democratic governance in school?

4. How does the student council voice the opinions of other students?

5. Since the inception of the student council in your school, how do you rate the degree of discipline in the school?

D: THE SCHOOL ADMINISTRATION ROLE OF ENHANCING THE ROLE OF THE STUDENT COUNCIL

1. Does the student council participate in formulations of the school rules?

2. Are the student council leadership given the opportunity for training and development to enhance their efficiency?
3 Do the student administrations incorporate the student council leaders in management’s committee’s e.g. disciplinary committees, guidance and counseling?

4 How frequent do the school administration holds meetings with the student council leadership?

E: IMPACT OF STUDENT COUNCIL ON SCHOOL DISCIPLINE

1 In your view, has the student’s council enhanced discipline in your school?

2 What are the indicators of improved discipline in your school as a result of the student council?

3 Since the inception of the student’s council, how many strikes have occurred in your school?
APPENDIX II: STUDENT COUNCIL LEADER QUESTIONNAIRE

Introduction

Dear respondent,

I am conducting a study to identify the role of the students' council in the management of discipline in public secondary school.

The questions which will be asked pertain to the task of managing student affairs. The questions will be important in aiding me arrive at a better understanding of the level of involvement of students in managing their affairs, in conflict resolution and in enhancing sound discipline in public secondary schools.

I will therefore, be grateful for your participation in this study.

Your contributions will be treated with outmost confidence and the information will be strictly used for research purpose only.

Thank you for your anticipated co-operation.

Francis Olengarum.

Researcher
Instruction for filling the questionnaire

Read the questions carefully and provide the information as required.

A: BACKGROUND INFORMATION

1. Gender
   Male [ ]
   Female [ ]

2. Form
   F1 [ ]
   F2 [ ]
   F3 [ ]
   F4 [ ]

3. Duration as student council leader
   Year [ ]
   Years [ ]
B: STUDENT COUNCIL AND THEIR FUNCTIONS

Read the descriptions carefully and indicate by use of a tick your most preferred choice representing your opinion on the impact of student council under the headings listed below. The choices are as follows:

SA= Strongly Agree, A= Agree, D=Disagree, SD=Strongly disagree

<table>
<thead>
<tr>
<th>Description</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate students grievances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize activities to make student busy and productive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhances cleanliness in the school</td>
<td></td>
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</tr>
</tbody>
</table>

C: THE ROLE OF THE SCHOOL ADMINISTRATION IN ENHANCING THE FUNCTION OF THE STUDENT’S COUNCIL TICK AS APPROPRIATE

1. Does the student council participate in formulations of the school rules?

   Yes [ ] No [ ]

2. Are the student council leadership given the opportunities for training and development to enhance their efficiency?

   Yes [ ] No [ ]

3. Do the student administrations incorporate the student council leaders in management’s committee’s e.g. disciplinary committees, guidance and counseling?

   Yes [ ] No [ ]
4. How frequent do the school administration holds meetings with the student council leadership?

Frequent [ ] Less frequent [ ] Not at all [ ]

E: IMPACT OF STUDENT’S COUNCIL ON DISCIPLINE IN YOUR SCHOOL

1. According to you, has the students’ council improved the standard of discipline in your school?

Yes [ ] No [ ]

2. Since the inception of the student council in your school has the number of students suspended reduced?

Yes [ ] No [ ]

3. Has the number of students under punishment reduced?

Yes [ ] No [ ]

4. Since the school embraced the student’s council model of leadership, has the number of strikes, protests and demonstrations reduced?

Yes [ ] No [ ]
APPENDIX III: GUIDANCE AND COUNSELLING TEACHERS’ RESPONSE QUESTIONNAIRE

Introduction

Dear Respondent,

I am a master of education student at Kenyatta University. I am conducting a study to establish the impact’s of the student council in the management of discipline in the public secondary schools in Baringo Central sub-county. The questions which will be asked are significant in aiding me arrive at better understanding of the involvement of student in managing discipline and other significant affairs in making the school conducive for learning.

Your participation will be highly lauded and your contributions will be treated at most confidentiality all the information will be strictly used for research purpose only.

Thank for your co-operation

Francis Olengarum

Researcher
Instructions

You are requested to give your honest assessment of your student council leadership with regard to its impact in the management of discipline under the following subheadings. Your responses will be treated with utmost confidentiality.

A: SCHOOL BACKGROUND

<table>
<thead>
<tr>
<th>Status</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Public ordinary</td>
<td>[ ]</td>
<td></td>
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<tr>
<td>Public special</td>
<td>[ ]</td>
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<table>
<thead>
<tr>
<th>Category</th>
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<tr>
<td>National</td>
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<td></td>
</tr>
<tr>
<td>Provincial</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>[ ]</td>
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</table>

<table>
<thead>
<tr>
<th>Type of School</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Co-educational</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Day school</td>
<td>[ ]</td>
<td></td>
</tr>
<tr>
<td>Boarding</td>
<td>[ ]</td>
<td></td>
</tr>
</tbody>
</table>
**B: YOUR BACKGROUND**

**Sex**

Male [ ]
Female [ ]

**Age**

Under 30 years [ ]
30 – 40 years [ ]
40 – 50 years [ ]
Above 50 years [ ]

**Academic Qualifications**

ATS [ ]
Bed Degree [ ]
Masters [ ]

**Years of experience**

<table>
<thead>
<tr>
<th></th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>H.O.D Guiding and Counseling</td>
<td></td>
</tr>
</tbody>
</table>

Years of service in current school

72
C: ROLE OF THE STUDENT COUNCIL

Read the descriptions below carefully and indicate by the use of a tick your most preferred choice representing your referred opinion regarding the functions of the student council.

The choices are as follows;

SA=strongly agree A=agree D=disagree DS=strongly disagree

My student performed the following functions;

<table>
<thead>
<tr>
<th>Description</th>
<th>SA</th>
<th>A</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance democratic governance of the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance excellent academic achievements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote discipline and conflict resolution in school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote students responsibilities and nature leadership qualities among the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes activities to make students busy and productive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D: THE ROLE OF THE SCHOOL ADMINISTRATION IN ENHANCING THE FUNCTION OF THE STUDENT COUNCIL. TICK AS APPROPRIATE

1. Does the student council participate in formulation of the school rules?
   
   Yes [ ]  No [ ]

2. Are the student council leadership given the opportunities for training and development to enhance their efficiency?  
   Yes [ ]  No [ ]
3. Do the student administrations incorporate the student council leaders in management’s committee’s, guidance and counseling? Yes [ ] No [ ]

4. How frequent do the school administration holds meetings with the students’ council leadership? Frequent [ ] less frequent [ ] not at all [ ]

E: IMPACT OF STUDENT’S COUNCIL ON DISCIPLINE IN YOUR SCHOOL

1. According to you, has the students’ council improved the standard of discipline in your school?
   Yes [ ] No [ ]

2. Since the inception of the student council in your school has the number of students suspended reduced?
   Yes [ ] No [ ]

3. Has the number of students under punishment reduced?
   Yes [ ] No [ ]

4. Since the school embraced the student’s council model of leadership, has the number of strikes, protests and demonstrations reduced?
   Yes [ ] No [ ]
APPENDIX IV: RESEARCH AUTHORIZATION FROM THE SUB-COUNTY EDUCATION OFFICER, BARINGO CENTRAL SUB-COUNTY

MINISTRY OF EDUCATION

Phone: 053/22003-3 Ext 248, 249
Tel/Pax: 053/21282

SUB-COUNTY EDUCATION OFFICE
BARINGO DISTRICT
P.O. BOX 6
KABARNET

REF: BAR/ED/C&Cl/110

17TH AUGUST, 012

TO ALL HEADS OF PRIMARY AND PRINCIPALS OF SECONDARY SCHOOLS BARINGO DISTRICT

RE: RESEARCH AUTHORIZATION FOR MR. FRANCIS OLENGARUM

This is to inform you that Mr. Francis Olengarum has been given permission to carry out research on the Impact of the Students Council in the management of discipline in Public Secondary Schools. A case of Baringo central District Baringo County Kenya.

Kindly accord him necessary assistance and cooperation.

Thank you,

ANTHONY M. MBASI
SUB-COUNTY EDUCATION OFFICER
BARINGO COUNTY
APPENDIX V: RESEARCH PERMIT FROM THE NATIONAL COUNCIL OF SCIENCE AND TECHNOLOGY

THIS IS TO CERTIFY THAT

Prof. Dr. Mr. Mrs. Miss/ Institution

Francis Oyugi

of (Address) Kenya University

P.O. Box 4544-00100, Nairobi

has been permitted to conduct research in

Baringo Central and District

Baringo County

on the topic: The impact of student council in the management of discipline in public secondary schools. Anace of Baringo Central, Baringo County, Kenya.

for a period ending: 30th November 2012.

Date of issue: 6th July 2012

KSh: 7,000

Research Permit No: NCGST/RCP(4412/45)

Applicant's Signature

National Counsellor

Science and Technology