ROLE OF STUDENTS COUNCIL IN SECONDARY SCHOOLS MANAGEMENT IN Mwingi Central District, Kitui County, Kenya.

BY

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E55/CE/22802/10

A Research Project Submitted to the Department of Educational Management, Policy and Curriculum Studies in the School of Education in Partial Fulfillment for the Award of Master of Education Degree of Kenyatta University.

October 2014
DECLARATION

I declare that this project is my original work and has not been presented in any other University or institution for examination.

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DEDICATION

This research project is dedicated first to God the Almighty who has given me strength to write this project. Secondly, to my beloved wife Florence Titus, children Joshua Muema and Caleb Mumo. They have been an inspiration to me.
ACKNOWLEDGEMENT

I would like to acknowledge the invaluable guidance by my lecturers, Dr (Sr) Wilfrida Itolondo and Dr. Martin Ogola. All have guided me on how to go about writing a research project. Special thanks go to the chairman of the department of Educational Administration, Policy and Curriculum studies. I am grateful to my classmates whom time and again have I have consulted. Any errors, Omissions and Commissions I remain solely responsible.

I appreciate the good work of Lucia Mutuo of Pejar Services who typed this work. I am also appreciating the support and understanding from my entire family members.
TABLE OF CONTENTS

DECLARATION.................................................................................................................. ii

DEDICATION................................................................................................................. iii

ACKNOWLEDGEMENT................................................................................................. iv

LIST OF ACRONYMS AND ABBREVIATIONS .......................................................... xiii

ABSTRACT..................................................................................................................... xiv

CHAPTER ONE: BACKGROUND INFORMATION......................................................... 1

1.1 Introduction ............................................................................................................. 1

1.2 Background of the study ....................................................................................... 1

1.2.1 Students’ councils in Secondary Schools in Kenya ........................................... 3

1.2.2 Students’ council in Mwingi Central District .................................................... 4

1.2.3 Why the students’ councils ............................................................................ 5

1.3 Statement of the problem ...................................................................................... 6

1.4 Purpose of the study ............................................................................................. 7

1.5 Objectives of the study ......................................................................................... 7

1.6 Research questions ............................................................................................... 8

1.7 Significance of the study ...................................................................................... 9
CHAPTER ONE: INTRODUCTION

1.8 Assumptions .......................................................................................................................... 9

1.9 Limitations of the study ......................................................................................................... 10

1.10 Delimitations ....................................................................................................................... 10

1.11 Scope of the study ............................................................................................................... 11

1.12 Theoretical framework ....................................................................................................... 11

1.12.1 The Social Systems Theory ............................................................................................ 12

1.13 Conceptual framework ......................................................................................................... 15

1.14 Operational Definition of central terms .............................................................................. 17

CHAPTER TWO: LITERATURE REVIEW ................................................................................. 18

2.1 Introduction .......................................................................................................................... 18

2.1.1 Student councils appointment and authority to carry out their supervisory roles ................................................................. 18

2.1.2 Student representation in decision making within a school setting ................................................. 25

2.1.3 School discipline and involvement of student councils in discipline matters ........... 29

2.1.4 Challenges facing students’ council in their roles in management support in secondary schools ................................................................................................................................. 30

2.2 Summary .................................................................................................................................. 31
## CHAPTER THREE: RESEARCH METHODOLOGY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Introduction</td>
<td>33</td>
</tr>
<tr>
<td>3.2 Research design</td>
<td>33</td>
</tr>
<tr>
<td>3.3 Location of the study</td>
<td>34</td>
</tr>
<tr>
<td>3.4 Target population</td>
<td>34</td>
</tr>
<tr>
<td>3.5 Sample size and sampling technique</td>
<td>34</td>
</tr>
<tr>
<td>3.6 Research instruments</td>
<td>36</td>
</tr>
<tr>
<td>3.6.1 Questionnaires</td>
<td>36</td>
</tr>
<tr>
<td>3.7 Piloting</td>
<td>37</td>
</tr>
<tr>
<td>3.7.1 Validity of the instrument</td>
<td>37</td>
</tr>
<tr>
<td>3.7.2 Reliability of measuring instrument</td>
<td>37</td>
</tr>
<tr>
<td>3.8 Data collection procedures</td>
<td>38</td>
</tr>
<tr>
<td>3.9 Data analysis and presentation</td>
<td>39</td>
</tr>
</tbody>
</table>

## CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Introduction</td>
<td>40</td>
</tr>
<tr>
<td>4.2 Background and demographic information of the respondents</td>
<td>41</td>
</tr>
</tbody>
</table>
4.3 Supervisory roles played by students’ councils in management support in Mwingi Central District ................................................................. 44

4.4 Representational roles played by students’ councils in management support in Mwingi Central District ................................................................. 48

4.5 Disciplinary roles played by the students’ councils in management support in Mwingi Central District ................................................................. 52

4.5.1 Major disciplinary roles of the students’ councils ........................................... 53

4.6 The Discipline and indiscipline trends in Mwingi Central District before and after introduction of student councils ................................................................. 55

4.6.1 Discipline and indiscipline trends before the introduction of student councils. 55

4.6.2 Discipline and indiscipline trends after the introduction of student councils .... 58

4.7 Challenges faced by the students’ councils in Mwingi Central District .......... 62

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION ............... 65

5.1 Introduction ........................................................................................................ 65

5.2 Summary of findings .......................................................................................... 66

5.2.1 Supervisory roles played by student councils in management support in Mwingi Central District ................................................................................. 66
5.2.2 Representational roles played by student councils in management support in Mwingi Central District..................................................................................................................67

5.2.3 Disciplinary roles played by student councils in management support in Mwingi Central District..................................................................................................................68

5.2.4 Discipline and indiscipline trends before and after introduction of student councils in Mwingi Central District ..................................................................................................................69

5.2.5 Challenges facing student councils in Mwingi Central District. ................................70

5.3 Conclusions ........................................................................................................................................................................................................71

5.3.1 Supervisory roles ..................................................................................................................................................................................................72

5.3.2 Representational roles................................................................................................................................................................................................72

5.3.3 Disciplinary roles ................................................................................................................................................................................................72

5.3.4 Discipline and indiscipline trends before and after introduction of student councils. ........................................................................................................................................................................72

5.3.5 Challenges facing student councils ................................................................................................................................................................................................73

5.4 Recommendations ................................................................................................................................................................................................73

5.4.1 Suggestion for further study ................................................................................................................................................................................................74

REFERENCES...........................................................................................................................................................................................................75

APPENDICES........................................................................................................................................................................................................79
APPENDIX I: QUESTIONNAIRES ........................................................................................................... 79

APPENDIX 2: RESEARCH BUDGET ...................................................................................................... 95

APPENDIX 3: LETTERS OF APPROVAL .............................................................................................. 96

APPENDIX 4: RESEARCH PERMIT FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION .............................................................................................. 103
LIST OF TABLES

Table 3.1: Study population and sample by school type. ............................................................ 35

Table 3.2: Study sample.................................................................................................................. 36

Table 4.1: Sex of the students grouped according to the type of school they come from ....... 42

Table 4.2: Demographic information of the principals, deputy principals and guidance and counseling teachers.......................................................... 43

Table 4.3: Supervisory roles of students’ councils as reported by the guidance and counseling teachers ........................................................................... 45

Table 4.4: Supervisory roles of students’ councils as reported by form three students.......... 46

Table 4.5: Ways of involving student councils in management support as reported by the principals and the deputy principals. ................................................................. 49

Table 4.6: Major disciplinary roles of student councils as reported by guidance and counseling teachers ....................................................................................... 53

Table 4.7: Incidences of students’ unrest before introduction of student councils as reported by guidance and counseling teachers................................................................. 57

Table 4.8: Indicators of improved discipline trends according to guidance and counseling teachers and the form three students................................................................. 60

Table 4.9: General challenges faced by students’ councils in carrying their mandates as reported by the student councilors and form three students. ................................. 62
LIST OF FIGURES

Figure 1.0: Role of students’ councils in secondary school management support ...................... 16

Figure 4.1: Opinions on whether representational roles of student councils have impact on staff-student relationship as reported by principals and deputy principals ........................................... 52

Figure 4.2: Opinion by the guidance and counseling teachers on whether there has been students’ unrest before introduction of student councils. ................................................................. 56

Figure 4.3: Opinion on the discipline and indiscipline trends after the introduction of students’ councils as reported by the form three students................................................................. 59
## LIST OF ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>ESSA</td>
<td>English Secondary Schools Association</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International children Education Fund</td>
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<tr>
<td>SCA</td>
<td>Students Council Association</td>
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</tbody>
</table>
ABSTRACT

The role of student councils in school administration in Kenya and other parts of the world is increasingly becoming more complex because of the changes in technology, society, culture, encroachment of democracy and emerging issues such as child rights, human rights, HIV/AIDS and drugs. This has brought about the participatory role among the principals, teachers, students and parents. This calls for a need to balance roles shared in school governance between the administration, teachers and student councils to ensure its effectiveness. However, the increase in the number of cases of indiscipline among students in secondary schools, manifested in strikes, the burning of school properties and even loss of life, raises questions on the role of student councils in the governance of schools. Although the government of Kenya has partnered with many stakeholders to have Secondary Schools embrace students council in schools and play active role in management support the role they play in management support in Mwingi Central District has not been assessed. It was in this light that the researcher embarked on examining the role of students’ council in secondary school management support in Mwingi Central District, Kitui County, Kenya. The study examined the supervisory, representational, disciplinary roles, discipline and indiscipline trends before and after the introduction of student councils and challenges faced by student councils in management support in Mwingi Central District. The study employed the survey research design. The target population was thirty five (35) principals, thirty five (35) deputy principals, thirty five (35) guidance and counseling teachers, two thousand and twenty five (2025) Form three students in thirty (30) single streamed schools and five (5) three steamed schools making a total population of two thousand, one hundred and thirty (2130). A total of 12 out of the 35 public secondary schools based on the nature of the school i.e. boarding boys, boarding girls, mixed boarding, mixed day was selected for the study. Simple random sampling was used to sample each category. A total of 643 respondents were selected for the study comprising of 12 principals, 12 deputy principals, 12 guidance and counseling teachers, 607 form three students. The research instruments were questionnaires only. The study revealed that student councils were involved in supervisory roles such as ensuring duties such as cleaning the school compound, supervising other students in taking care of the environment, supervising preps and around the study areas like the library and the laboratories, etc, supervising games by making sure that when students are in the field, they obey instructions given by teachers and supervising meals. Student councils were also involved in representational roles such as airing other students’ grievances to the teachers and the administration, holding regular meetings among themselves to discuss problems affecting other students within the school, and inviting contributions from other ideas and possible solutions to some problems affecting the other students. Student councils performed disciplinary roles such as punishing minor indiscipline cases like making noise and vernacular speaking, identifying and reporting indiscipline students to the school administrators, enforcing school rules and regulation. Discipline has improved with indicators such as students becoming more responsible in handling their duties, cases of riots and strikes have reduced as well as reduced cases of students’ expulsion from school. Challenges include lack of motivation, inadequate leadership skills, overwhelming expectations from the students and teachers, negative image of the position where they are seen as sellouts by other students, and inability to handle issues like drug abuse, HIV/AIDS, homosexuality and teacher-student conflicts. The study concludes that further investigation should be done in other parts of the country in order to bring out the national picture. The study recommends that students councils need to be thoroughly prepared in their supervisory roles in management support in
secondary school management through being taken to seminars, workshops and regular meetings with the principals. Students’ councils need to be allowed wider space of expressing other students’ grievances in their representational roles. There should be benchmarking programmes by students’ councils on disciplinary roles. More effort is required to improve on certain trends such as expulsion of students from school.
CHAPTER ONE

BACKGROUND INFORMATION

1.1 Introduction

The need for reform in the education sector was important with the current government effort to transform management of schools from its tradition of just picking student leaders in the staffroom and reading them in parade. Students’ council in schools play supervisory, representative and disciplinary roles in schools management. This chapter discussed the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, limitations, delimitations, and significance of the study, theoretical framework, and conceptual framework, scope of the study and definition of central terms.

1.2 Background of the study

A situation where teachers sit in a staffroom and appoints leaders without or with very little input of students in the choice of their leaders should be avoided in schools. A culture where students have a say in the choice of their leader who is to improve their dialogue with staff, in addition highlighting students’ needs, improving their welfare and promoting a peaceful school environment should be encouraged. Students’ leadership started with the appointment of prefects by teachers for administrative purposes and help teachers to run schools almost a century ago as exposed by John Dewey in Democracy and Education (Indimuli, 2012). The teachers borrowed the idea of prefect from the administrative structure of the Roman Empire.
dating back to 2 B.C. The term was first conferred to various Roman Military and other civil officers with Judicial and administrative responsibilities. Under the Roman Empire, prefects were very important persons in the social set up. Schools in the world are adapting to the use of students’ councils which consist of students’ elected with a responsibility that promotes and upholds positive learning spirit by effectively linking the students with school administration. Schools are turning from the ancient tradition of prefect-ship dating back to the ancient Roman Empire (Musitwa, 2003).

The Ministry of Education had been undergoing fundamental structural changes to enable it to deliver services effectively and efficiently. In undertaking the structural reforms, the Ministry had involved various stakeholders at every stage in the spirit of openness and inclusiveness (Godia, 2012). Schools likewise have to take some direction to enable them deliver services effectively. Schools have to involve various stakeholders i.e. the teachers, students, BOG, Parents and others. Each of them had to be given a chance when making school decisions. It is to be noted that provision of quality education in a school was shared responsibility. Schools democratic administration ensures that students, teachers and BOG members had unfitted access to the school management. There was a need for shared leadership between teachers and students (Awiti, 2009).

Head teachers in Kenya under the umbrella body – the Kenya Secondary Schools Heads Association (KSSHA) have unanimously agreed to reduce the number of strikes in schools through involvement of students. This among other means is achieved through schools allowing and encouraging dialogue with students and allow formation of students’ leadership council through democratic election of their leader. The adage that no one had a monopoly of ideas was
religiously applied in schools (Kihumba, 2010). It is important to democratize the running of school and decision making; school managers have to avoid making decisions that have a very significant impact on students without consulting and involving them. School councils are firmly entrenched as the most popular way giving student a chance to express themselves. Some worrying trend however was whether school councils were effective. Teachers had jumped into conclusions that students councils do not work, others said that councils were poorly run in schools. It is from this realization that many countries have adopted the use of students’ councils in schools for example USA, Canada, Australia and others. Kenya has not been left out in this trend.

1.2.1 Students’ councils in Secondary Schools in Kenya

Persistent sporadic waves of strikes in secondary schools in Kenya since independence constitute a major test to the effectiveness and quality of education system hence the need to allow students’ to be heard through their representatives (Wachira, 2010). There has been countless interviews and research in Kenyan schools where students’ council leadership has been embraced. Students’ councils in Kenya started off as a project initiated by UNICEF and KSSHA (2008). All stakeholders in education sector were alarmed when a number of schools faced a wave of students’ unrests that swept across the country in 2008. School principals were blamed for not being open to dialogue with their students’. A good number of students held the view that the prefect system was an instrument used by administration to suppress their views and discourage their participation in school management (Indimuli, 2012) for such reasons; unrest served as the preferred a venue to vent their frustrations with the school administration. The need for reform in education sector was imperative. The government of Kenya (GOK), the
Kenya Secondary Schools Heads Association (KSSHA), UNICEF and other stakeholders considered several ways to get students involved in their school affairs.

The student council is among the many reforms in the education sector that the government of Kenya has been undertaking in the last four years. There is need for workable students councils. With students’ councils in Kenya today, who were directly voted in by fellow students and then endorsed by the administration, it is expected that participatory management of schools has moved schools further (Zahra, 2010). Despite government effort and emphasis to have all schools embrace change and incorporate students in the management of schools, the question is; were all schools in Kenya giving young people freedom of expression and appropriate participation in policy making as enshrined in the United Nations convention on the right of the child (Kiruthu, 2011). The convention gave the child right on a wide range of issues including right to education, play, freedom from violence, exploitation and abuse, food, shelter and a right to have their voice heard on issues affecting them (Indimuli, 2012).

1.2.2 Students’ council in Mwingi Central District

Secondary schools in Mwingi Central District had involved students in the affairs of the school. Students were given opportunity to participate in society and this included being given a voice in their schools. The involvement had been both in class and beyond the classroom. A big number of the schools have embraced students’ councils. Students had been given more ownership of the school program. They had been allowed to provide alternate leadership which gives students a chance to improve their participation through encouraging social, cultural and other extracurricular events, bridge the communication gap between administration and students.
Secondary schools in Mwingi Central District fall into two categories i.e. (government and private schools)

1.2.3 Why the students’ councils

From 2008 Kenya started embracing students’ councils in Secondary Schools. There seemed to be some factors that formed the basis for introduction of students’ councils in the country.

These include:

i. The need to have students play active role in improving dialogue between staff and students in addition to highlighting students’ needs, improving their welfare and promoting peaceful school environment.

ii. The need to create room for participatory decision making in the school.

iii. The need to have students’ councils shape and develop future leadership among students.

The drive to transform students leadership has been one of the core activities undertaken by KSSHA, aimed at tackling indiscipline, unrest, bullying and inculcating the culture democracy, integrity and accountability among students. A study carried out in 2006 by Ministry Education in partnership with UNCEF proposed radical reforms in students’ leadership as the way forward in addressing causes of tension in schools which in most cases formed indiscipline culminating into violent strikes (Msitwa, 2003).
The research finding projected helped arrest strikes by opening channel of communication in schools, cultivating a culture of dialogue and developing other non-violent mechanisms of resolving disputes. It was also envisaged that the council would also help nurture leadership skills among students as well as laying foundation for a culture of making informed decisions after school.

Indimuli (2012) says that transforming students’ leadership from the prefect to more representative body was a voice in their leadership while changing the role of prefect from being master to being a bridge of communication between the students and school administration. Most of the times, decisions that teachers impose on students were the same that students themselves could gladly owned if they were given an opportunity to participate in their deliberations. The true reward to student council members was to give chance to give service to the school (Griffin, 2000). It was from this background that this study indented to look at the role of students’ council in Secondary School Management support in Mwingi Central District.

1.3 Statement of the problem

Since 2008, the aim of the government of Kenya was to have all the Secondary Schools embrace students councils. Although the government has partnered with many other stakeholders to have secondary schools embrace students councils in schools and play active role in management support, the role they played in management support in Mwingi Central District had not been assessed. The government played a significant role and sponsored many workshops, seminars, conferences and other meetings and if the idea of having active roles being played by students’ council was not fully embraced then all this amounted to wasting public funds and time. The
information gathered from the District Education Office showed that out of the 35 Secondary Schools 10 schools had cases of indiscipline and strikes in the year ending on 31 December 2009. The following year 2010, the number reduced to five (5) with some being involved in examination boycotts and others leaving school without permission emesis. There could also be other incidences which went unreported but it was evident that percentage of students’ activeness in students’ councils was low despite the government effort. It was from this kind of scenario that this research intended to critically look at the role of students councils in management support in secondary schools in Mwingi Central District and thus give feedbacks which will provoke further investigation in other parts of the country in order to bring out the national picture.

1.4 Purpose of the study

The purpose of the study was to examine what supervisory, representational, disciplinary roles do student councils play in Secondary Schools management support as well as examine the discipline and indiscipline trends before and after the introduction of student councils and the challenges facing them in Mwingi Central District.

1.5 Objectives of the study

The study objectives were to:

i. Find out supervisory roles played by students’ councils in management support in Mwingi Central District.
ii. Establish the representational roles played by students’ councils in management support in Mwingi Central District.

iii. Examine disciplinary roles played by the students’ councils in management support in Mwingi Central District.

iv. Examine the discipline and indiscipline trends in Mwingi Central District before and after 2008.

v. Examine challenges faced by student councils in Mwingi Central District.

1.6 Research questions

The research was guided by the following questions

i. What supervisory activities do student councils engage in management support in Mwingi Central District?

ii. In which ways are student councils involved in the representational roles in secondary school management support in Mwingi Central District?

iii. How have the student councils been involved in disciplinary roles in management support in Mwingi Central District?
iv. What has been the discipline and indiscipline trend in Mwingi Central District before and after 2008?

v. What challenges are faced by student councils in Mwingi Central District?

1.7 Significance of the study

The findings of the study had practical implication on the role of students’ councils in Secondary School management support. The study gave a pointer to the success of students councils in Kenya as far as students’ participation in schools decision making process. The findings contributed to the body of literature on role of students’ councils in Secondary Schools management support and act as basis for further research. Lastly, the research results and especially on other roles of students councils apart from management support led to other government policies and initiatives aimed at addressing and strengthening the identified roles.

1.8 Assumptions

Assumptions made were that:

i. All respondents were sincere and provided objective responses.

ii. Schools sampled had the same level of cultural, economic systems and other school based strengths and weakness that help in the functioning of students’ councils.

iii. That all schools to be visited had Deputy Principals.
1.9 Limitations of the study

The study was limited by the following factors:

i. The study only covered Mwingi Central District because of time and financial implications. I borrowed permission from the TSC county director to visit the school and acquired a loan from the banks to cater for the cost associated with the research.

ii. The study relied on information from the principals, teachers and students because it may be costly to involve parents, BOG members. Those interviewed were expected to be exhaustive and give information on all areas.

iii. The study sampled twenty Secondary Schools as the schools were scattered and was not possible to visit all of them. Where the schools were far from each other, I had to look for convenient means of transport e.g. tax.

iv. In the sampled schools, the study involved selected number of students because of the enormous population in some schools. It was important to make sure their responses were checked thoroughly for accuracy and quality information.

1.10 Delimitations

i. The study was carried out in Public Secondary Schools as Private Schools had different form of management and structures.
ii. The sample only comprised of principals, Deputy Principals, G & C teachers, form three students and no other school workers although they could be having some useful information. Those interviewed were expected to give exhaustive information on the other members of the school community.

1.11 Scope of the study

The study was carried out in Mwingi Central District of Kitui County and formerly in Eastern Province of Kenya. The district had 35 Public Secondary Schools. A total of 641 respondents were used for the study comprising of 12 principals, 12 deputy principals, 10 guidance and counseling teachers, 607 form three students. The study used questionnaires and an analysis of school documents.

1.12 Theoretical framework

A theory is a set of properly argued ideas intended to explain a phenomena. Theoretical framework (Normally descriptive) is an examination of the existing of self-formulated theories in relation to in relation to the research objectives. It refers to a set of interrelated variables, definitions and prepositions that present a systematic view of phenomenon by specified relations among variables with a purpose of explaining phenomena.
1.12.1 The Social Systems Theory

The Social Systems Theory provided the theoretical underpinning for the study. Social Systems Theory is a theory that attempts to describe, explain and predict organizational behavior. The general system theory is based on the work of a biologist, Ludwig Von Bertalanify: from a biological standpoint, an organism is an integrated system of interdependent structures and functions.

An organism is constituted of cells and a cell consists of molecules, which must work in harmony. Each molecule must know what the others are doing. Each one must be capable of receiving messages and must be sufficiently disciplined to obey. According to the Social Systems Theory, all organizations are systems comprised of different units or parts, which are interrelated and, interdependent in carrying out their activities, are all geared towards attainment of common goals. These different units are known as sub-systems.

Subsystems are the interdependent interacting elements of a system that need to function in a coordinated way so that the entire system functions properly to achieve its goals. A system gets its inputs from the larger societal environment (supra system). From the supra system, the school gets students, teachers, resource materials, finances and so on. The system transforms the inputs into finished products. For example, a school produces a changed person with skills, knowledge and values to enable him/her to contribute positively to self and society. Okumbe (1998) points out that the social systems theory was developed from the social theory to explain social changes and human interaction in organizations.
Since organizations are a collection of individuals or people who come together to perform specified tasks geared towards the attainment of common goals, they are referred to as social systems. Thus, schools are social systems. They have principals, teachers, support staff and student councils who carry out various tasks towards the major purpose of enhancing student learning.

Subsystems have distinct properties both in specialization and scope of responsibilities but there is no single subsystem that is superior or inferior to others. All subsystems perform unique but complementary roles to attain the common goals of the system. Thus, even if the principal occupies a higher position than student leader who are in the lowest rank of the administrative hierarchy, the role of student councils is not inferior to that of the principal. They all perform various but interrelated tasks in an interdependent manner to achieve high levels of school discipline and the consequent educational goals. It is, therefore, important that school administrators appreciate and recognize the role played by student councils regardless of their position in the administrative hierarchy.

The malfunctioning of an organ in a human body will negatively affect another organ or even the whole body. Since a system is a set of interdependent and interacting elements, a change at any one point will eventually trigger off a chain of events that will have an impact on the entire system.

This spillover effect is referred to as, the concept of multiple causation where one unit causes reactions, which spread to the entire system affecting all its operations or part of them. Thus, a change in the functioning of the student leader system will have an effect on the stakeholders.
That is why school unrests caused by ineffective student leader systems may lead to destruction of school property, or even loss of human life.

The managerial subsystem, the principal, plays the role of, among other things, coordinator, planner, controller and facilitator of activities of the entire system to ensure efficiency. The principal would have to define clearly the goals of the school; and the role of each individual or group towards the attainment of this goal. He should carry out a District of labour and delegate responsibilities accordingly. Job descriptions will have to clearly show the scope of responsibilities to avoid conflicts and role ambiguity in carrying them out.

Thus, principals should put in place good communication systems in schools to ensure a smooth two-way flow of information to all student councils, students, and teachers and support staff. They should also facilitate the setting up of the School Code (Rules and Regulations) to ensure order and tranquility in schools, act with impartiality and train student councils to make them competent in their work and clearly define their roles to avoid any role conflict or ambiguity.

It is because of the above reasons that the Social Systems Theory was suitable for this study. This is because schools are social system with subsystems such as the student leader subsystem, which requires proper coordination, training, role clarity and healthy relationship with the school administration and students to enable it to carry out its role effectively.
1.13 Conceptual frame work

In the formal education system, Secondary School management is structured in such a way that students’ councils connect teachers, other students and administration (Kimoyo, 2011). This means that for school management to be successful students council being the bridge should be taken seriously. Failing to have working students councils in a school means missing the link between school management and students council was intended to increase students’ participation in Secondary Schools. By removing various barriers to students’ council’s leadership in Secondary Schools, it was hoped that more space will be opened for students’ participation in decision making and other activities in the schools management support. The schools then had active students’ councils which participated in the running of the schools.
Figure 1.0: Role of students’ councils in secondary school management support

(Source Orodho, J.A 2010)
## 1.14 Operational Definition of central terms

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<td><strong>School management support</strong></td>
<td>Refers to the school administration and the assistance it receives from the students’ leaders.</td>
</tr>
<tr>
<td><strong>Indiscipline</strong></td>
<td>Refers to deviant behavior students show while in school like sneaking, fighting and other bad behavior.</td>
</tr>
<tr>
<td><strong>Stakeholders</strong></td>
<td>Refers to groups of people or individuals with special interest with the school in question like BOG, parents and others like students and teachers.</td>
</tr>
<tr>
<td><strong>Students’ Council</strong></td>
<td>Elected group of students to represent others.</td>
</tr>
<tr>
<td><strong>Reforms</strong></td>
<td>Changes started either in an institution or any other organization</td>
</tr>
</tbody>
</table>
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed literature related to; student council roles in management support in Secondary Schools, particularly how students councils help Secondary School manager in the running of schools. The literature was sourced from relevant professional journals, published and unpublished thesis and published educational reports. These were aimed at identifying the knowledge gap and to justify the need for this research.

2.1.1 Student councils appointment and authority to carry out their supervisory roles

Students’ councils play a vital role in complementing the behavior of students. Elected students get together to present their views on various subjects pertaining to their requirements in academic, sports creative pursuits and even behavior in school (www.ht). Okumbe (2001) asserts that students have been involved in educational management in their own schools since time immemorial. He says that their involvement in educational leadership had been due to closeness to the colleagues in the learning environment. The other reason for their involvement in supervisory roles is to impart participatory leadership skills, which they would need in both their work and social environments after leaving school.
The student council system gives a good opportunity for student participation in school management. The school principal should thus ensure that there is a functional student council system that acts as a link between the school administration and the students. Otieno (2001) says that many schools rely on teachers to appoint student councils with little or no student participation. He says that the time has come for more democracy in line with changes all over the world. Thus, students who should be allowed to participate in choosing their student councils should identify a credible student council system.

While acknowledging the importance of students’ councils as school leaders, Otieno (2001) highlights what he considers as the role of student councils in schools as follows: student councils give directions to other students whom they are leading; they are responsible for setting the pace of activities for other students on a daily basis in order to attain the set objectives. Student councils are responsible for getting things done: motivating and inspiring other students to ensure good performance in all school activities. This includes getting students interested in doing whatever they are doing and doing it without having to be pushed. Student councils also develop other students as well as themselves by ensuring that their talents are developed and put to good use. This is done by delegating some of their duties to other students. Every student leader represents a group or groups of students at his/her area of responsibility. While student leadership may be powerful, student leaders need to put the needs of other students before their own interests. Students’ councils have become an integral part of many schools in the world.

Okumbe (2001) agrees with Otieno’s views about the appointment of student councils. He explains that in the appointment of student councils, it is more appropriate to allow them to hold a democratic election which enables the management to acquire student councils or student
leaders who will help the organization meet its objectives. However, he is quick to caution that
the election of student leaders should be guided by the overall organizational effort. After the
appointment of student leaders, Okumbe (2001) argues that it is of paramount importance that
such leaders be thoroughly inducted by the management on their roles and the boundaries within
which they should operate. He says that constant leadership seminars for them should be an in-
built programme in an educational organization so that student leaders’ administrative skills are
further sharpened.

Frequently student councils find themselves in an awkward situation because they are selected or
appointed without any initial training on leadership roles. This problem is compounded further if
no proper training and/or guidance are given after appointment. It is now generally agreed that
training in leadership roles enhances effective school administration and that days of „great man
theories” are no more. The great man theories insist that leaders are born not made, that leaders
have inborn traits that make them great leaders.

Student councils in the USA operate in many forms. There were representative based and
modeled loosely after USA congress or based on the executive branch of the United States with a
President, Vice-President, Secretary, Treasure and reporter. Many Secondary Schools had one
set of Officers per grade level (Wikipedia, the free encyclopedia). Students’ councils in the USA
serve to engage students in learning about democracy and leadership (www.ht). It helps share
students ideas, interests and concerns with teachers and school principals. They often also helped
to raise funds for school wide activities including social events, community projects and school
reform. Through students’ councils, other students become involved in the affairs of the school,
working in partnership with school management.
Israel’s national student and youth council is an elected body representing all youth in Israel since 1993. They are involved in representational function by participating in discussions concerning matriculation examination, discussing a project on school trips and others. Their mission is to promote young leaders who were elected as representatives in student and young council in Israel. In 2012, the Israel’s national student and youth council held the international youth leadership conference under the Slogan “Take the lead”. (www.aiuhs.org). In Finland legislation demanded that they should be heard in all matters pertaining to the education in the institution (www.aiuhs.org). Students’ councils in Finland incorporated all the students of the institution. In Ireland, since 1998, there has been sustained development of student councils in Post Primary Schools. Since 2001, the Union of Secondary Students was founded as the National umbrella body to organize and co-ordinate the students councils. Secondary schools in Ireland had a membership of 13% of Post Primary students (www.aiuhs.org).

A number of African countries have also embraced students’ councils. In Nigeria student council was also called Student Representative Council (SRC) and worked to create awareness on academic and moral students in the school. Student councils enabled the students to make decisions that would affect them positively in their academic pursuit (Hilda, 2004). In Uganda, Secondary school student councils consist of leadership body divided into two, the executive and the Judiciary. It is a pillar of academic excellence. The roles of students’ councils in Uganda among others are; allowing students get involved in the administration of their own affairs in the school, controlling on punishments of students by teachers, and reducing congestion of students in staffroom. They also empower students institute morals among themselves by judging cases, in the school court before being referred to the disciplinary committee; all these can be referred
as supervisory roles which students seem to be not well prepared (http://www.kasawoss.com/student council.htm).

In Egypt, a principal of a secondary school was overheard remarking in this announcement. “This year, we were pleased to announce that we were to have a student council”. In Egypt, a student council was an organization that helps students to share ideas, interests and concerns with teacher. This is a representational role. They also help raise funds for school – wide activities including community project, social events and school reform. Students councils were committed to embracing school mission to foster informed and engaged local, regional and global citizenship. Student council provide a system in which students can make decisions which improve and positively affect their school, they provide communication between students, teachers and administration (www.aiuhs.org). In Ghana, the role of the Students’ council is representational. They ensure and safeguard the general welfare of all the students. They serve as the voice of all students by presenting issues necessary for a smooth academic environment. They negotiate and lobby on behalf of the students. They play an advisory role in school management and students at large in matters bordering student well-being, work towards promoting cordial relationship between students and school managements (http:src.knust.ed.gh).

All over the world, school student council was useful when properly run although more modern and inclusive ways were needed to fully represent the student voice. Students’ council voice was a recognized part of school inspection. It impacts on the school development plan. It was even deemed to deserve initial capital letter. The attention gave students council views was greater than it has even been before. It was therefore ironic then that most schools still rely on the most traditional mechanism around for listening to students. The students’ councils were firmly
entrenched as the most popular way of giving students a voice and chance to express themselves. It was clear that in most African countries the idea of student council has been fully embraced and is doing well. Students are given chance to democratically elect their leaders. Some constraints facing students councils is that they did not have funding authority and have to generate funds through fundraiser such as car washes and bake sales. Elsewhere students’ councils were ignored and views not listened to.

Whereas student participation in secondary schools in other part of the world has been established, it was necessary to investigate the extent of student participation in Secondary schools in Kenya. This was as a result of recurrent student unrest in Kenya often blamed in media and research to an equal decision making opportunities (Indimuli, 2012). In Kenya, student leadership has been embraced. Student councils were started off as a project initiated by UNICEF and KSSHA. A student council in the Kenyan context means a student appointed or elected as a young leader in an educational institution who have responsibility that promote a positive learning spirit and upholds the ideals of school by effectively linking the students’ body with school administration. The students’ councils held their first annual conference on 3rd – 8th 14/2009 at the Bomas of Kenya (Mwangi, 2009). The Ministry of Education has stressed that there was a need for shared leadership between teachers, parents and learners (Awiti, 2009). The Kenya Secondary School Heads Association has unanimously agreed to involve students in the running of schools. They encouraged their members to allow dialogue with students and allow formation of students’ leadership council through democratic election of their leaders. It was the high time that school management should avoid making decisions that had a very significant impact on student without involving them (Kihumba, 2009). Students’ councils played the role of instilling fair and just leadership among the students. This was through the advocacy and
discussion which bring the students close to the administrators of the schools thus making management of the schools easier (Indimuli, 2012). Students’ councils represent the students among the teachers and administration. This helps the administrators and teachers to know the problems students have. It is from this that appropriate action is taken to avert a possible strike and enhance smooth running of school. Students’ councils provide sustaining supportive school spirit. This was among the students and the staff. This made the work of the school management easier as there was a shared responsibility. Students’ councils raise students’ awareness on issues that concern them both at the local and national levels such as poverty, environment, health and peer pressure. This made the students generally responsible and easy to manage while in school. Assisting in the organizing and conducting other projects that benefit the students and the school in general. It was from such an endeavor that profitable income generating activities which helped the management in getting extra coin for smooth running of schools and the general school development. Students’ councils assist school administration to improve the learning environment by achieving a good school environment suitable for all staff and students to work to their maximum ability. The role is known to help the school management in achieving good school results, maintaining school stability and general work. Students’ councils 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 e.g. bullying, drug use, and teen truancy among other misconduct among the students. Therefore, although student councils have been embraced, their authority and capacity to carry out supervisory roles has not been emphasized. It is not clear in which areas of school management student leaders need to assist the administration in supervision, the manner in which it should be carried out and by what methods. It is on this basis that the researcher embarked on this study.
2.1.2  Student representation in decision making within a school setting

Students’ councils participated in decision making in the school as student representative bodies. There were three views that guided the extent of students’ involvement in decision-making. The first being that students must remain passive and receive instructions from parent and teachers (Musitwa, 2003). This view means that students’ received polices designed by adults and their work was to follow them to the letter. The second view was that students participate but only to certain degree (Musitwa, 2003). In support of this view, (Musitwa, 2003), suggests that there was a tendency among some teachers and school leaders to define the issues which affect students’ only and which have no immediate relevance to other stakeholders e.g. play grounds, toilets, lockers. (Grawal, 2004), adds that student’s representative may not participate in matter relating to the conduct of examinations evaluation of students performance, appointment of teachers and other secret matters. Their participation was ensured in all other academic and administrative decisions taken by those bodies. Owing to frequent occurrence of students unrests in secondary schools there had been increased calls in decision making in schools in Kenya. The reason for this is because decisions in a school affect students in latent and manifest ways. The students were recipients of the final decision (Sushila et al, 2006). The ministry of education helped in putting up structures for inclusion of students in decision-making. This was evidenced through the formation of Kenya secondary school students’ council (KSSSC) in 2009 in order to make secondary school governance more participatory. In this, kind of arrangement students were part and parcel of decision making to ensure that their interests were adapted in the administration of schools.
Principals of schools have for a long time considered themselves as custodians of critical organization elements, decision-making, organizational structure, information and personnel. However, as Lunenberg (1992) puts it, with empowerment, these critical elements are more likely to become collegial decision-making, consultative framework, shared information and increased group processes. The rationale for school empowerment as process used to facilitate student-centered decisions based on the proposition that decisions should be made at the lowest possible level.

Chapman (1988) says empowerment of student councils requires recognition, authority, responsibility and commitment necessary to sustain improvement. Three basic philosophical foundations that support student councils empowerment as an effective management process include, change should be student-centered and therefore decisions should be made as close to the student as possible. Change requires ownership that comes from the opportunity to participate in definite change and the flexibility to adapt to individual circumstances, and knowledge is power, effective decisions require good and timely information.

Blumberg (1969) speculates that where efficiency depends on continued coordination and interaction of persons, a decision produced by the three groups (administrators, teachers and students) will always be superior to one produced by even the most capable of individuals.

Administrators and teachers should be flexible and resourceful in meeting student councils needs, maintain a supporting environment for student councils learning, and provide facilitative leadership. Student councils should also be actively engaged in the educational process.
According to Griffin (1994) the role of students in schools has been limited, teachers often handpick student leaders and this often results in resentment from the rest of the student body.

These leaders would be seen as spies who cannot be trusted to communicate the student’s wishes. Therefore, communication breakdown would begin at the level of students talking to their peers and this gradually would transcend to the ability of students to communicate with their teachers. What eventually could emerge is a very poor or lack of communication between those who form the bulk of the school population and their managers.

Students are in unique position to make positive contribution to the improvement of the educational programmes and to the operation of a more effective school system. The participation of students in decision-making should be considered part of the educational process. As appropriate to the age of students, class or school governments, organizations such as student councils and a student board of education may be formed to offer practice in self-governance and to serve as channels for the expression of student ideals and opinions.

School management should take into consideration student opinions in establishing policies, which directly affect programmes, activities, privileges and other areas of student concern. Students feel accepted and loved if they are given a chance to participate in decision-making in the school concerning their welfare.

Sergiovanni (1995) states that principals who involve student councils in decision-making on matters concerning their welfare face fewer problems as compared to those who do not. Baker (2000) states that student’s involvement in decision-making, helps to develop their leadership
skills and ability to plan. In the long run, such students can come up with ideas that might help the smooth running of the school. Sergiovanni (1995) also states that involving students in decision-making creates a sense of ownership to the students. The students feel that the school is part of them and therefore do everything possible to boost and maintain the reputation of the school.

The morale of students in all activities is boosted when they are involved in decision-making. The principal of Kamama Secondary School in Eastern Province in an interview with the Standard Newspaper of 7th June 2005 says: “For students in a school to be disciplined, students, teachers and parents should be involved in decision-making.” He says that at his school, students are consulted when decisions are made. He cites a case where before the school bought a school bus the views of the students were sought. He says the students were unanimous that the idea was good and thus the school went ahead and bought the bus. He concedes that involving students in such matters makes them feel responsible.

It is important however, to note that in as much as students’ councils were to be involved in decision making, students’ councils should be excluded in certain administrative tasks in order to safeguard the authority of the teacher e.g. discipline of staff, interview of staff, nature of punishment and others.
2.1.3 School discipline and involvement of student councils in discipline matters

Principals are confronted with perpetual problems of carrying out the incompatible roles of counseling and disciplining students. The counseling role deals with the provision of support, encouragement and advice to students whereas the disciplinary role deals with the dispensing of punishment, reporting to law enforcement agencies suspected illegal activities, and expulsion.

With the decline of the influence formerly exerted by other institutions such as churches and the family, schools almost solely are left with the task of nurturing and educating the young. According to Hinkcox and Jacobson (1996), the lack of coherent social values, changing moral ethics and complex social problems, students are vulnerable to adverse influences that distort their attitudes towards study and discipline.

Discipline is a term derived from the word disciple: disciples of Jesus were his pupils who followed his instructions obediently. They learned to do and follow what their Master told them in respect to the Kingdom of God. The word became applicable in the school sense to mean „obedient follower of the teacher”. Presently, the word discipline is used to mean maintaining order in the school or any other institution or organization. It is sometimes used to mean punishment.

Muthamia (2000) says to discipline is to shape or mould the identity of a child, often by example, at times by insistence on certain actions or modes of behavior expected to be adhered to and occasionally admonishing the child to reinforce the method. Discipline is largely the responsibility of the principal.
If the principal is a lax disciplinarian, the control of the teachers and student councils over students throughout the school is slack and perhaps ineffective. However, in most secondary schools, the deputy principal is the head of the disciplinary committee in charge of discipline and student councils: he/she supervises them in their duties and controls punishment given. The student councils system is very important in the maintenance of student discipline in the school. The student councils are close to the students and therefore deal with discipline cases at the grassroots level. They are the bridge between the staff and student community. Student councils can thwart even planned strikes. Otieno (2001) gives the following pieces of advice as regards the role of student councils with reference to discipline: all student councils should take collective action whenever they come across cases of indiscipline; student councils involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class student councils should ensure that students maintain silence while in class.

Consequently this study sought to establish the disciplinary roles of student councils in management support in Secondary schools as well as discipline and indiscipline trends before and after introduction of student councils in Mwingi Central District.

2.1.4 Challenges facing students’ council in their roles in management support in secondary schools

The extent of students’ participation in decision making in secondary schools in Kenya was a challenge to students’ councils. Their participation in decision making was often confined to issues concerned with students’ welfare and not in core governance issues. Students’ leadership
was certainly a pillar of academic excellence. It was however quite challenging given its central role in the affairs of the students. It is nearer to the students and experience the same conditions yet is has to compromise to both students and the administration (http://www.kasawossi.com/student council.html). Students’ councils normally do not have funding authority and generally must generate their operating funds through fundraises such as cake washes and bake sales. Some students’ councils have a budget from the school along with the responsibility for funding a variety of students’ activities within a school. Inadequate representation at the national level was a challenge council’s face. They barely conducted national forums where matters affecting the institutions could be tabled and discussed and forwarded to the ministry. These forums improved their conditions, as many of them were being siphoned by social evils like corruption. There was also the challenging of limited power. Although they were meant to represent the students at the administration, level their power was very limited to a point where delivering justice to the students was not possible. Most of the time, they were under the control of the administration and when they attempt to exercise power the members were threatened by suspension. Low morale of the council members was a real challenge. This was because despite of the much work they do and in total contrast to the task performed and time dedicated, they were not compensated or paid, (Sushuli, 2006)

2.2 Summary

The studies have identified the role of students’ councils in secondary schools to be very crucial in management support. The impact of their work however, has not been fully assessed in Mwingi Central District and Kenya in general. It was likely to be assumed that role of the students councils in secondary schools in management support has addressed the challenges
secondary schools face which may not be the case. It was therefore necessary to carry out research to find out the true position. From the above literature review it was evident that most of the researches done were on the role played by students’ councils in management support. The other researches on problems challenges, accepted way of doing what they were doing were topical issues which were still under investigation. It was therefore necessary to conduct research at this point in time to confirm the current position as far as what roles the students councils were doing in management support and address these gaps.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, the target population and sampling techniques, data collection methods and instruments to be used to collect the data and lastly the method to be used to analyze the data. The chapter also discussed how the validity of the data collections instruments was tested.

3.2 Research design

The study used an exploratory approach using a descriptive design to assess the role of students’ councils in management support in secondary schools in Mwingi Central District. Survey research was the most commonly used descriptive method in educational research. Survey study gathered data at a particular point in time with intention of describing the nature of the existing conditions and determining the relationship that exist (Orodho, 2009). This method was suitable for the study because it gave information about the role of students’ council in management support and again the researcher was able to get first-hand information from the sampled population.
3.3 Location of the study

The research was conducted in public secondary schools in Mwingi Central District which was left after the creation of Mwingi East and Migwani District which were formerly Mwingi District from 2008 – 2009. Mwingi Central District was chosen in order to examine what supervisory, representational and disciplinary roles do student councils play in Secondary Schools management support in the district, researchers own interest and knowledge of the area.

3.4 Target population

This research targeted public schools grouped into four categories i.e. boarding boys, Boarding Girls, mixed boarding schools and mixed day schools. In these schools the research targeted 35 principals, 35 deputy principals, 35 guidance and counseling teachers, 2025 form three students. The principals were chosen because they were the top in the overall management of schools, the deputy principals were chosen because they deal with discipline of students, the guidance and counseling teachers was used because they played important role in the general students’ body on matters of discipline. The form three students were chosen because of the number of years they had in school and the remaining amount of time before they leave school.

3.5 Sample size and sampling technique

The researcher used stratified sampling to select public schools and group them into four categories i.e. boarding boys, boarding girls, boarding and mixed day schools. From each
category, simple random sampling was used to select the schools to be included in the sample. This method ensured that the sample represented the population well.

A total of 12 out of the 35 public secondary schools based on the nature of the school i.e. boarding boys, boarding girls, mixed boarding, mixed day was selected for the study. Simple random sampling was used to sample each category. A total of 643 respondents were used for the study comprising of 12 principals, 12 deputy principals, 12 guidance and counseling teachers, 607 form three students. This sample was ideal and within the accepted sample for descriptive analysis for statistical data.

Table 3.1 Study population and sample by school type.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Number of schools</th>
<th>Number Sampled</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding boys</td>
<td>7</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Boarding girls</td>
<td>6</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>7</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Mixed day</td>
<td>15</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td><strong>12</strong></td>
<td><strong>34</strong></td>
</tr>
</tbody>
</table>

Source: Education office – Mwingi Central District
Table 3.2: Study sample

<table>
<thead>
<tr>
<th>GROUP</th>
<th>TARGET POPULATION</th>
<th>SAMPLE SIZE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>35</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>D/principals</td>
<td>35</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>G&amp;C teachers</td>
<td>35</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>Form 3 students</td>
<td>2025</td>
<td>607</td>
<td>29</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2130</td>
<td>643</td>
<td>30</td>
</tr>
</tbody>
</table>

3.6 Research instruments

The researcher used questionnaires as the tool/instrument for collecting data. The selection of the instrument had been guided by the nature of data to be collected and objectives of the study.

3.6.1 Questionnaires

A questionnaire is an instrument used to gather data which allows measure for or against a particular viewpoint (Orodho, 2009). This instrument had ability to collect a large amount of information in a reasonable quick space of time. Closed and open ended questions were used to solicit information from the respondents, simply because they were immediate and in a usable form hence easier to administer. The disadvantage, however, found with this instrument was that it had low respond rate, no chance for further propping and no clear reasons for incomplete responses (Orodho, 2009).
3.7 Piloting

This involves giving the research instruments to a small representative sample, identical to the actual sample to be used in the study. The questionnaires were piloted in four schools in Mwingi Central District which were not included in the final study. Four principals, 8 teachers and 28 students were given questionnaires to fill in the pilot study. The pilot study was very important as it helped the researcher to note deficiencies, unclear directions, space adequacy, wrong phrasing, language ability and vague questions which had to be corrected before the actual study.

3.7.1 Validity of the instrument

This involves checking whether the research instruments measure what they are supposed to measure. Orodho (2008) refers to the degree to which the empirical measure or several measures of the concept accurately measure the concept as validity. As such, the instruments were analyzed by at least two supervisors competent in the area. They assessed the relevance of the content used in the questionnaires developed, examined the questionnaire individually and provided feedback and recommendations that made the final questionnaire appropriate for the study.

3.7.2 Reliability of measuring instrument

This is the consistency in giving almost same results every time an instrument is used to collect data. Test re-test was used to measure the reliability of the research instruments. The questionnaire was given to a small group of the respondents that was not involved in the study. The same group was given the questionnaire again after two weeks to fill. Pearson correlation was used to compute correlation coefficient in order to establish the extent to which contents of
the questionnaires were consistent in eliciting the same responses every time they were administered. A correlation coefficient ($r^2$) of 0.85, that is, over 85% was obtained. The closer the value of correlation coefficient ($r^2$) was closer to +1, the greater the percentage of variation of the dependent variable was explained by the predictor variables, that is, the better the goodness of fit of the regression plane to the sample observations. This was considered high enough to judge the reliability of the instruments.

### 3.8 Data collection procedures

The researcher acquired a permit from the National Council of Science, technology and innovation that allowed him to carry out the study. The District Education Officer Mwingi Central District was also requested for permission for the researcher to carry out research in the district. The principals of the selected schools were also informed through official visit and by official letters by the researcher.

The researcher then visited the schools to familiarize himself with the schools and build a rapport with respondents before the actual study. The researcher then visited each school at the appointed time and collected data from the principals, Deputy Principal, guidance and counseling teachers and form three students using the appropriate questionnaires. The researcher distributed the questionnaire to the principals, deputy principals, teachers and students to fill and then collected them. The principals and the deputy principals were given questionnaires to give data and information about the role of students’ councils in management support since 2008 and their views about the challenges facing students’ councils in their roles in management support. Teachers were given questionnaires to give data and information on problems faced where roles
of students’ councils are not conducted well. The students were also given questionnaires to give data and information on the accepted ways of doing what the student councils was doing in Kenya. The questionnaires were checked to confirm that all the questions had been filled accurately then were packaged safely for analysis.

3.9 Data analysis and presentation

Data analysis is the process of systematically searching and arranging the data collection instruments used in the field with aim of increasing your own understanding of them and enabling you to present them to others (Orodho, 2009). In this study, data analysis was quantitative. Responses were organized into pertinent areas of the study based on research questions. Quantitative analysis involved the calculation of mean, percentages, mode, variance and standard deviation.

The analysis was done using SPSS by a competent data analyst. Data was presented in tables, bars graphs, line graphs and pie charts. The researcher then drew conclusion to establish relationship and make further research recommendations.
4.1 Introduction

This chapter presents the data analysis, presentation, interpretation and discussion of findings. The data was discussed in line with the literature review and the results were presented based on the following specific objectives in the subsequent section.

i. Find out supervisory roles played by students’ councils in management support in Mwingi Central District.

ii. Establish the representational roles played by students’ councils in management support in Mwingi Central District.

iii. Examine disciplinary roles played by the students’ councils in management support in Mwingi Central District.

iv. Examine the discipline and indiscipline trends in Mwingi Central District before and after 2008.

v. Examine challenges faced by student councils in Mwingi Central District.
4.2 Background and demographic information of the respondents

The researcher distributed the questionnaires to the 12 principals, 12 deputy principals, 12 guidance and counseling teachers and 607 form three students. All the respondents who were given the questionnaires filled and returned them promptly. The principals and the deputy principals filled the questionnaires to give data and information about the role of students’ councils in management support since the establishment of students’ councils in their schools and their views about the challenges facing students’ councils in their roles in management support. Guidance and counseling teachers filled the questionnaires to give data and information on problems faced where roles of students’ councils are not conducted well. The students also filled the questionnaires to give data and information on the accepted ways of doing what the student councils was doing in Kenya.

The following types of schools were visited and responded given questionnaires to fill; 3(25%) boys’ boarding, 3(25%) girls’ boarding, 3(25%) mixed boarding, and 3(25%) mixed day schools. This was a good representation of the targeted population. Different schools were approached because they were assumed to have same level of cultural, economic systems and other school based strengths and weaknesses that help in the functioning of students’ councils. The researcher sought to know the distribution of demographic information of students which included sex. The information was useful in order to know the type of respondents the researcher was dealing with. The findings are represented in the table 4.1.
Table 4.1: Sex of the students grouped according to the type of school they come from

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding boys</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>% within type of school</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Boarding girls</td>
<td>0</td>
<td>254</td>
</tr>
<tr>
<td>% within type of school</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Mixed boarding</td>
<td>61</td>
<td>92</td>
</tr>
<tr>
<td>% within type of school</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Mixed day</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>% within type of school</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>189</td>
<td>418</td>
</tr>
</tbody>
</table>

Table 4.1 shows that (189)31% of all the students given questionnaires were male and (418)69% were female. Demographic information of the students is important in the proper school management because students at different levels and sexes present varied attributes that have a major implication in the management of the school.
Table 4.2: Demographic information of the principals, deputy principals and guidance and counseling teachers

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Demographic factor</th>
<th>Variable</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals/Deputy principals</td>
<td>Sex</td>
<td>Male</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Age</td>
<td>&lt; 30</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 – 39</td>
<td>5</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>40 – 49</td>
<td>5</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 50</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Level of education</td>
<td>Bachelors degree</td>
<td>10</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masters degree</td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Years of experience</td>
<td>&lt; 5</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 - 10</td>
<td>10</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 10</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Years worked in the current station</td>
<td>&lt; 1</td>
<td>5</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 - 4</td>
<td>5</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt; 5</td>
<td>2</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Guidance and counseling teachers</td>
<td>Level of education</td>
<td>Bachelors degree</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Years of experience</td>
<td>&gt; 5</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents comprised of 8(67%) male and 4(33) female principals and deputy principals. Majority of the principals and deputy principals were aged between 30 – 49 years 10(84%). Some were aged less than 30 years 1(8%) and above 50 years 1(8%). Most of them had working experience of 5 – 10 years 10(84%) though majority had stayed in the current station for less
than 1 year and 1 – 4 years represented by 5(41%) and 5(41%) of the principals/deputy principals respectively. Therefore the participating principals/deputy principals were in a position to give information in regard to the problem under investigation by the researcher. A few principals had worked and stayed in their current stations for more than 10 and 5 years respectively, 1(8%) and 2(18%). Regarding the levels of education, a large percentage of the principals/deputy principals had attained a bachelors degree 10(84%) while 2(16%) had master’s degree. All the guidance and counseling teachers had a bachelor’s degree level of education and working experience of more than five (5) years of experience.

4.3 Supervisory roles played by students’ councils in management support in Mwingi Central District

The researcher sought to understand the supervisory roles of students’ councils from different respondents including guidance and counseling teachers and the form three students. This information would be used by the research to describe the supervisory role of students’ councils in management support in secondary schools.

According to the guidance and counseling teachers, student councils were involved in supervising other students to ensure duties such as cleaning the school compound including areas like in front and behind of the offices, sweeping and washing the classrooms, toilets, collecting and burning litter and all other areas which may from time to time require cleaning (36%). Student councils also supervise other students in taking care of the environment including watering young trees and flowers in the compound (18%). Student councils also supervised preps around the study areas such as the library and the laboratories, areas for group discussions,
classrooms and other common halls where studies are conducted (18%). Students councils also supervise games by making sure that when students are in the field, they are well behaved, adhere to school rules and regulation, and obey instructions given by teachers (4%). They also reported that students’ councils supervised meals especially during early morning breakfast, tea taking during 10 o’clock break, lunch and supper (25%). This is by ensuring all the students take their appropriate shares, maintain dining manner while in the dining hall and other activities which take place in the dining hall related to meals. These results are presented in table 4.3.

Table 4.3: Supervisory roles of students’ councils as reported by the guidance and counseling teachers

<table>
<thead>
<tr>
<th>Supervisory roles</th>
<th>Count</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising other students to ensure duties such as cleaning the school compound including areas like in front and behind of the offices, sweeping and washing the classrooms, toilets, collecting and burning litter and all other areas which may time to time require cleaning.</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td>Supervise other students in taking care of the environment including watering young trees and flowers in the compound</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Supervise preps around the study areas like the library and the laboratories, areas for group discussions, classrooms and other common halls where studies are conducted</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Supervise games by making sure that when students are in the field, they are well behaved, adher to school rules and regulation, and obey instructions given by teachers</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Supervise meals especially during breakfast, tea lunches and supper by ensuring the other students take their appropriate shares, maintain dining manners while in the dining hall and other activities which take place in the dining hall related to meals.</td>
<td>7</td>
<td>25</td>
</tr>
</tbody>
</table>
Form three students also confirmed that student councils were involved in areas of supervising manual duties such as cleaning and co-curricular activities in the field including games, sports and music (30%), supervising other students on discipline matters like the use of correct language and irregular movement within the school compound (24%), ensuring that school rules and regulations are followed by every student (26%) and supervising meetings called by student councils to air their grievances to their teachers and principals to maintain order in those meetings (20%) as shown in table 4.4.

Table 4.4: Supervisory roles of students’ councils as reported by form three students.

<table>
<thead>
<tr>
<th>Supervisory Roles of students councils</th>
<th>Count</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising co-curricular activities in the field such as games, sports and music</td>
<td>625</td>
<td>30</td>
</tr>
<tr>
<td>Supervising discipline matters like the use of correct language and irregular movement within the school compound</td>
<td>495</td>
<td>24</td>
</tr>
<tr>
<td>Ensuring rules and regulations are followed</td>
<td>530</td>
<td>26</td>
</tr>
<tr>
<td>Supervising meetings held to air students’ grievances to ensure such meetings are contacted in an orderly manner.</td>
<td>402</td>
<td>20</td>
</tr>
</tbody>
</table>

From the above findings, students’ councils support school management through involvement in a number of supervisory roles. The findings show that they are involved in supervisory roles such as cleaning the compound, collecting and burning of litter from the compound and arranging
stones within the compound alongside other manual duties. The students also supervise care for the environment through watering flowers and tree seedlings to ensure that the school environment is attractive and conducive. The results show that students’ councils are involved in supervising studies in areas such as the library, preps in class and common facilities of study such as the computer laboratories. Students’ councils also supervise games. They do this by supervising the behavior of students while in the field, handling of school properties while in the field, response to bells while in the field and their general conduct. The findings also show that student councils supervise meals by controlling queues for taking meals, supervising cleaning of the dining hall and ensuring every student gets an equal share of food. Student councils supervisory role is a key aspect in school management as it helps principals and teachers to be able to understand problems affecting student in the school better and easier.

The involvement of student councils in supervisory roles enhances close interaction with their colleagues and this promotes respect. This is a key aspect in school management as it helps principals and the teachers in the school to be able to understand the problems affecting students in the school better and easier. The other reason for their involvement in supervisory roles is to impart participatory leadership skills, which they need in both their work and social environments after leaving school.
4.4 Representational roles played by students’ councils in management support in Mwingi Central District

One of the factors that formed the basis for introduction of students’ councils in the country was to enable students to play an active role in improving dialogue between staff and students in addition to highlighting students’ needs, improving their welfare, promoting peaceful school environment and the need to create room for participatory decision making in the school.

Students’ councils represent students between the teachers and administration by playing an active role in airing other students’ grievances on matters affecting the students such as need for outings, entertainment, better and balanced meals, clean environment among other problems. Through airing their grievances the administrators and teachers know the problems students have in order to take appropriate action and avert a possible strike and enhance smooth running of the school.

The Ministry of Education has stressed that there was a need for shared leadership between teachers, parents and learners (Awiti, 2009). The Kenya Secondary School Heads Association unanimously agreed to involve students in the running of schools. They encouraged their members to allow dialogue with students and allow formation of students’ leadership council through democratic election of their leaders.

The principals and the deputy principals were asked to outline the ways in which student councils were involved in management support. Their responses were compiled and presented in table 4.5.
Table 4.5: Ways of involving student councils in management support as reported by the principals and the deputy principals.

<table>
<thead>
<tr>
<th>Ways of involving student councils in management support</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
</tr>
<tr>
<td>Allowing them to report other students grievances</td>
<td>14</td>
</tr>
<tr>
<td>Holding regular meetings with the principals to discuss problems affecting other students within the school</td>
<td>10</td>
</tr>
<tr>
<td>Inviting ideas and solutions to problems affecting the other students when they call for meetings</td>
<td>2</td>
</tr>
</tbody>
</table>

Principals involved student councils in several representational obligations. Firstly, they did this by allowing them to report other students’ grievances (54%). These are grievances which students generally have and which require the attention of the management such as if the students are getting adequate food, water and other basic needs in the school. The grievances may go beyond physical needs and touch on academic work where the students felt they were not being taught in certain subject or were behind schedule. Other student grievances which require students’ council representational role include leaking roofs and unattended toilets. It is the student councils who can represent other students at the principal’s or the deputy principal’s office and air these grievances.
The principals and the deputy principals also reported that student councils are involved in representational roles by allowing them to hold regular meetings with them to discuss problems affecting other students within the school (38%). These are meetings held on invitation by the management on request by the student leaders. It is in these meetings where the grievances are aired by the students in an open and interactive forum or according to the suggestion of the deputy principal, and are exhaustively discussed and solutions reached. Student councils are also involved in representational roles by being allowed to invite ideas and solutions to problems facing the students (8%). It is true that students have ideas and solutions to problems facing the students and the administrators.

Student councils in their representational roles are allowed to invite ideas and solutions from the student which can take the school forward. Through this school management avoided making decisions that had significant impact on student without involving them. Through advocacy and discussion student councils brought other students close to the administrators of the schools thus making management of the schools easier (Indimuli, 2012). Students’ councils represent the students among the teachers and administration. This helps the administrators and teachers to know the problems students have. It is from this that appropriate action is taken to avert a possible strike and enhance smooth running of school.

Student councils in their representational roles provide a supportive spirit among the students and the staff. Through representing other students well in airing their grievances, holding regular meetings with the management to discuss problems affecting other students within the school, inviting ideas and solutions to problems, all the students, teachers and the administration feel supported. This makes the work of the school management easier as there is shared responsibility.
where the students’ councils representing other students’ grievances reduce the backlog of the administration. Teachers use a lot of information from the students’ councils to assist the administration in the management of the school. With the representational roles from the student councils and with the assistance of the teachers, administration of the school becomes easier. Students’ council alerts 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 such as bullying, drug use, teen truancy and other misconduct among the students.

On their representational roles, student councils enable the other students to make decisions that affect them positively in their academic pursuit (Hilda, 2004). They provide a system in which students can make decisions which improve and positively affect their school; they provide communication between students, teachers and administration (www.aiuhs.org).

When asked to comment on whether the involvement of student councils in representational roles had any impact on staff-student relations, 100% of the principals and the deputy principals said that there was a positive impact. With regard to the impact of representational roles on staff-student relationship, 79% were positive it had improved while 21% were not satisfied with their impact as shown in the figure 4.1.
Figure 4.1: Opinions on whether representational roles of student councils have impact on staff-student relationship as reported by principals and deputy principals

4.5 Disciplinary roles played by the students’ councils in management support in Mwingi Central District

Most of the times, decisions that teachers impose on students are the same that students themselves could gladly make if they were given an opportunity to participate in their deliberations. The true reward to student council members is to give chance to give service to the school (Griffin, 2000). Some of the services student councils can offer include, among others, disciplinary roles.
4.5.1 Major disciplinary roles of the students’ councils

Guidance and counseling teachers were asked to outline disciplinary roles played by student councils in their schools. Their responses were compiled and presented in the table 4.6.

Table 4.6: Major disciplinary roles of student councils as reported by guidance and counseling teachers

<table>
<thead>
<tr>
<th>Disciplinary roles</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishing minor Indiscipline cases like noise making, vernacular speaking etc.</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Identifying and reporting indisciplined students.</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>Enforcing school rules by making sure that school rules are followed and implemented accordingly.</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 4.6 shows that student councils help the teachers and the administration in making sure school rules and regulations are followed within the school and even outside the school. G & C reported that students’ council were mostly involved in disciplinary roles such as punishing minor indiscipline cases like making noise, vernacular speaking, slow response to bells, failure to queue for meals, use of abusive languages to fellow students, petty theft and others 7(58%). This clearly shows the pivotal role played by student councils in ensuring high discipline is maintained in the school compound and that minor offenses do not go unpunished and are dealt with immediately without necessarily involving the administration. It was established that some
of the punishments executed by students’ councils include making offenders kneel down which is normally done by the senior student councilors such as the chairperson and the deputy chairperson of the student council. Where it is done, it is done in a humane manner by telling the offending student to kneel down briefly and not on a very hard surface so as not to cause pain or injury. Other punishments enforced by the student councilors include washing toilets twice a week as opposed to the normal once per week, sweeping classrooms for two to three days as opposed to once a week so as to discourage repeating the offence, weeding the compound and collecting liter. When such minor offences are minimized, the running of the school becomes easier and management feels supported. Another disciplinary role played by student councils is identifying and reporting indisciplined students to the school administrators 4(34%). It was established that whereas students’ councils punish minor offenders, there are other indiscipline cases which have to be reported to the school administration for further action. This showed that student councilors understood the extent to which they were supposed to exercise their authority in ensuring discipline was maintained. Students’ councils punish minor cases but major cases are directed to the necessary authorities. Some of the indiscipline cases which have to be reported are major thefts such as breakage into personal boxes and stealing money and other personal properties. Fighting in school is such a serious offence that it has to be identified and reported and appropriate action taken against the culprits. Sneaking from the school either at night or during the day time has to be reported and action taken by the school administration. Student councils also identify and report bullying of the form one students and new students in the school to the school administration. A few G & C teachers, 1(8%), reported that student councils also play disciplinary roles of enforcing school rules and regulations by making sure that the dress code, response to bells, class work, taking of meals and other activities are well followed and
implemented. This showed that student councils were less involved in enforcement of school rules and regulations as this was a shared responsibility between them and teachers especially those on duty.

These findings showed that student councils were fully involved in the school governance and ensuring smooth running of the school activities. The findings have shown that when student council is given authority to punish minor indiscipline cases, discipline is well instilled. Research has shown that schools lacking strong and competent student leaders are likely to be faced with problems of instilling discipline (Hilda, 2004).

4.6 The Discipline and indiscipline trends in Mwingi Central District before and after introduction of student councils.

The researcher sought to know the impact of introduction of student councils on discipline trends. Different groups of respondents were asked to give their opinion on discipline and indiscipline trends before and after the introduction of student councils.

4.6.1 Discipline and indiscipline trends before the introduction of student councils.

The researcher sought to know the situation of students’ unrest before the introduction of student councils from the guidance and counseling teachers. They reported that there were indicators of students’ unrest before student councils were introduced (70%) as shown in figure 4.2.
Figure 4.2: Opinion by the guidance and counseling teachers on whether there has been students’ unrest before introduction of student councils.

According to the Guidance and Counseling teachers, there had been very high cases of students’ unrest before the introduction of student councils. This therefore was one of the main reasons why most secondary schools decided to adopt student councils. They were further asked to give some of the indicators of students’ unrest before introduction of student councils. The findings were presented in table 4.7.
Table 4.7: Incidences of students’ unrest before introduction of student councils as reported by guidance and counseling teachers

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Several strikes being reported where the total number of strikes recorded</td>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>in the interviewed schools was ten.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many students being suspended from school due to irresponsibility and</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>lack of adherence to school rules and regulation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor exam results being recorded in several schools. The highest mean</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td>score recorded was five.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was noted that several strikes had been recorded before the introduction of student councils as reported by the guidance and counseling teachers (32%). The total number of strikes recorded in the visited schools was 10, which translated to an average of one strike per school meaning that strikes were high and therefore student were restless. Other indicators of students unrest before the introduction of student councils was that many students had been suspended from school due to irresponsibility and lack of adherence to school rules and regulation (29%), where data from the visited schools showed that an average of 20 students from each school had been expelled from school every year. Poor exam results had also been recorded in several schools, (39%), where the highest mean score recorded in the visited schools, before the introduction student council was five which was below average.
4.6.2 Discipline and indiscipline trends after the introduction of student councils.

The researcher then sought to know the discipline and indiscipline trends after the introduction of student councils in Mwingi Central District. This information enabled the researcher to make a comparison in the trends before and after introduction of student councils and therefore conclude on the impact of student councils on the discipline of students in secondary schools in Mwingi Central District. When asked whether discipline had changed since the introduction of student councils, the guidance and counseling teachers believe that indiscipline had reduced significantly since the introduction of the student councils with 90% indicating that discipline has improved. A small percentage of the form three students, 12%, felt that the introduction of student councils had no impact on the discipline of students as they indicated that discipline had not changed either positively or negatively. The rest of the interviewed form three students felt that there was positive impact of the introduction of student councils on discipline as they reported that there was high discipline among the students, 88%. None of the interviewed form three students felt that indiscipline had increased since the introduction of student councils as shown in figure 4.3.
These findings show that there was an improvement in the discipline of students after the introduction of student councils and a reduction in indiscipline cases. When asked to comment on the discipline of student in their schools, 88% of the principals and the deputy principals were satisfied with the level of discipline among the students, while 12% were not satisfied indicating that there was need to improve on the effort to curb indiscipline. This supported findings from the form three students that the introduction of student leaders had helped in improving discipline in schools, thus justifying their disciplinary roles in management support.

The researcher then sought to know the positive indicator of improved discipline. Responses from guidance and counseling teachers and form three students were summarized and presented in table 4.8.
Table 4.8: Indicators of improved discipline trends according to guidance and counseling teachers and the form three students

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Indicator</th>
<th>Count</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling teachers</td>
<td>Students are more responsible and obeying school rules and regulations</td>
<td>7</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Reduced riot/strikes where only one strike has been witnessed since the introduction of student councils</td>
<td>8</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Reduced expulsion of students from school where an average of one student has been expelled completely from school since the introduction of student councils</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Form 3 students</td>
<td>Reduced suspension</td>
<td>162</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Reduced punishment by teachers</td>
<td>125</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Students now use the compulsory languages in the school</td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Students have started working hard</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students are adhering to school rules and regulations</td>
<td>90</td>
<td>20</td>
</tr>
</tbody>
</table>

Positive indicators of improved discipline as reported by the guidance and counseling teachers were; students had become more responsible in handling their duties 7(41%), cases of riots and strikes had also reduced, 8(47%), as well as reduced cases of students expulsion from school,
2(12%). Similar results were reported by the form three students who recorded reduced student suspension 162(37%), reduced punishments from both teachers and the student leaders themselves 125(28%), students now use the official/compulsory languages in the school 53(28%), students are adhering to school rules and regulations 12(3%), and students have started working more hard due to good academic environments 90(20%). The findings show that as a result of introduction of student councils in secondary schools, there has been major positive improvement in how students conduct themselves especially in areas of obedience, responsibility and hard work. However, there is need to engage student councils further to make sure cases of indiscipline such as use of prohibited languages in school compound are reduced and thus expulsion of students from school will reduce and this will reflect to better academic results.
4.7 Challenges faced by the students’ councils in Mwingi Central District.

Opinions about the challenges facing student councils were sought from the student councilors and form three students. The results were presented in table 4.9.

Table 4.9: General challenges faced by students’ councils in carrying their mandates as reported by the student councilors and form three students.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Challenges</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student councilors</td>
<td>Lack of teamwork</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Overwhelming expectations from the students and teachers</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Lack of motivation to serve selflessly</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Negative image of the position where they are seen as sellouts or friends</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>with the principals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form three students</td>
<td>Inadequate leadership skills where the selected student may not be the best</td>
<td>200</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>to lead the others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inability to handle issues like drug abuse, HIV/AIDS, homosexuality</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>and teacher-student conflicts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student councilors identified challenges such as lack of motivation to serve selflessly (35%), lack of teamwork (29%), overwhelming expectations from the students and teachers (18%) and negative image of the position where they are seen as sellouts (10%). Form three students further identified challenges such as inadequate leadership skills where the selected student may not be
the best leaders (94%) and inability to handle issues like drug abuse, HIV/AIDS, homosexuality and teacher-student conflicts (6%) which was a challenge reported by just a few form three student indicating that those selected as student councilors had self control.

The student councils were found to experience a lot of challenges in executing their roles. Lack of team work is usually experienced when some members of the student council decide to work on their own without consulting others or refuse to take orders from the chair person of the chairperson of the student council. This was reported by the student councilors as one of the challenges facing student councils in the district. Another challenge facing student councils was the overwhelming expectations from the students and teachers. This is where when campaigning, to be elected into the student council, the campaigners are given a lot of demands and the expectations are too high from teachers and other students.

The study established that inadequate leadership skills were a challenge facing student councils. Many of the student councils in the district are hardly taken for any refresher courses or benchmarking courses in other district where student councils are more established. This has made many of the student councils not to function well. Lack of motivation to serve selflessly was also established as a challenge affecting student councils in the district. Student councils are either given very little motivation or are never motivated. Without motivation it is hard to serve selflessly as expected.

Being a member of the student council poses a negative image of the position and they are seen as sell and they are branded sycophants, friends of the principals and other demeaning names. Lastly, though reported by few students, student leaders were reported to have difficulties in
handling issues such as drug abuse, HIV/AIDS, homosexuality and teacher-student conflict. It was established that student council members being still students and being unexposed to any training are unable to handle common problems which face other students like drug abuse, HIV/AIDS, homosexuality and conflicts between teachers and students.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter focuses on the summary, conclusions and recommendations of the study. The cumulative data was analyzed quantitatively and presented in form of tables and figures.

This study sought to examine the role played by students’ in Secondary Schools management support in Mwingi Central District. The district had 35 Public Secondary Schools. A sample of 643 respondents comprising of 12 principals, 12 deputy principals, 12 guidance and counseling teachers, 607 form three students were selected for the study. A survey research gathered data with intention of describing the nature of the existing conditions and determining the relationship that existed within the conditions (Orodho, 2009). Questionnaires were used to solicit information from the respondents. This method was suitable for the study because it gave information about the roles of students’ council in management support and again the researcher was able to get first-hand information from the sampled population. Both qualitative and quantitative data analysis methods were used to analyze the collected information. Responses were organized descriptively and the findings were discussed based on research questions.

The study comprised a sample that was representative of all the various categories of schools. That is, boarding boys, boarding girls, mixed boarding, and mixed day schools. Different schools were approached because they were assumed to have same level of cultural, economic systems and other school based strengths and weaknesses that help in the functioning of students’
councils. Gender was also well observed in some respondents such as the form three students because students at different levels and sexes present varied attributes that have a major implication in the management of the school.

5.2 Summary of findings

This section describes the summary of findings with respect to supervisory roles, representational roles, disciplinary roles, discipline and indiscipline trends and challenges faced by student councils in Mwingi Central.

5.2.1 Supervisory roles played by student councils in management support in Mwingi Central District

The first objective was to find out supervisory roles played by students’ councils in management support in Mwingi Central District. Students’ councils engage in supervisory roles to school activities among the students and the staff. This has made the work of the school management easier as there is shared responsibility. In this study, student councils were involved in supervising other students to ensure duties such as cleaning the school compound including areas like in front and behind of the offices, sweeping and washing the classrooms, toilets, collecting and burning liter and all other areas which may time to time require cleaning; supervising other students in taking care of the environment including watering young trees and flowers in the compound; supervising preps around the study areas like the library and the laboratories, areas for group discussions, classrooms and other common halls where studies are conducted; supervising games by making sure that when students are in the field, they are well behaved, adhere to school rules and regulation, and obey instructions given by teachers; supervising meals
especially during early morning breakfast, tea taking during 10 o’clock break, lunch and supper by ensuring the other students take their appropriate shares, maintain dining manners while in the dining hall and other activities which take place in the dining hall related to meals. They also supervise co-curricular activities in the field such as games, sports and music, supervise discipline matters such as the use of correct language and irregular movement within the school compound, ensuring rules and regulations are followed and supervising meetings held to air students’ grievances to ensure such meetings are contacted in an orderly manner. This involvement of student councils in supervisory roles enhances closeness to their colleagues and promotes respect.

5.2.2 Representational roles played by student councils in management support in Mwingi Central District

The second objective was to establish the representational roles played by students’ councils in management support in Mwingi Central District. One of the factors that formed the basis for introduction of students’ councils in the country was to have students play active role in improving dialogue between staff and students in addition to highlighting students’ needs, improving their welfare, promoting peaceful school environment and the need to create room for participatory decision making in the school. The study found out that student councils played an active role in airing other students’ grievances to the teachers and the administration. Principals involved student councils in several representational obligations including; allowing them to report other students’ grievances, holding regular meetings with the members of the student council to discuss problems affecting other students within the school, and inviting contributions inform of ideas and possible solutions to some problems affecting the other students. Through
this school management avoided making decisions that had significant impact on student without involving them.

5.2.3 Disciplinary roles played by student councils in management support in Mwingi Central District

The third objective was to examine disciplinary roles played by the students’ councils in management support in Mwingi Central District. Most of the times, decisions that teachers impose on students are the same that students themselves could gladly make if they were given an opportunity to participate in their deliberations. The true reward to student council members is to give chance to give service to the school (Griffin, 2000). It was established that student councils performed disciplinary roles such as punishing minor indiscipline cases such as making noise, vernacular speaking, slow response to bells, failure to queue for meals, use of abusive languages to fellow students, and petty theft; identifying and reporting indiscipline students to the school administrators; enforcing school rules and regulations by making sure that the dress code, response to bells, class work, taking of meals and other activities are well followed and implemented.

This showed that student councils were fully involved in the school governance and ensuring smooth running of the school activities. The study also showed that indiscipline had reduced significantly since the introduction of the student councils. Positive indicators of improved discipline as reported by the guidance and counseling teachers were; students had become more responsible in handling their duties, cases of riots and strikes had also reduced as well as reduced cases of students’ expulsion from school. Moreover it was recorded that there was reduced
student suspension, reduced punishments from both teachers and the student leaders themselves, students now use the official/compulsory languages in the school, students are adhering to school rules and regulations, and students have started working harder due to good academic environments.

5.2.4 Discipline and indiscipline trends before and after introduction of student councils in Mwingi Central District

The fourth objective was to examine discipline and indiscipline trends before and after introduction of student councils in Mwingi Central District. This information enabled the researcher to make a comparison in the trends before and after introduction of student councils and therefore conclude on the impact of student councils on the discipline and indiscipline trends. Before the introduction of student councils several indicators were noted including several strikes which had been recorded where the total number of strikes recorded in the visited schools was 10, which translated to an average of one strike per school, and many students had been suspended from school due to irresponsibility and lack of adherence to school rules and regulation where in the visited schools, an average of 20 students had being expelled from school every year. Poor exam results had been recorded in several schools where the highest mean score recorded in the visited schools before the introduction student council was five (5.0) which was below average.

Similarly, the researcher sought to know the discipline and indiscipline trends after the introduction student councils in Mwingi Central District. When asked whether discipline had changed since the introduction of student councils, the guidance and counseling teachers
believed that indiscipline had reduced significantly since the introduction of the student councils with 90% indicating that discipline had improved. Positive indicators of improved discipline were; students had become more responsible in handling their duties, cases of riots and strikes had also reduced to only one strike being experienced as well as reduced cases of students’ expulsion from school. Punishments from both teachers and the student leaders themselves have also reduced, students now use the official/compulsory languages in the school, students are adhering to school rules and regulations, and students have started working harder due to good academic environments. An average of 7.5 had been recorded in the previous year which was a good improvement from an average of 5.0 recorded in 2008 before the introduction of student councils in the district.

5.2.5 Challenges facing student councils in Mwingi Central District.

The fifth objective was to examine the challenges facing student councils in Mwingi Central District. The student councils were found to experience a lot of challenges in executing their roles. Lack of teamwork which was usually experienced when some members of the student council decide to work on their own without consulting others, or refused to take orders from the chair person of the student council. This was reported to be one of the challenges facing student councils in the district. Another challenge was overwhelming expectations from the students and teachers where when campaigning to be elected into the student council, the campaigners are given a lot of demands and the expectations are too high from teachers and other students.

The study established that inadequate leadership skills were a challenge facing student councils. Many of the student councils in the district are hardly taken for any refresher courses or
benchmarking courses in other district where student councils are more established. This has made many of the student councils not to function well. Lack of motivation to serve selflessly was also established as a challenge affecting student councils in the district. Student councils are either given very little motivation or are totally left out in motivation. Without motivation it is hard to serve selflessly as expected.

Being a member of the student council poses a negative image of the position, a challenge that was also reported by the interviewed form three students. Students are seen as sell outs by other students who many times were reported to be called like sycophants, bullshits, friends of the principals and other demeaning names. Lastly, a few students reported that some student leaders unable to handle issues like drug abuse, HIV/AIDS, homosexuality and teacher-student conflict. It was established that student council members being still student and being unexposed to any training are unable to handle common problems which face other students like drug abuse, HIV/AIDS, homosexuality and conflicts between teachers and students.

**5.3 Conclusions**

Based on the findings of this research, the researcher concluded that student councils played roles in administrative support in Mwingi Central District including supervisory, representational and disciplinary roles.
5.3.1 Supervisory roles

The study findings showed that student councils supervise duties such as cleaning the school compound, classes and laboratories, ensuring other students maintain quiet and conducive study environment and reporting those other students who disobeyed school rules and regulations.

5.3.2 Representational roles

The study also shows that students’ councils act as a link between the students, the teachers and the administration. This way they represent the other students by providing ideas and possible solutions to some problems affecting the other students.

5.3.3 Disciplinary roles

The study also showed that indiscipline had reduced significantly since the introduction of the student councils. Positive indicators of improved discipline as reported by the guidance and counseling teachers were; students had become more responsible in handling their duties, cases of riots and strikes had also reduced as well as reduced cases of students’ expulsion from school.

5.3.4 Discipline and indiscipline trends before and after introduction of student councils.

The study concludes that there has been an improvement on the discipline and indiscipline trends since the introduction of student councils and therefore a positive impact of student councils on the discipline and indiscipline trends.
5.3.5 **Challenges facing student councils**

The study findings show that student councils experience a lot of challenges in executing their roles including; Lack of motivation to serve selflessly, inadequate leadership skills where the selected student may not be the best to lead the others, lack of teamwork, overwhelming expectations from the students and teachers, negative image of the position where they are seen as sellouts by other students, and inability to handle issues like drug abuse, HIV/AIDS, homosexuality and teacher-student conflicts. These challenges affect student councils leadership and affect the general administration of the school.

5.4 **Recommendations**

Having examined the role played by students’ councils in Secondary Schools on management support in Mwingi Central District, the following recommendations were made;

Students’ councils need to be thoroughly prepared in their supervisory roles in management support in secondary school management. This can be done by way of being taken to seminars, workshops, regular meetings with principals and their deputies and being allowed to attend sub-county and national conferences.

Students’ councils need to be allowed a wider space of expressing other students’ grievances in their representational roles. Suggestions and information they bring to the administration concerning the grievances of other students should be given a lot of weight and importance.
There should be benchmarking program by student councils on disciplinary roles. This is by visiting other schools within the Sub-county, County and Extra-county to learn what others are doing. This will enable them to adopt new disciplinary roles and improve on the existing ones in their schools.

Though discipline has improved since the introduction of student councils, the study recommends that more effort is required to further improve on certain trends such as expulsion of students from school, and improvement of examination results.

Student councils have always been involved in the governance of secondary schools and have been treated as an integral part in that governance. Therefore it’s highly recommended that necessary measures should be taken to minimize the challenges of lack of motivation in order to serve selflessly, inadequate leadership skills, lack of teamwork, overwhelming expectations from students and teachers, negative image and the challenge of inability to handle issues such as drug abuse and HIV/AIDS.

5.4.1 Suggestion for further study

The community, the parents and the non-teaching staff play a very key role in molding students and thus student leaders. The study recommends that a conclusive research including the community, the parents and the non-teaching staff would give a better understanding roles of the students councils in Secondary schools in Mwingi Central District and any other district affected with this problem when compared with this study.
REFERENCES


http://students . unit-sofia.bg.
Indimuli, K. (2012). *Effective students council a tool kit for students council leadership*, Nairobi: Track academic solutions is *BN 978996 – 615 5078*.


www. School councils org. UK.

PRINCIPALS QUESTIONNAIRE

This questionnaire is intended to collect data for research purposes. The information will not be used for any other purpose without the authority of the school and it will be kept confidential.

PERSONAL INFORMATION

1. Gender: Male [ ] Female [ ]
2. Age in years: ________________________________
3. Highest academic qualification
   - Diploma [ ]
   - Bed [ ]
   - Masters [ ]
4. Years of experience as a head teacher: ________________________________

PART A: TYPE OF SCHOOL AND EXTENT OF STUDENTS PARTICIPATION IN MANAGEMENT SUPPORT

1. Type of school
   - Boarding boys [ ]
   - Boarding girls [ ]
   - Mixed boarding [ ]
Boys’ day  
Girls’ day  
Mixed day  
Mixed day boarding  

2. When did your school start an elected body of students’ leaders?
   …………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………

3. State ways in which you have been involving students’ councils in management support.
   …………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………

4. Has the election of students council in your school had any impact on?
   i) Staff - Students’ relations? Yes  No
   ii) Students leadership role  Yes  No

5. Give reasons why it is necessary or not necessary for school in Mwingi Central District to adopt students councils?
   i) Necessary (Reasons)
   …………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………
   …………………………………………………………………………………………………………………………………………………………………………………

   ii) Not Necessary (Reasons)
6. Since you started having elected students’ councils has the students unrest increased or decreased?  
   Increased  □  Decreased  □

7. Since 2008, has the election of students councils contributed to increase or decrease of students indiscipline in Mwingi Central District?  
   Increased  □  Decreased  □

8. What are some of the indicators of:
   a) Increase of indiscipline
      ................................................................................................................
      ................................................................................................................

   b) Decrease of indiscipline
      ................................................................................................................
      ................................................................................................................

9. To what extend are you satisfied that discipline of students in Secondary schools in Mwingi Central District has improved since 2008?
   i) Fully satisfied  □
   ii) Satisfied  □
   iii) Partly satisfied  □
iv) Not satisfied

10. If the discipline trend of students in the District since 2008 has improved or has not improved, state some of the indicators.

i) Improved (indicators)

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......................................................................................................................................................

ii) Not improved (indicators)

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11. State other areas in the school where the impact of students’ council is felt apart from management support.

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12. What challenges do you face when students choose leaders on their own?

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......................................................................................................................................................
13. Suggest ways in which you have been addressing these challenges.

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........................................................................................................................................

Thank you for your responses
DEPUTY PRINCIPALS QUESTIONNAIRE

This questionnaire is intended to collect data for research purposes. The information will not be used for any other purpose without the authority of the school and it will be kept confidential.

PERSONAL INFORMATION

1. Gender : Male ☐ Female ☐
2. Age in years ...........................................
3. Highest academic qualification
   Diploma ☐
   Bed ☐
   Masters ☐
4. Years of experience as a head teacher...........................................

PART A: TYPE OF SCHOOL AND EXTENT OF STUDENTS PARTICIPATION IN MANAGEMENT SUPPORT

1. Type of school
   Boarding boys ☐
   Boarding girls ☐
   Mixed boarding ☐
   Boys’ day ☐
   Girls’ day ☐
   Mixed day ☐
   Mixed day boarding ☐
2. When did your school start an elected body of students’ leaders?

3. State ways in which you have been involving students’ councils in management support.

4. Has the election of students council in your school had any impact on?
   i) Staff - Students’ relations?  Yes  ☐  ☐  
   ii) Students leadership role  Yes  ☐  ☐

5. Give reasons why it is necessary or not necessary for school in Mwingi Central District to adopt students councils?
   i) Necessary (Reasons)

   ii) Not Necessary (Reasons)
6. Since you started having elected students’ councils has the students unrest increased or decreased?  
   Increased  □  Decreased  □

7. Since 2008, has the election of students councils contributed to increase or decrease of students indiscipline in Mwingi Central District?  
   Increased  □  Decreased  □

8. What are some of the indicators of:-

   a) Increase of indiscipline
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

   b) Decrease of indiscipline
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

9. To what extend are you satisfied that discipline of students in Secondary schools in Mwingi Central District has improved since 2008?  
   i. Fully satisfied  □
   ii. Satisfied  □
   iii. Partly satisfied  □
   iv. Not satisfied  □

10. If the discipline trend of students in the District since 2008 has improved or has not improved, state some of the indicators.

   i) Improved (indicators )
ii) Not improved (indicators)

11. State other areas in the school where the impact of students’ council is felt apart from management support.

12. What challenges do you face when students choose leaders on their own?

13. Suggest ways in which you have been addressing these challenges.
Thank you for your responses
GUIDANCE AND COUNSELING TEACHERS QUESTIONNAIRE

This questionnaire is intended to collect data for research purposes. The information will not be used for any other purpose without the authority of the school and it will be kept confidential.

Please tick the appropriate box or fill the required information

1. Highest academic qualification
   Diploma  [ ]
   Bed  [ ]
   Masters  [ ]

2. Years of experience as a Guidance and counseling teacher

PART A: THE EXTENT OF STUDENTS INVOLVEMENT IN MANAGEMENT SUPPORT

1. When did the concept of students councils begin in this school?

2. How often are students council elections held in this school?
   a) After 1 year  [ ]
   b) After 2 years  [ ]
   c) After 3 years  [ ]

3. What role do students councils play in management support in this school?

................................................................................................................................................................
................................................................................................................................................................

89
4. Suggest the ways in which the role of students council in management support can be improved to be more effective.
   i) ..................................................
   ii) ..................................................
   iii) ..................................................

5. From 2008 when the concept of elected students council in secondary schools began, what has been the trend of students indiscipline in this school?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

6. Were there any indicators of students unrest before 2008 in this school?
   Yes [ ] No [ ]

7. If yes state some of the indicators.
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

8. Has the discipline trend of students in this school changed or have not changed since 2008?
   Changed [ ] Not changed [ ]
9. If changed, state ways in which it has changed

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

10. Do students in this school play any supervisory and disciplinary roles?

Yes   □   No   □

If yes state

a) the supervisory roles

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........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

b) The disciplinary roles

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........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank you for your responses
QUESTIONNAIRE FOR FORM 3 STUDENTS

Do not write your name or admission number anywhere in this paper. The questionnaire is intended to collect data for research purposes. Tick the appropriate box or enter the required details.

1. Gender  Male  Female

2. Current class (form)

3. What role does the students council play in management support in your school?
   i) .................................................................
   ii) .................................................................
   iii) .................................................................
   iv) .................................................................
   v) .................................................................

4. Give five ways in which students’ councils can be involved in management support in your school.
   i) .................................................................
   ii) .................................................................
   iii) .................................................................
   iv) .................................................................
   v) .................................................................

5. Are there challenges that students’ councils face in this school?
   Yes  [ ]  No  [ ]

6. If yes what are the challenges that students councils face in this school Key for use
7. Tick one of the boxes below using the key provided to answer the following questions

Key for use

i) Strongly agree

ii) Agree

iii) Disagree

iv) Strongly disagree

a) Most of your school policies favour students.

i) Strongly agree

ii) Agree

iii) Disagree

iv) Strongly disagree

8. Commend on the trend of indiscipline of students in this school before introduction of elected students leaders.

9. Has the introduction of students councils in this school contributed to decrease or increase of students indiscipline?

i) Increase

ii) Decrease
10. Has the trend of students discipline in this school improved trend or not improved since the introduction of the students council?

Improved [ ] Not Improved [ ]

11. a) If improved what are some of the indicators

....................................................................................................................................................
....................................................................................................................................................

b) If not improved what are some the indicators

....................................................................................................................................................
....................................................................................................................................................

12. Which other areas in the school have witnessed students’ council active participation apart from management support?

....................................................................................................................................................
....................................................................................................................................................

Thank for your responses
# APPENDIX 2: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST IN KSHS.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project writing</strong></td>
<td></td>
</tr>
<tr>
<td>a. Internet surfing 20hours @100</td>
<td>2,000/=</td>
</tr>
<tr>
<td>b. Stationary 4 reams @400</td>
<td>1,600/=</td>
</tr>
<tr>
<td>c. Typing and binding 5 copies @400</td>
<td>2,000/=</td>
</tr>
<tr>
<td>d. Photocopy and binding 10 copies @100</td>
<td>9,600/=</td>
</tr>
<tr>
<td><strong>Piloting</strong></td>
<td></td>
</tr>
<tr>
<td>a. Developing instrument 10 copies @50</td>
<td>500/=</td>
</tr>
<tr>
<td>b. Lunches and traveling 4days @2000</td>
<td>8,000/=</td>
</tr>
<tr>
<td></td>
<td>8,500/=</td>
</tr>
<tr>
<td><strong>Data collection</strong></td>
<td></td>
</tr>
<tr>
<td>a. Development of instruments 100 copies @30</td>
<td>3,000/=</td>
</tr>
<tr>
<td>b. Lunch and travelling 10days @2000</td>
<td>20,000/=</td>
</tr>
<tr>
<td></td>
<td>23,000/=</td>
</tr>
<tr>
<td><strong>Data analysis and project production</strong></td>
<td></td>
</tr>
<tr>
<td>a. Computer services 12 hours @100</td>
<td>1,200/=</td>
</tr>
<tr>
<td>b. Project typing 100 pages @30</td>
<td>3,000/=</td>
</tr>
<tr>
<td>c. Project photocopying and binding 8 copies @2000</td>
<td>16,000/=</td>
</tr>
<tr>
<td></td>
<td>20,200/=</td>
</tr>
<tr>
<td></td>
<td><strong>61,300/=</strong></td>
</tr>
</tbody>
</table>

95
LETTER TO THE DISTRICT EDUCATION OFFICER

TITUS M. MUTUA
P.O. BOX 296-90400
MWINGI
DATE________________

THE D.E.O
MWINGI CENTRAL DISTRICT

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN THE DISTRICT

I am a student at Kenyatta University pursuing a master of education degree course in Educational Administration. As part of my course, I am required to carry out a research on the role of student’s councils in secondary schools management support in Mwingi Central District.

The purpose of this letter is to seek your permission to collect relevant data in your district. I promise to abide by the required rules and regulations as well as ethical considerations expected in research.

Attached herewith are copies of questionnaires and research abstract.

Thanking you in advance for your cooperation.

Yours faithfully,

Titus M. Mutua
Cell phone: 0733229535
Email: mutuatitus@ymail.com
LETTER TO SCHOOL PRINCIPAL

TITUS M. MUTUA
P.O. BOX 296-90400
MWINGI
DATE___________________

THE PRINCIPAL _________________________ SCHOOL

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.
I am a student at Kenyatta University pursuing a master of education degree course in Educational Administration. As part of my course, I am required to carry out a research on the role of students’ councils in secondary schools management support in Mwingi Central District.

The purpose of this letter is to seek your permission to collect relevant data in your school. I promise to abide by the required rules and regulations all information will be treated with confidentiality.

Attached herewith are copies of the questionnaires and research abstract and permit.

Thanking you in advance for your cooperation.

Yours faithfully,

Titus M. Mutua

Cell phone: 0733229535

Email: mutuatitus@ymail.com
LETTER OF INTRODUCTION
LETTER OF RESEARCH PROPOSAL APPROVAL
LETTER OF AUTHORIZATION BY THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
LETTER OF AUTHORIZATION BY THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION
APPENDIX 4: RESEARCH PERMIT FROM THE NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION