THE INFLUENCE OF STUDENTS’ COUNCIL LEADERSHIP TRAINING ON DISCIPLINE MANAGEMENT IN SECONDARY SCHOOLS IN KIRINYAGA- EAST SUB- COUNTY KENYA.

BY

NYAGA BEATRICE NDUTA

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OCTOBER 2018
DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university or institution for examination.

Sign____________________ Date: ________________________

Beatrice Nyaga.

MALD/6484/16

SUPERVISOR.

This is to certify that this thesis has been submitted with my permission and authority as the University supervisor.

Sign: ___________________________ Date: 11TH OCTOBER 2018

Dr. Edward Nzinga (PhD).

Senior Lecturer

Department of Leadership
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DEDICATION

This research thesis is dedicated to my husband Dickson Nyaga, my children Alvan and Hope because of their inspiration, sacrifice and encouragement during the writing of the research thesis, which cannot be quantified.
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ABSTRACT

In 2008 the Ministry of Education resolved to open up the democratic space in schools by gradually establishing students’ council with leaders directly elected by the students to replace the prefect system. The administrators of the secondary school were expected to operationalize them by 2013. A major gap in the process has been lack of guidelines for systematic formation, structuring and capacity building of the students’ council. This research is meant to investigate the area of capacity building, on the influence of leadership training of students’ council on school discipline management. The research sought to examine the influence of leadership training of students’ council particularly on nurturing their leadership skills, promotion of discipline and order in the daily operations, and whether they are empowered to become role models in conflict resolution and team change agents in their schools. These are key duties of students’ council that play a key role in maintaining school discipline and therefore key elements in the leadership training. The study was founded on the philosophical paradigm of pragmatism, having the views that knowledge is both constructed and based on realities on the ground. The study used a descriptive survey design, with a target population of 33 public secondary schools in Kirinyaga East sub-county. A sample size of 10 schools (30% of population), was randomly selected through stratified sampling of three boarding boy’s public secondary schools, three boarding girl’s public secondary schools, and four mixed day public secondary schools a 30%, 30%, 40% sample size for each category respectively. A sample of with 10 principals/deputy principals, 10 guidance and counselling teachers, and 100 students’ council were sampled out. Data collection was by use of questionnaire only. Descriptive and inferential statistics was used in data analysis. Descriptive statistics analysis include the mean, mode, sum, standard deviation and percentages, while inferential statistics was done using Pearson correlation analysis. The study establish that training that encompasses nurturing the leadership skills, promotion of discipline and order in the daily operations of the school, role modelling in conflict management and change agents in team management, translated to improved discipline in schools as evident in Kirinyaga East Sub County. The study concluded that there is a positive correlation between students’ council leadership training and discipline management in schools and the higher the level of competence of the students’ council, the higher the probability of good academic performance and low levels of indiscipline cases such as strikes. The study recommends that the students’ council leadership training be used as a tool to promote diplomacy and responsibility as a supreme principle of morality among students and mobilize them to actively participate in community service and corporate social responsibility activities.

Key words. Students’ council, discipline, leadership training, public schools, management.
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LIST OF ABBREVIATIONS.


NACOSTI - National Commission for Science, Technology and Innovation
LIST OF ACRONYMS

BOM - Board of management.

CEO - County Education officer.

KSSHA – Kenya secondary schools head association.

KSSSCC – Kenya secondary school’s students’ council constitution.

MOE - Ministry of Education

NSSCLC - National secondary students’ council leaders’ conference.

ROK - Republic of Kenya.

TSC - Teachers service commission.
OPERATIONAL DEFINITION OF TERMS.

School discipline: Maintenance of peace, harmony, order and teamwork in school (ROK, 2012).

School indiscipline: The deviant behavior students show in school such as, bulling, fighting, truancy, stealing and other bad behaviors (ROK, 2012).

Stakeholders: The group of people or individuals with special interest with a school.

Students’ council: A representative structure through which students in an institution of learning can become involved in the affairs of the school, working in partnership with school management, teachers, support staff and parents for the success of the school (ROK, 2012).

Team work: The combined action of a group, especially when effective and efficient work done together in an organized cooperation.

Team spirit: Enthusiasm toward other people.

Team player: A person who empowers others to become positive role models and change agents.
CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

Introduction

This chapter discusses the background of the study, the statement of the problem, purpose of the study, objectives of the study, research questions and assumptions of the study, justification of the study, significance, scope, limitations and delimitations of the study.

Background of the Study

The Ministry of Education (MOE) in Kenya has been undergoing radical fundamental structural changes to enable it deliver services effectively and efficiently. The main areas being in human resources, financial resources, legal and technological in nature and having meaningful student involvement in governance and management of schools is one of these reforms (Republic of Kenya, 2012). Sometimes it is possible for school administrators and the ministry of education as a whole, to think of students as potential beneficiaries of change and rarely as participants in the process of school change and institutional life. They are therefore left out in many major projects, programs and policies making. However research has shown that when educators work with students in schools, as opposed to working for them, the school improvement is positive and meaningful for everyone involved (Muli, 2011). The students’ council program concept started here in Kenya in 2008, when the Kenya Secondary School Heads Association (KSSHA), in partnership with the Ministry of Education and UNICEF came together to explore a participatory approach in school governance that would involve the students in the decision making process particularly on issues that directly affect them. This was necessitated by failure of the prefect system that became so unpopular and resented by students leading to serious repercussions even death as in the case of Nyeri high school, where prefects were burnt to death in May 1999 (MOE,
2005). All stakeholders in education sector were alarmed by the wave of students’ unrest that swept across the country in 2008. The school principals were blamed for not being open to dialogue with their students and unrest served as preferred avenue for students to vent their frustrations with the school administration. The government then, came up with the project to address issue the ‘formation of students’ council’. Under the council system, student’s leaders are democratically elected by their fellow students to represent them. There is also a student representative leader to the Board of Management (BOM) in the school. Before then, students’ council in Kenya only existed in university and colleges (Kisulu, 2013).

In the area of nurturing the council members’ leadership skills, radical reforms have been proposed as a way of addressing causes of tensions in schools which are eventually forming the bases of violent strikes. Since 2009, the Annual National Students Council Leaders Conferences (NSSCLC) have been held to enable students from various parts of country interact and share their experiences. The forum has been used to sensitize students’ leaders on the contemporary issues of national government and their impact on their welfare, careers, and development of their capacity building. The MOE has since developed a sessional paper Number 14 of 2012 and the Basic Education act 2013. In these two documents the role of students in management of schools is well stipulated. By participating in governance, the students become part of the decision making process on issues that affect their welfare and also enable them to develop their potential.

The conflict management strategy deployed was a more reactive and problem solving approach rather than a proactive process. As such, its adoption was taken with mixed reactions and reservations by different schools, something which has slowed down its growth progress (Muli, 2011). The unprecedented wave of secondary school’s student unrest experience in 2008,
resulted in disruption of the learning process and destruction of property. The KSSHA and UNICEF took a lead in investigations and through consultation and analysis of the causes of unrest, realized that some of the conflicts arouse out of bulling, inter-class rivalry, unresolved conflicts, lack of representation in decision making and ineffective communication (UNICEF/KSSHA, 2013). The level of indiscipline of students was also found to be directly related to how the schools were governed especially in the management of the student’s affairs and welfare. A parliamentary committee was formed and recommended that a student council be formed with the aim of; Opening channels of communication in schools; Cultivating a culture of dialogue; and developing other non-violent disputes resolution mechanism (Sterrett, 2012). This calls for a systematic training for students’ council to be able to perform these duties.

To create acceptance and team work among the stakeholders, the MOE with support from UNICEF, developed a student participation strategy that involved training of some head teachers and some students forming representative student councils at the school, county and national levels. Out of this approach, over 150 district or county students’ councils were formed and the National Student Council of Kenya formed in 2009. The KSSHA formally adopted the elected student council during the 2009 inaugural of National students’ leaders’ conference held in Nairobi, Bomas of Kenya (ROK, 2012).

In promotion of order and discipline management, many schools in Kenya where students’ council are effective and efficient, there is high level of good performance and low level of student strikes as revealed by baseline study in 2012 (Kisilu, 2013). Much research has demonstrated, that the quality of education depends primarily on the way schools are managed, more than the abundance of available resources. A school may be well equipped with resources but end up being closed or merged with others due to ineffectiveness of the leadership offered.
The capacity of schools to improve in teaching and learning is then strongly influenced by the quality of the leadership provided by the BOM, the principal and the students’ council. This is because the school policies are far more likely to be successful where they are clearly understood and accepted by all partners within the school community (Republic of Kenya, 2012). This translate to governance being shared and a lot of team work for the students feel more positive towards institutional goals and objectives as recommended by Kisilu (2013). In such schools, the structures are well defined, there is order and positive team spirit. The role of the teachers is much limited to teaching and carrying out academic duties hence the evidence of continuous academic performance. The highly engaged students’ council will not only improve in self-awareness, leadership skills, vocational and academic outcomes, but also translate to having a well-disciplined school (MOE. 2009).

Statement of the Problem

The KSSHA has been playing a pivotal role in promoting the establishment of students’ council in secondary schools, but the major gap in the process has been, lack of systematic formation and structuring of student councils and their capacity building (UNICEF/KSSHA, 2013). There is a lot of research carried out on the roles of students council, but very little has been done on their capacity building after the induction. The students’ council training manual was done by UNCEF/KSSHA to provide the guidelines on the formation, structure and training on leadership. The induction session alone is not enough after the election and a comprehensive capacity building process is needed for them to carry out their mandate effectively. Despite the benefit that administration of schools would get from trained students’ council, there exists low level of attention and resources mobilization to facilitate the training (MOE, 2009). The duties of students’ council are summarized as; promote peace and harmony in the daily operations of the
school; provide opportunities and nurture students’ leadership skills; and to empower students to become positive role models and change agents in their schools, community and society (MOE & UNICEF, 2007-2008).

However in recent past 2016, the education sector was faced by a wave of school unrest similar to that of 2008 when the formation of students’ council was initiated. Fires in schools destroyed properties worth millions of shillings. The stimulus given was introduction of turf examination rules and ceiling of loopholes for endemic exam cheating in the country. The wave brought out the same questions of; how well our students’ leaders are equipped and prepared to avert school unrest and destruction of school properties. Are they equipped with skills that can help to solve internal conflicts as well as external conflicts that threaten peaceful coexistence? Can they be able to negotiate with their fellow students to come up with a peaceful amicable resolution and make schools child friendly? When there is an uprising and crisis of students against the government policies, or the school administrators, are the students’ council equipped with leadership skills to negotiate a change? How about solving the conflict with a win-win results? Would the leadership training have positive influence in promoting peace and harmony in the daily operations of the school, provide opportunities that nurture students’ leadership skills and empower them to become role models and change agents in their schools, community and society which seem to lack? A knowledge gap exists regarding the influence of the elected students’ council training on their role of discipline management.

Purpose of the study

The purpose of the study is to examine the influence of students’ council leadership training on school discipline management in public secondary schools in Kenya. The research sought to examine the influence of leadership training of students’ council particularly on key duties of
students’ council that play a key role in maintaining school discipline and therefore key components in the leadership training.

Specific objectives of the study

a) To determine the influence of students’ council leadership training in nurturing their leadership skills to manage discipline in secondary schools in Kirinyaga-East Sub County.

b) To determine the influence of students’ council leadership training in promoting discipline and order in the daily operations of secondary schools in Kirinyaga East Sub County.

c) To examine the influence of students’ council leadership training on role modelling conflict management to manage discipline in secondary schools in Kirinyaga-East Sub County.

d) To examine the influence of students’ council leadership training in empowering students to become team change agents and manage discipline in secondary schools in Kirinyaga-East Sub County.

Research Questions of the Study

i. To what extent, has the students’ council leadership training nurtured their leadership skills to manage discipline in secondary schools in Kirinyaga-East Sub County?

ii. How has students’ council leadership training, promoted discipline and order in the daily operations of secondary schools in Kirinyaga-East Sub County?

iii. Has the students’ council leadership training influenced role modelling in conflict management to manage discipline in secondary schools in Kirinyaga-East Sub County?

iv. To what extent has students’ council leadership training influenced the empowerment of students to become team change agents in managing discipline in secondary schools in Kirinyaga-East Sub County?
Assumptions of the Study

a) That all the schools visited have a functioning students’ council or prefect body.

b) That all the sampled schools have some economic system that can be able to facilitate the training of the students’ council.

c) That the sampled schools are a representative of the actual effectiveness of students’ leaders training program.

d) That all the respondents were sincere in their responses.

Justification/ Rationale of the Study

This research is meant to identify the gaps that exists in the students’ council leadership training meant to prepare them to fulfill their mandate. The study output may act as a source of information for educators, school administration, Ministry of Education and general public by providing evidences for developing policies concerning the students’ council management and effectiveness in performance of their duties. As an educationalist, I have witnessed the need of preparing these young leaders to perform their duties once they join office. Having qualified, informed trainers to help the students’ council understand their mandate and conceptualize their role is a challenge. Many trainings witnessed that goes on in schools in the name of leadership training are in actual sense motivational talks.

Significance of the Study

The findings of the study has the practical reality of what is happening to the leadership training of students’ council. The evidence of value addition to the students’ council training programs and the overall school discipline management and leadership is also given. The initiatives needed to address the leadership training of students’ council and ways to strengthen it are also identified. Lastly, the need to or not to have a formalized body to do the capacity
building for both the teachers in charge of the student council, and the students leaders themselves is addressed and the concerned and interested stakeholders can take action. The findings can also contribute to the body of literature on effectiveness of students’ council in secondary school discipline management in Kenya and can act as basis for further research.

Scope of the Study

The study was carried out in Kirinyaga-East Sub-county of Kirinyaga County - Kenya. The sub-county has 33 public secondary schools and a total of 10 schools will be sampled out. That means a total of 10 principals or deputy principals or discipline masters, 10 guidance and counseling teachers, and 100 student council members participated.

Limitations of the Study

a) The study was carried out only in public secondary schools because the private schools may have different form of management and students’ leadership structures.
b) The sample size comprised of teachers, and students’ council in each school while other stakeholders may also have useful information on the same topic.
c) Those interviewed were expected to give exhaustive information on the other members of the school community.

Delimitations of the study.

a) The organization or institutional culture and school administrative system of governance may affect the results but these factors are not under investigation.
b) The government sudden policy changes in education sector may affect the results but its impact is not under review.
Summary Introduction and Background Information

Secondary schools now have the democratic space of establishing students’ council leaders directly elected by the students, to replace the prefect system where teachers appointed them directly. The administrators of secondary schools are expected to operationalize them in all secondary schools. The major gap in the process is lack of guidelines for systematic formation, structuring and capacity building. The purpose of the research is to investigate the area of capacity building and school discipline management. This is particularly in nurturing their leadership skills, promotion of order in the daily operations, empowerment to become role models in conflict resolution and team change agents for them to manage discipline in their schools. These forms the objectives and the research questions. The research is limited to Kirinyaga East Sub-County teachers and student council members only. The research is justified by the research gap in the area of investigation and the significance it would bring in education sector.
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter discusses the literature review related to students’ council leadership training particularly on; nurturing leadership skills, promotion of school discipline and order in daily operations, role modelling in conflict management and team management. The role the students’ council play in school management in these four context is also discussed. It also includes the theoretical framework, conceptual framework, and the summary.

Related Literature

*Students’ council Leadership and Discipline Management*

Leadership is a process where an individual influences a group of individuals to achieve a common goal (Northouse, 2016). By defining it as a process, it means that it is not just a trait or a character that reside in the leader but rather a transactional event that occurs between the leader and the follower and can be enhanced through training. If the leadership is vague or has missing links and elements, then it is difficult for management to function well. If the students’ council are not competent and are not trained to understand their roles and how to execute them, then no matter how well their structure is, it cannot function properly as intended. It is therefore prudent to establish competencies of students’ council in the view of growing demand for more and better services at secondary level of education.

There are two common forms of leadership as given by Northouse (2016); the assigned and emergent leadership. The assigned leadership is based on formal title or position in an organization. The emergent leadership results from what one does and how one acquires support from followers. The students’ council have the two forms of leadership. They are given and
assigned positions in elective posts and the areas to be responsible for. Therefore they have authority over the designated areas such as; classrooms, dormitories, tuition block, boarding area, library, laboratories, workshops or for the president, the whole school. They also exhibit emergent leadership by the fact that they are elected by their fellow peers and they acquire support from them. Balancing the two forms of leadership simultaneously for a student, is a challenge and requires some couching and capacity building /training to be effective and efficient.

Leadership development must always be aimed at creating the leaders for the next generation by providing learning programs which must benefit both the individual and the organization and not just one or another (Page, 2008). Students’ council system provides a good opportunity for students to participate in school management and leadership. They acquire skills involved in leadership such as planning, organizing, sourcing, directing, delegating and controlling school activities. They also get an opportunity to exercise their talents as they prepare for leadership in future. A functional student council acts as a link between the school administration and the students. The training of student council on leadership benefits both the school in the management and personal development of the student leader. Okumbe (2001), argues that the students’ leaders should be thoroughly inducted by the management on their roles and the boundaries within which they should operate. That is why training becomes key in highlighting some of the key issues involved with school discipline management and leadership.

Discipline can be said to be set of rules used to maintain control or order; a process whereby a person (student), learns what is acceptable, desirable, and pleasant (MOE, 2009). According to the MOE (2009), there are three types of discipline; Preventive - what you can do to prevent misbehavior from occurring in the first place; Supportive discipline - what can be done to assist
students when they show first signs of misbehavior and Corrective discipline - what can be done to suppress and positively redirect misbehavior once it has occurred. The first two are the best forms of discipline but they requires empowerment and training for effective execution.

Students’ councils must play a pivot role of instilling fair and just leadership among the students as they manage discipline. Good performing schools are characterized by a climate of high expectations, there is team work and involvement of all the stakeholders, has strong leadership, loyalty and hand work, devoid of mistrust and suspicion safe clean, secure and friendly environment (MOE, 2012). For this to happen, the students’ council as a representatives of the student body, must be engaged in creating an environment conducive for learning and exploitation of individual potentials and talents. They play a big role in management and maintenance of all forms of discipline in the school from the normal order of daily routine, policies, rules and regulations to run smoothly. Reports from schools that have adopted functional students’ council system reveal a decrease in indiscipline cases, peaceful coexistence and improved performance in academic and co-curricular programs (UNICEF/KSSHA, 2013).

All over the world, students’ council have been useful and inclusive in school management and leadership (Leithwood & Jantzi, 2005b). In USA, students’ council serve to engage students in learning about democracy, leadership, and community activities. Students are often helped to raise funds for school wide activities that include community projects, school events, and school reforms. There is a lot of fund raising to meet the needs of the needy in the society and environmental affairs in National Association of student councils such as; California Association of student councils, Texas Association of student councils, Oregon Association of student councils, Pennsylvania Association of student councils, Minnesota Association of student councils, Northeast District student council, Illinois Association of student councils, Biddeford
high school Association of student councils, New Mexico Association of student councils, North Carolina Association of student councils, Michigan Association of student councils and Honor Societies. Notable student council Participants known to have had a significant contribution in leadership are; - Hillary Clinton- Maine East High School; Steve Culbertson - President, Amherst Regional high school. Barbara Franklin - President, Hopfield High school; Kathleen Taylor – President, Monsignor Paul Dwyer Catholic High school (Leithwood & Jantzi, 2005a).

In Jamaica, the Education Act of 1980, stated that ‘every public educational institution shall have a students’ council, which shall consist of elected representatives of students with at least one staff advisor elected by students’ (National secondary student’s council (NSSC), 2013). The NSSC in Jamaica was established in 1975 through a policy before government in 1973. The Education act of 1980, also outlined that through the student councils at secondary and tertiary levels, the students share has the right to; - Democratically elect their representatives; have representation on the board of the institution; meet with the principal, staff or both on any matter affecting the student’s interest. Practically this is where Kenya now is, as far as formation of students’ council is concerned. In Israel, the Israel’s National student and youth council is an elected body representing the Israel students and youth in Israel from the 7th grade to the 12th grade. The council was established in 1993 and the representatives mediate between government decision makers and the youth representative. Among many things, the national council initiated an amendment to the municipality’s ordinance act which lowered the age of the electors in the elections of the authorities from 18 years to 17 years. Other countries with the student’s council are United Kingdom, Germany, Indonesia, Pakistan, Philippines, Ukraine, Chile, Finland, Ireland, Norway, Singapore, Spain, Bulgaria, India and Canada (Finely, 2004).
A number of African countries have also embraced the student’s council System and this include: Uganda, Nigeria and South Africa, Egypt and Canada. In Nigeria, the student council is called student representative Council (SRC) and work to create awareness on academic and morality among the students in school. In Uganda the secondary school student councils consist of the executive and the Judiciary. It allows students to get involved in the administration of their own affairs. In all the African countries, the student’s council role is more of representation and lobbying on behalf of the students (World Bank, 2008).

Training in leadership skills provide an avenue for the development of leadership potential of the students’ leaders (MOE, 2009). It also provides an opportunity to unite the students’ council as a body to work together as a team. It strengthens the basic elements of democracy among young people as there are able to represent the views of other students, act as mediators, and advocate for the creation of a supportive learning environment. This necessitate training to build cohesion and also help in school discipline management.

*Nurturing Leadership Skills and Discipline Management*

In nurturing the leadership skills, the training should aim among other things, building the self-awareness of the students’ council. The self-awareness life skills include self-concept, self-understanding, self-esteem, assertiveness, decision making, problem solving, intrapersonal and interpersonal relationships, effective communication, peaceful conflict resolution, creative and critical thinking, negotiation skills, and coping with emotion and stress (Pellicer, 2008). This improves their referencing point in handling other students and dealing with other school community. They would also be able to explore their own values, attitudes, and expectations. The objective is nurturing of their internal leadership qualities which enhance their gifts and
talents. As a result, their mind set of whom they are comes to reality and self-actualization seems an achievable goal. Confident, self-driven and focused group of team leaders is the end product.

The quality of a true leader is in personal commitment to reflect continuously on the results of their thoughts, deeds and actions on the lives of others and the organization that they serve (Pellicer, 2008). Experiences without reflection is meaningless because thoughtful consideration of actions taken and the consequences resulting from those actions is how we are able to grow as leaders. The school administration own self-awareness influences the student council performance. Self-reflection is the way to go in the twenty first century leadership models (Page, 2008). Therefore a leader should be committed to asking questions such as: what do I care about? What do I believe about people? Why am I doing this?, what do I stand for?, what do we stand for as an organization?, what can I be?, what can we be as an institution?, what must I be?, what must we be as an institution?. Intelligence response to these individual needs and those of the institution will sustain the institution in good shape and become very innovative, competitive and needed by the society (Maxwell, 2000). Any direct change in the institution is directly proportional to the intelligent response to these right questions which results from disciplined thoughtful reflections (Pellicer (2008). By asking the right questions, it would really help not just in setting strategic plan, but also in daily operations of an institution. The nurturing of student council leadership skills would then be redirected to being answers to these questions and guiding principles of discipline management.

For this to happen the student’s council require training on leadership skills in conflict management, how to inspire, professional ethics, honesty, unconditional positive regard and confidentiality which are vital skills required as leaders and team players (Kadalie, 2006) These are skills desperately required by any leader in an organization or institution for effectiveness of
process and programs carried out. They also require training and coaching to behavior change, planning, implementation of programs, having measurable goals, group analysis, and reward for implementation and accountability procedures (Zenger and Forkman, 2009).

Promotion of order in daily operations and discipline management

Discipline according to Macmillan English dictionary for advance learners, is the practice of making people obey rules of behavior and punishing them if they do not. Leadership comes with power, and power comes with responsibility. Power is the capacity or potential to influence people, the ability to affect other people’s beliefs, attitudes and courses of action (Northouse, 2016). He also references French and Raven’s (1959) work on social power, and describes the five common bases of power as; the referent power, the expert power, legitimate, reward and coercive power.

The students’ council in one way or another have to exercise their powers in their jurisdiction if order in daily operations and discipline has to be realized. The referent power is based on follower’s identification and liking for the leader. The students’ council have referent power since they are elected by the other students who like and believe that they are capable of performing. The expert power is based on follower’s perception of the leaders’ competence. This where much of the training is needed for the students’ leaders to lead others with knowledge and understanding. There is need for training them to be able to control their political intelligence, emotional intelligence, as well as take care of their social intelligence. This would prevent activities such as school bulling whose origin is more of self-assertion is due to lack of self-awareness and respect of human rights. The legitimate power is associated with having status or formal job authority. The students’ council are assigned positions in various dockets in school management systems and the have authority over those areas. The reward power is derived from
having the capacity to provide rewards to others. These rewards may not necessarily be in monetary terms, but can even be verbal encouragement and motivation. The bad behavior or character also receives a reward of a punishment. It should however be noted that, students’ council have limited power to discipline other students. Coercive power is derived from having the capacity to penalize or punish others (Northouse, 2013). The students’ council have the power to punish others over petty issues. The use of all these powers are necessary in maintaining school discipline be it preventive, supportive or corrective discipline. The power should however, be used with caution and appropriately. That is why training is important and necessary for the members to understand their role and limits. This can be done through the advocacy and discussions which bring the students close to the administrators of the school, thus making the management of the schools easier.

The school principal is the chief disciplinarian in the school, and any form of ineffectiveness will have a trickledown effect on students’ council as well as the other students. The discipline in school will largely depend on the relationship between the administration and the student’s council (Otieno, 2001). The council are the student’s representative and their voice matters a lot to both parties. Their disciplinary role need to be very clear from the beginning during induction, as it can be a source of conflicts that eventually lead to a crisis causing destruction. When students are well disciplined, it becomes easier for the student council to; promote diplomacy and responsibility as a supreme principle of morality among student; Mobilize the students to actively participate in community service and corporate social responsibility activities and lastly organize them to consciously and constructively participate in addressing contemporary and emerging social, economic, and cultural issues that have a direct impact on students’ and society welfare and development (ROK, 2012).
The principal as leader should never forget that the strongest people in any organization are at the same time, the most gentle and compassionate (Pellicer 2008, pg. 98). Their strength does not come from rank and status, but from a strong inner core of fundamental values that are consistently validated through their daily deeds and actions while fulfilling their responsibilities to others. The core values of the school should then be upheld and practiced by all. This kind of strength does not require external confirmation from others but from the internal systems set by the school culture and organization. The school leader may spend an enormous amount of time in conferencing with teachers, parents, students, and community members but these conferences should clarify communication, alleviate potential problems and serve as a feedback sessions for school community members (Pellicer, 2008). The formal documentation of school rules and procedures may be known to all, but it is the soft skills of honesty, love, integrity, stewardship, humility and trust that glue these codes of regulations for sustainability of a school. It is self-evident that these are the very keys required in public relations and they are badly needed by everybody the school setting.

*Role Modelling in Conflict Management and discipline management.*

The national goals of education in Kenya number four is to promote sound moral and religious values. The expectation is that education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizen (ROK, 2012). At the same time, student’s council leaders have role and duty in promoting positive altitudes and developing a culture of dialogues and other non-violent dispute resolution mechanism (MOE 2005). One of the wisest investment a leader can make is discerning and meeting the needs of people (Maxwell, 2009), and the main function of students’ council role is to meet the needs of
their fellow students. Schools create a conducive environment for adolescent growth and development and avenues of interactions at various levels of all the stakeholders. Through these interactions, conflicts arise among the learners, learners and the school administration, the school administration and other members of the school community among others. For the student’s council leaders to play the role and duty in promoting positive altitudes and developing a culture of dialogues and other non-violent dispute resolution mechanism, they must act as role models and agents of change first, for them to have the moral authority to manage some of the internal conflicts. This calls for training in conflict management to be in a position to effectively do it.

Frequently student’s council find themselves in an awkward situation because they have to use both the position and emergent leadership style simultaneously. The problem is compounded further if no proper training or guidance is given after the appointment. UNICEF / KSSHA (2013), argues that, it is of paramount importance that students leaders are thoroughly inducted by the management on their roles and the boundaries within which they should operate. Constant leadership seminars and workshops should be programmed to nurture their leadership skills. In the prevention of internal conflicts in schools, the main areas of training would be on; - character education, peer mediation, bullying prevention, conflict resolution; parent and community involvement (MOE, 2012). The training would help in setting of clear institutional goals, encourage sharing of contrary opinions, provide joy and respect all individuals, and effectiveness in communication, reducing the internal conflicts among the students. It also takes full advantage of the opportunities that leadership provides of making meaningful differences in the lives of those that follow. The ultimate leadership will depend on mutual relationship between the students’ leaders and the followers based on their shared common core values (MOE, 2012).
Northouse (2016), observes the French and Raven’s (1959) five common and important bases of power, the referent, expert, reward, legitimate and the coercive power as still practiced today. Each of the bases of power increases the leader’s capacity to influence the altitudes, values and behaviors of others. The use of these leadership skills and powers can be another source of conflict among the students and therefore require training. People have power when they have the ability to affect other’s beliefs, altitudes and courses of action because power is the capacity or potential to influence (Maxwell, 2006). A student leader needs to know which power to use in different transactions and this requires some form of awareness through training.

Conflicts can be termed as internal opposing feelings or views about an issues or situations that are not right or happen at the same time and a decision has to be made, or the external disagreement among individuals or groups which may result to verbal or physical confrontation (MOE, 2012). The behavioral results of either internal or external conflict are quarrels, physical infighting, neglect, withdrawal, rebellion, strikes, rejection, negligence of duty, or even discard duties. Conflict resolution is then the ability to settle disputes amicably and peacefully. Conflicts can be caused by; needs of an individual which affects our individual behaviors, bases of power exercised, lack of clarity of ideas and beliefs, psychological type preferences, stress and how one responds to pressure. All this affects how we view and understand ourselves and others (MOE, 2009). Students’ council are confronted daily with all these facets of conflicts and they have to role model the other students. Training in conflict resolutions and management is therefore not an option in discipline management.

There are six different styles of managing differences in conflict resolutions efforts. These are; persuasion, compelling, avoiding/accommodating, collaborating, negotiating and supporting (MOE, 2005). There is no superior or inferior style over the other as they are used
differently depending on the nature of conflict. However, there are poor ways of responding to conflict which include; escape methods (flight, denial, and suicide), attack methods (litigation, assault, fight, or murder). To settle negotiations, one has to consider the following elements; separate the people from the problems; focus on interests not positions, invent multiple options looking for mutual gains before deciding what to do, and finally insist that the result be based on some objective standard (Fisher, R. & Ury W. 2012)

It takes relationally healthy people to build great relationships. However, this is not always possible because we are different and we are wired differently (Maxwell. 2000). Conflicts becomes part of us and we have to know how to resolve them peacefully. Once you reconcile with yourself, you are the capable of seeing things objectively and reduce conflict even with other people (MOE, 2009). The world is full of hurting people and hurting people often hurt others (Maxwell, 2000). The least common multiple of conflict resolution is self-awareness to bring forth the self-concept, self-confidence, and self-esteem. Training enhances this self-awareness process among the student making discipline management easier.

The school administration ought to be good environmental reader. According to Preedy (1997), the environmental readers must formulate the organization interpretation of the environment and design an appropriate response. Organization members construct or invent their environments according to their perceptions. For example a principal perceiving the environment as hostile and disapproving, may react defensively, while another principal in the same environment, may view the criticism as a source of help in promoting an agenda for change. To increase cooperation and joint action between the school and the community, the principal need to use adaptive strategies. These strategies may be by contracting, cooptation or coalition with the external community. A good practice of managing and planning projects by involving a
coherent and staged approach, makes it easier to be established in the community and the market place (Preedy 1997). That is why the students’ council need to be included in school governance and coached. This enhances community good will and reduces the external conflicts. The relationship with the community is enhanced and they become valuable watchdog of the school.

Despite the many ways of defining leadership, Northouse (2016) puts it as an influence process that assist group of individuals toward attaining a goal. From the definition, the following components can be identified; that leadership is a process, it involves influence, occurs in group and involves common goals. Whenever there are groups of people influencing each other with or without common goals and they are involved in a process, conflicts are bound to happen because of differences in personality and viewpoints. If the leadership would pay attention to the common goals only and neglect the relationships among the members, both the leader and the followers are bound to make mistakes that would lead to the downfall of that organization (Northouse, 2013). The general interactions and relationships among the students is a factor of concern for the school management. Out of it springs forth group synergy that can work for or against the institutional goals.

*Change agents and discipline management.*

The students’ council structure defines several positions and assigns them duties and responsibilities. Nonetheless, the success of the students’ council depends on individual and collective responsibility of all office bearers UNICEF/ KSSHA (2013). In short, teamwork is important to getting the other students to want to follow and this should be the guiding principle in students’ council leadership. Having a great idea and assembling a team to bring a concept to life is the first step in creating a successful business venture (Page, 2008). Student’s council leaders are elected for a term of one year only and all the requirements of leadership must be
achieved within that duration, from what they think leadership is to what actually it involves. Learning through experience or trial and error method would be very detrimental. It’s therefore important that they are trained on how to manage a team and how to make it work effectively both as the team leaders and as well as team players and agents of change.

Students’ council have a duty to empower students to become change agents in their schools, communities and society (UNICEF, 2013). This cannot be done single handedly but only in small groups which should be turned into teams. The students’ council have to understand how teams are formed and their different role in each stage if they have to bring any change in a school. In reference to Page (2008), there are five main stages of team growth and each stage has its own characteristics and challenges. These stages are the forming stage, storming, norming and performing stage and the adjourning or closing stage.

The forming stage is where the team is forming and members are cautious to explore the boundaries of acceptable group behavior. Here, the members test the leader’s guidance and search for their position with the group. The members consider questions like “What am I here for?” “Who else is here?” “Who am I comfortable with?” It is important for members to get involved with each other. Clear and strong leadership is required from the team leader during this stage. This ensures the group members clarity and comfort required to evolve to the next stage.

Stage two storming stage, is where the members are beginning to voice their individual differences, join others who share same beliefs for positioning in the group. Members often become impatient about the lack of progress, but are still inexperienced with working as a team. Much of the energy is focused on each other instead of achieving the goal. The team leader should help the members voice their views and to achieve consensus about their purpose and priorities (MOE, 2009).
Stage three is the norming stage where members begin to share a common commitment to the purpose of the group and how each of the goals can be achieved. Emotional conflict is reduced as relationships become more cooperative. The team is able to concentrate more on their work and start to make significant progress. The role of the team leader is to focus on continuing clarity of roles for each member and having a clear workable structure and process for the group to achieve its goals (Page, 2008).

The fourth stage is the coveted stage of performing stage. This is where the team is working effectively and efficiently toward achieving its goals. The members have discovered and accepted each other’s strengths and weakness. The members have learnt their roles and are open, trusting and many good ideas are produced. They are comfortable using decision making tools to evaluate the ideas, prioritize tasks and solve problems. Much is accomplished and team satisfaction and loyalty is high. The leadership role is to help the members to reflect on their experiences and to learn from them. Leadership becomes more indirect as members take a stronger participation and involvement in the group process (MOE, 2009).

The last stage is the adjourning or closing stage at the end of the year. The team’s work is completed and the team may disband or members be retained in the council. This is a critical stage as members feel unfulfilled and skeptical about the future team’s effort. The team must acknowledge the lifespan of the team and each stage internal strengths and challenges. Student’s leaders are required to recognize conflicts which may arise and know how to deal with them. This requires training if discipline has to be maintained. (Leithwood & Jantzi, 2005b).

The student council is a small task group in which the members have a common purpose, roles and complementary skills. A council can choose to form different types of teams depending on the nature of the results that they want to accomplish. Examples of these are; Self-directed or
self-managed teams, functional teams, problem solving teams and cross-functional teams. The self-directed type of team are increasingly used where team members are working to address a complex challenge in a rapidly changing environment and the strong ownership and participation of members are extremely important (Page 2008). The role of the leader in the team might change during the team activities depending on which stage of development the team is toward achieving its results. These works best in the designated areas of duty allocation. A class secretary or a dormitory secretary may use different approaches to handle a class or a dormitory depending on their needs.

The functional teams are the operating teams which can also be organized as committees to address major ongoing functions or tasks in a school (Kadalie, 2006). This could be students’ leaders on duty in a week or a task force to organize a prize giving day activities for the students. The membership of the committee is based on the official position of each of the members. The other teams are specialized in some basic function for example in equipment operations and maintenance during sport days, or major events.

Problem solving teams, can also be formed to address a particular, major problem faced by a school. Often their overall goal is to provide a written report that include recommendations for solving the problem. Membership often is comprised of people who perceive and or experience the problem as well as those who can do something about it. The teams are initiated mostly when there are unclear expectations from the school administration or there is confusion about the team’s objectives. Such team is very delicate team

Cross functional teams are formed to respond to the increasing complexity of operations in many schools with a view to coordinate interdependent activities among specialized subunits, as the demand for rapid pace, focus and problem solving challenges (Page 2008). This is normally
done by the executive students’ council during the executive meetings. The virtual teams may be
formed to help the school respond to the global customer environment and take advantage of
expertise located throughout the world. This is team can be headed by the student welfare
secretary, with the assistant by the religious secretaries, secretaries of other movements for
example the Scouts, Girl Guides, Red Cross, St John Cadets, and peer counsellors. The members
need to liaise with the administration of the school and the external community or bodies for
their activities. These teams then must have a shared goal or purpose, result driven structure,
competent team members, unified commitment, collaborative climate, high standards that are
understood by all, receive external support, recognition and encouragement and must have
principled leadership the simplified eight characteristic of effective teams given by Larson and
La Fasto (1989). This can only be realized through couching, training and mentorship.

Team leaders touch a heart, before they ask for a hand (Maxwell, 1995). Connecting with
people isn’t something that needs to happen only when a leader is communicating to groups of
people, it needs to happen with individuals and the stronger the relationship and connection
between individuals, the more likely the follower will want to help the leader (Maxwell, 2000).
At this point, the team leader becomes a team player. Students’ council need to connect with
each other and work as a team, as well as connect with their fellow students and school
administration. Leadership training addresses the difficulties in creating effective teams, by
providing practical skills and techniques involved in management of human resource to prepare
them to handle high performance demands (Page. 2008). They need skills necessary to mobilize,
inspire and motivate large group.

Genesis 2:10-25; 11:1-9, gives the characteristics of team that bring breakthrough and
accomplishment of a task as -: one language, common speech, agreement, understanding,
common direction, shared goals and planned action. Students’ council leaders being elected by their peers have to have these elements in common. When they put together these characteristics in action, there is a lot that they can achieve, which can either be positively skewed or negatively skewed. This is the reason why students can manage to burn down the school properties or be involved in dangerous activities while at the time do great positive things if properly guided on the how to go about it.

A school progress isn’t going anywhere if the people who make up the school; that is students, non-teaching staff, faculty members and parents - do not want it to go. People naturally care more about the decisions they make than the decisions that are made for them by others and they naturally rebel (Maïtles & Euchar, 2006). When students formulate their own norms and regulations, they own them and execution is normally faster and fulfilling to all. It is not leader’s prerogative, or even his or her responsibility, to make all important decisions in the school as Kotter (2012), puts it. He recommends that the great obligation of a formal leader is to give others in the organization both a reason and the opportunity to demonstrate that they care by finding ways to involve them in meaningful decision making. This makes leadership more of an interactive way of sharing skills, ideas, knowledge and relationship to achieve shared goals. The leader then enjoys leadership as a form of influencing each other rather than a burden to endure. The answers to all issues and challenges that we face in an institution, have the answers embedded among the people. The leader’s only role is to create a platform where these issues are diagnosed, scrutinized, analyzed, dissected and amicable solution invented (Page, 2008). The importance of involving the students’ leaders in decision making and working as a team is that, the solution to the issues are formulated by the people that will implement them. It becomes
easier for them to do or follow them as they are well understood. If they are provided with the opportunity to connect with their roles, it brings forth profound and lasting solutions.

The students’ council leadership training after induction may take more than a workshop brainstorming. The principal’s personal skill of being a team builder and a team player has the leaders’ responsibility to; - teach team members (staff and students’ council), what they need to know through explanation, demonstration and correction. This is learnt well through empathizing with team members so that they can relate well with the principal. The principal’s care for the team is the magic of team work. The principal can ask questions and listen to the answers that lead to a decision, solution or an action plan. It is the principal’s role to motivate the team by establishing the conditions under which team members are energized to work together toward the achievement of institutional goals. All team members must be served well by developing and investing in their leadership potential. Good teams are built on trust among members, encouragement, accountability for all actions, mission advancement, serving one another and the larger cause (Kotter, 2012). This happen only when we speak the truth in love and we will in all things grow up into who is the head that is Christ (Ephesians 4:15). Love is the sticking glue of any team as described in 1Corithians 13:4-7, that love is patient, kind, it does not envy, it does not boast, it is not proud, it is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs, love does not delight in evil but rejoices with the truth. It always protects, always trust, always hopes and always perseveres.

Students’ council should embrace team spirit which helps in enhancing self-esteem of the members, self-identity and its role in the institution (Page, 2008). Being open to praise and criticism abolishes the unseen barriers or walls and the vice of people telling the leader only what positive. It encourages people to identify difficulties and barriers and suggest solutions that
would curb a lot of loop holes (Kotter, 2012). When these qualities and skills are present, the shared values become a reality and people are encouraged and willing to share ownership of responsibility. Practical guidance should follow the induction of students’ council with the intention of improving the design of operations for quality of services. This ensures role modelling in being the agents of change in a team. It then leads to smooth running of initiatives and support from the members because they have a clear understanding of what is going on even at transition stage.

Schools’ policies are far more likely to be successful where they are clearly understood and accepted by all partiers within the school community because a desirable focused and feasible description of the future is useless if it is so complex that communicating it to large number of people is impossible (Kotter 2012). Training on team management as a team player has a lot of effect on their participatory role in school policy management, decision making and discipline management. It also creates a culture of feedback to encourage reflection among the students which is very important. As a result, the student’s council mandate must be simplified though training to enable them have workable teams that brings positive change. Page (2008), defines a team as a cohesive group of individuals who work effectively together with a commitment to reach a common vision or organizational goal. It is this synergy that allows common people to accomplish extraordinary results from their united efforts.

Theoretical Frame Work.

Theoretical frameworks are the theories and propositions about concepts and relationships that have been formulated in a field (Mugenda, 2003). It is a reasoned statement or proposition, which attempts to explain and predict a general characteristic of a phenomenon. This research is founded on the philosophical paradigm of pragmatism. Pragmatism views knowledge as being
constructed and based on the reality on the world we experience and live in. Pragmatism claims that knowledge arises out of action, situations and consequences. This research is about acquisition of knowledge through leadership training to enable the trainees perform in action, situations and handle consequences of emerging issues. The theories involved are;

*The Path Goal Theory*

The path goal theory is about how leaders motivate subordinates to accomplish designated goals. The stated goal of this leadership theory is to enhance employee performance and employee satisfaction by focusing on employee motivation. Drawing heavily from research on what motivates employee, path goal theory appeared in the leadership literature in the early 1970s, in the works of Evans (1970), House (1971), Dessler 1974 and Mitchell (1974) as stated by Northouse (2012). Students’ leaders in schools may not be ‘employees’ of the schools or subordinates, but they are part of the management team of the institution. They play a big role in the daily routine, roles and duties of the administration. The students’ council performance is highly tagged on their relationship with the school administration and how well they are motivated to work. Therefore, the relationship between the leader’s style (school administration) and the characteristics of the student’s leaders in the work setting is key in a smooth learning of the school. The underlying assumption of path goal is derived from expectancy theory which suggest that subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome, and if they believe that the payoffs for doing their work are worthwhile. Through the student’s leaders training programs, just like the subordinate, the student leaders are motivated to think that they are capable of performing their work and their efforts will result in a certain outcome that is worthwhile. The theory stipulates that leadership motivates when it makes the path of the goal clear and easy to
trade through coaching and direction, removing obstacles and roadblock to attaining the goal and making the work itself more personally satisfying (Northouse 2012, pg. 138). Through training, the students’ council will have a clear understanding of their goal, mandate, roles, duties, rights and limits on their obligations and, stakeholder’s expectations. Their work would be made easier and personally satisfying by removing the unknown factors and making it easier to buy-in into the management system. For this reason, the path goal theory is considered suitable for this study. Such an approach of attitude would probably have prevented, some of the awful experiences witnessed in 2016 because of exam cheating riddle.

*The Social Systems Theory*

The social system theory stipulates that a system consists of various components or sub-systems which must function together for the system to work. If a sub system fails, the whole system is put in jeopardy (Northouse, 2016). Social systems theory attempts to describe, explain and predict organization behavior. The general system theory is based on the work of Ludwig von Bertalanify which postulate that, all organizations are systems comprised of different units or parts, which are interrelated and inter dependent in carrying out their activities and all geared towards attainment of common goals. These different units are called 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. In the case of a school, the school gets students, teachers, resource materials from a supra system. The system then produces finished goods which in a school setting can be, persons with skills, knowledge and values to enable him/her to contribute positively to self and society. Organizations are a collection of individuals who come together to perform specific tasks to attain a common goal and form social systems. Schools are social systems, with the board of management, principal, and teachers, non-
teaching staff, students’ council, and parents each playing their unique role at attain a common goal of education.

All subsystems perform unique tasks but complementary roles to attain the common goals of the system. Thus, even if the principal occupies a higher position than student councils 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 consequently educational goals. It is, therefore, important for school administrators to appreciate and recognize the roles played by student councils regardless of their position in the administrative hierarchy.

Just like the malfunctioning of an organ in a human body will negatively affect another organ or even the whole body, the malfunctioning of the student council system will have an effect on all the other stakeholders (Mackey & Johnson, 2003). Since a school system is a set of interdependent and interacting elements a change at any one point will eventually trigger off a chain of events that have an impact on the entire system. That is how school unrests caused by ineffective student council systems may lead to destruction of school property, or even loss of human life. Mackey and Johnson (2003) also discusses the importance of achieving ‘horizontal fit or ‘horizontal integration’ to ensure unity amongst the different elements that make up the organization’s overall system. Because a school is a social system, with subsystems such as students’ council, they will require proper coordination, training on role clarity and healthy relationship for them to carry out their duties effectively.

The managerial subsystem of the principal plays the role of coordinator, planner, controller and facilitator of activities of the entire system to ensure efficiency (UNICEF, MOE & KSSHA, 2009). The students’ council play similar role but at grass root level. Just like the principals
undertakes in-service training to be able to undertake their roles effectively, so are the students’
council members also supposed to go through the same at their level. Capacity building is of
great important in the harmonization of all the subsystems to function well with clarity and avoid
gaps, omissions or conflicts of interests. For this reason, the social system theory is considered
suitable for this study. At the same time for any effective leadership in any organization, the
leader must ensure that the followers are equipped by way of competencies and resources to do
what they have to do for themselves and for the organization. (Barine & Minja, 2011).

Conceptual Framework

The conceptual framework is based on the students’ council duties as summarized by the
UNICEF/KSSHA (2013) training manual and their effects on discipline of schools. The duties
are summarized as to: provide opportunities and nurture students’ leadership skills, to promote
peace and harmony in the daily operations of the school, and empower students to become
positive role modelling in conflict management and change agents in their schools, communities
and societies as they work as a team. These forms the independent variables that the training
must encompass as areas of training objectives and content for them to be effective. The resultant
is a disciplined school with indicators of continuous academic improvement in results, discipline
and order, reduced school unrest, no bulling of students, teamwork and team spirit, in a healthy
academic environment. The school administrative systems and government policy changes may
affect the effectiveness of the students’ council performance in secondary schools, but for the
purposes of this research, these areas are have not been researched
From the studies and the research, it is clear where there is well-established and effective students’ council, the discipline of such a school is evident. The performance of students’ council depends greatly on the competence of the skills to do the tasks. The resultant is the need to equip or train on leadership skills, order in school daily operations, conflict management, and team change agents. Such competence is acquired through training by either couching, mentoring, brainstorming or through workshops. The theories involved are social system theory and path goal theory. From the theories and the studies, student empowerment is not an option but must for any effective smooth running of schools. The study is based on pragmatism paradigm.
CHAPTER THREE;

RESEARCH METHODOLOGY

Introduction

This chapter discusses the research design, the target population and sampling procedure, research instruments, validity and reliability of the research instruments, piloting testing, data collection procedure, data analysis and presentation, and lastly ethical issues.

Research Design

The study adopted a descriptive survey research design, which sought to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviors or values (Mugenda, 2003). Survey research is the most commonly used descriptive method in education sector. The method gave first-hand information from the sampled population. It involved asking questions in form of a questionnaire to enable capturing quantitative data to provide an in-depth information about the influence of the students’ council leadership training in secondary schools. The stratified sampling was used where the schools were grouped in three categories; the boarding girl’s secondary schools, the boarding boy’s secondary schools, and mixed- day secondary schools.

Target population

The research was conducted in public secondary schools in Kirinyaga –East Sub-County. The choice of location was based on presence of all public schools in the categories identified and the possibility of having all factors that would influence school governance in sub-urban and rural setting. It also had easy accessibility of the researcher demographically. The targeted population was the 33 public secondary schools, grouped into three categories; Boarding boys,
boarding girls and mixed day schools. They comprised of 33 principals, 33 deputy principals, 33 guidance and counseling teachers, and approximately 660 students’ council members. The principals were chosen because they are the top in the overall management of schools; the deputy principals because they are in charge of students’ council and discipline of students; the guidance and counseling teachers, because they played important role in the general students’ body on matters of discipline and capacity building of the students’ council. The students’ council members, were chosen at random, because there are the subjects of the training and they can easily judge whether they benefited from the trainings or not. At the same time, they can give evidence of gaps that exist in the training program.

Sampling Procedure

The research took a stratified sampling technique to select public schools and grouped them into three categories; boarding boys, boarding girls, and mixed day schools. In 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 and the researcher used ten schools translating to 30% of the total public secondary schools in the Sub County which has 33 public secondary schools. Simple random sampling was used to get the schools in each category. Out of the ten schools, the respondents involved comprised of three boys boarding 30% of the sample size, three girls boarding 30%, and four mixed day schools 40%. Simple random sampling was used to sample each category by use of 30% rule recommended by Mugenda and Mugenda (2003). A total of 120 respondents was used for the study comprising of 10 principals or deputy principals, 10 guidance and counseling teachers, and 100 students’ council members. This sample was ideal and within the accepted sample for descriptive analysis for statistical data. The students’ council members sampled were 10 out of the total council members per school,
apart from form ones. This was to make sure that, those involved have at least be in school for more than a year. The sampling was regardless of their positions in the council, from the student president to the form secretaries through ballot random sampling.

Research Instruments

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

Questionnaires

A questionnaire is an instrument used to gather data which allows measure for or against a particular view point (Orodho, 2009). The instrument has the 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 are immediate and are in a usable form hence easier to administer. The questions were accompanied by a list of possible alternatives from which the respondents selected the answer that best described their situation. The respondent’s responses gave insights into their feelings, background, hidden motivation, interests and decisions. The only disadvantage of closed ended questions is that the responses were limited and the respondent is compelled to answer questions according to the researcher’s choices. However, the use of the category of indicators took care of all those responses which did not fit in the given categories.

Validity of the Instrument

Validity of the instrument is the degree in which the instrument accurately measures the variables to obtain the actual phenomena under study (Mugenda, 2016). It involved checking whether the research instruments measured 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 my supervisor competent in the area of study. He assessed the relevance of the content used in the questionnaires developed, examine the questionnaire individually and provide feedback and recommendations that would be the final questionnaire appropriate for the study.

Reliability of Measuring Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2013). This is the consistency in giving almost same results every time an instrument is used to collect data. Test pre-test was used to measure the reliability of the research instruments. The questionnaire was given to a small group of the respondents that were not involved in the study. The same group was given the same questionnaire again after a weeks to fill. The consistency eliciting the same responses every time they were administered gave the reliability of the instrument.

Data Collection Procedures

The researcher acquired a permit to carry out the research in Kirinyaga East sub-county, from the National Commission for Science Technology and Innovation, the County Commissioner Kirinyaga County and County Director of Education Kirinyaga County. The principals of the selected schools were informed through official visit and official letters of introduction by the researcher. The researcher visited the school’s first to be familiar with the schools and built a rapport with the administration respondents before the actual day of study. The researcher then visited each school and distributed the appropriate questionnaires at the appointed time and collected the data from the Principals/Deputy Principal, guidance and counseling teachers and the students’ council. The questionnaires were checked to confirm that all the questions have been filled accurately and packaged safely for analysis.
Piloting / Instrument Pre-testing

This involved 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 two schools in the same sub-county, but the findings were not be included in the final study. Two principals, two teachers and ten students were given questionnaires to fill in the pilot study. The pilot study helped the researcher to note questions that were vague in the sense that the respondents interpret them differently. Any deficiencies, cluttered question, wrong numbering, unclear directions, space adequacy, wrong phrasing, was corrected before the actual study. The comments and suggestions made by the respondents during the pretesting were taken seriously to improve questionnaire.

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, 2010). Once the questionnaires were administered, the mass of raw data collected were systematically organized in a manner to facilitate analysis. The data processing and analysis was both inferential and descriptive. The descriptive statistics used measures of central tendencies; the mode, mean, and standard deviation. The use of tabulations, frequency tables and percentages is largely used in the study. The data analysis is quantitative and qualitative responses organized into pertinent areas of the study based on research questions. The analysis was done using SPSS. Data presentation is by use of tables and bars graphs. The researcher then draws conclusion to establish relationships and made further research recommendations.
Ethical Issues

Since researchers are people genuinely concerned about other peoples’ quality of life, they must be people of integrity, who will not undertake research for personal gain or research that will have negative effect on others (Mugenda, 2003). For this reason, confidentiality and privacy of the respondents was protected by keeping the information given confidential. This was also promised and explained to all the respondents. The use of names of individuals was protected by use of pseudo names or numbers during data collection. Anonymity was applied by not revealing the names of each school’s response. The researcher also used the principle of voluntary consent for the respondents to fill the questionnaire. The pertinent issues of not adhering to Ministry of Education guidelines in cases where students’ council are not functional was reassured of confidentiality. This was meant to avoid conflict of interest and the consequences thereof.

Summary Research Methods

The study used a descriptive survey design, with a target population of 33 public secondary schools in Kirinyaga East sub-county. A sample size of 10 schools (30% of population), was randomly selected through stratified sampling of three boarding boy’s public secondary schools, three boarding girl’s public secondary schools, and four mixed day public secondary schools a 30%, 30%, 40% sample size for each category respectively. A sample of with 10 principals/deputy principals, 10 guidance and counselling teachers, and 100 students’ council were involved. Data collection was by use of questionnaire only. Descriptive and inferential statistics was used in data analysis and ethical issues taken into consideration.
CHAPTER 4.

RESULTS AND DISCUSSION

Introduction

This chapter includes the data analysis, presentation of results, interpretation of findings and discussions. The discussions review the findings in the context of empirical literature and the existing knowledge about the variables addressed in the study.

Background and Demographic Information of the Respondents

The researcher used ten schools translating to 30% of the total public secondary schools in the Sub County which has 33 public secondary schools. Stratified sampling was used and schools were sub divided into three strata, the boys boarding schools; the girls boarding schools and mixed day schools. Simple random sampling was used to get the schools in each category. Out of the ten schools, the respondents involved comprised of three boys boarding 30% of the sample, three girls boarding 30%, and four mixed day schools 40%. This is within the acceptable research requirement according to Mugenda and Mugenda (2003). The researcher distributed the questionnaires and the respondents filled them appropriately. The principals or the deputy principals in each school were involved to giving the data and information, because they are the chief disciplinarians and the overall supervisors of the management. They also gave the training needs that are not yet met. The guidance and counselling teachers gave data on general matters of discipline and capacity building of the student council and the training needs that are not yet met. The students’ council members are the subjects of the training and were able to judge the impact of the training on the performance of their duties. The researcher sought to know the distribution of demographic information to be able to understand the type of respondents and for correlation purposes. The respondents had the following demographic information.
The Demographic Information of teachers

Gender. The respondents were asked to indicate their gender and the finding were 50% male while 50% were female, an indication that there were no gender disparity in the management of the schools as indicated in the Table 4.1

Table 4.1: Gender for Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / Deputy principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Age. The study sought to find out the age of the respondents because it gives evidence of direct or indirect experience in handling students. The results indicates majority of the respondents were above the age of 41 years for both the principal/deputy principals and the guidance and counselling teachers as per the Table 4.2.

Table 4.2 Age in Years of the Teachers

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / deputy principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41 - 50yrs</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>51 -60yrs</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Guidance and counselling teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40yrs</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>41-50yrs</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>51-60yrs</td>
<td>3</td>
<td>30.0</td>
</tr>
</tbody>
</table>
Level of Education. The respondents indicated their level of education as in the data Table 4.3.

Table 4.3. Level of Education

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / deputy principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Guidance and counselling teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Degree</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Level of education was important in conceptualizing, and interpretation of policies that deal with student discipline and capacity building. It also helped on how well the respondents understood and interpreted the questions. Out of the principals/ deputy principals involved in the study, 80% of the respondents had university degree while 20% had Master’s degree in education. The guidance and counseling teachers had 20% diploma level, 70% degree, and 10% master’s level. The percentages depicted most of the respondents had the knowledge of the policies and government programs dealing with students.

Duration of Service. The respondents were asked to indicate their years of experience in their respective roles and gave the following report in Table 4.4
Table 4.4 *Years of Experience.*

<table>
<thead>
<tr>
<th></th>
<th>Years of experience</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal / deputy principal.</td>
<td>1-5yrs</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>5-10yrs</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>10-15yrs</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Above 15yrs</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Guidance and counseling teachers.</td>
<td>6-10yrs</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Above 15yrs</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the findings, the years of service showed most principals/deputy principals had on job experience in school management of five year and above. The guidance and counseling teacher had between six and fifteen years, 30%, and majority 70% had over 15 years. This means majority of the school management team had served in the two eras of student leader. This means they have witnessed the challenges facing the student’s council implementation and discipline issues in schools. They were then suitable to give information in regard to the problem under investigation.

*The Demographic Information of the Students’ council*

Table 4.5 *Gender of the Students*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>56</td>
<td>56.0</td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>44.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.6 *Student council class form*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td>14</td>
<td>14.0</td>
</tr>
<tr>
<td>Form 3</td>
<td>40</td>
<td>40.0</td>
</tr>
<tr>
<td>Form 4</td>
<td>46</td>
<td>46.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.7 Years of Experience

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>15</td>
</tr>
<tr>
<td>one year</td>
<td>38</td>
</tr>
<tr>
<td>Two Years</td>
<td>22</td>
</tr>
<tr>
<td>Three years</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, most of the students’ leaders are male 56% and most of them were form three and form four students. Majority had one year and above years of experience.

*Type of School.* The following types of schools in figure 1, were involved in the study.

![Figure 2: Type of School](image)

The representation was three boys boarding school (30%), three girls boarding (30%), and four (40%) mixed day schools. This was a good representation of the targeted population. Different schools were approached because of the possibility of having all factors that would influence school governance represented in both rural and urban centers of public schools. The generalization here is that they have the same level of cultural, economic systems and other school based strengths and weaknesses that help in the functioning of students’ councils.
Students’ Council Leadership in Secondary Schools.

Students’ Council Leadership Training.

The study sought to examine whether there was any form of formal facilitation of leadership training done to the elected students’ council members and who does the training. The report is in Table 4.8 and Table 4.9.

Table 4.8 Leadership Training Done

<table>
<thead>
<tr>
<th>statement</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid YES</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.9: The Trainers of Students’ Council on Leadership

<table>
<thead>
<tr>
<th>Trainer</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>External /motivational speakers.</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Internal speakers; Administration and guidance &amp; counseling teachers.</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the finding, most schools (80%) do the leadership training, while some (20%) do not. Most of the training is done by the administration and guidance and counselling teachers 75% while some schools 25% invite external or motivational speakers.

Nurturing leadership skills and discipline management

The study sought to examine the influence of leadership training in nurturing of leadership skills to manage discipline. The results are presented in the Figure 2 and Table 8.
Table 4.10. *Indicators of Nurturing Students' Leadership Skills and Discipline Management*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved self-awareness and the students’ council is confident, assertive, take their work seriously and able to express themselves.</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Have improved on organizing and planning skills and can be able to handle events without so much input of the teacher.</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Have improved on coordinating skills to maintain order in the school in accordance to school rules and regulations.</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Have improved directing skills which have led to better performance of duties, as their decision making skills are empowered.</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Communication skills are enhanced and dialogue improved between the students and the administration. They are able to positively engage other students and have fruitful meetings</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Delegation and off-loading skills are employed to be able to balance the leadership roles and academic performance.</td>
<td>4</td>
<td>40.0</td>
</tr>
</tbody>
</table>

The majority of the respondents agreed that student council leadership training has helped in the nurturing of their leadership skills. They gave the indicators as improved self-awareness and the student council is confident, assertive, take their work seriously and able to express themselves. The training also improved their organization and planning skills and they can be able to handle events without so much input of the teacher, improved coordinating skills to maintain order in the school in accordance to school rules and regulation. Directing skills have
improved which have led to better performance of duties, as their decision making skills are empowered. Dialogue and Communication skills are improved between the students and the administration. They are also able to positively engage other students and have fruitful meetings. Delegation and off-loading skills are improved and they are able to balance the leadership roles and academic performance. This concurs with UNICEF/KSSHA (2013) that induction session alone is not enough after the election and a comprehensive capacity building process is needed for them to carry out their mandate effectively. Abwere (2009), also established that competencies of students’ council should be addressed urgently in the view of growing demand for more and better services at secondary level.

Promotion of Order in the Daily Operations of the School

The study sought to examine whether the student council leadership training promoted order and discipline in the daily operations of the school and the indicators. The results are presented in Figure 3 and Table 4.11.

![Figure 4. Promotion of Order in the Daily Operations of the School](image)
Table 4.11: *Indicators of Promotion of Order and Discipline in Daily Operations of the School*

<table>
<thead>
<tr>
<th>Statement</th>
<th>frequency</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth running of daily operations of school routine</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Improved personal student’s cleanliness and the cleanliness of the school in general.</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Order in the dormitories and dining hall.</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Improved respect of teachers.</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Improvement on time management.</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Reduced school unrest.</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Reduced student suspensions due to indiscipline cases.</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Reduced noise making</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Continuous academic improvement.</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Students are able to solve minor discipline issues without the involvement of the teacher on duty.</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

From the findings the respondents agreed that students’ council leadership training promoted the discipline and order in the daily operations of the school with 80% yes and those that did not agree with it were 10% and 10% had no training done, hence not applicable. The indicators of promotion given were; smooth running of daily operations of the school routine, improvement in personal student’s cleanliness and general school the cleanliness, order in the dormitories and dining hall, respect of teachers, improved time management, reduction on school unrest, reduction in student suspension due to indiscipline cases, reduced noise making, continuous academic improvement, and that the students are able to solve minor indiscipline issues without the involvement of the teacher on duty. This concurs with UNICEF/KSSHA (2013) that the level of indiscipline of students was found to be directly related to how the schools were governed especially in the management of the student’s affairs and welfare. It also confirms that schools where students’ council are effective and efficient, there is high level of
good performance and low level of student strikes as revealed by baseline study in 2006 (UNICEF/ MOE, 2007).

Role Modelling in Conflict Management and Discipline Management

The study sought to examine the influence of student council training on role modelling in conflict management to manage discipline. The findings are given in the figure 4 and Table 4.12.

![Figure 5: Role Modelling in Conflict Management](image)

Table 4.12: Indicators of Improved Role Modelling in Conflict Management

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No bulling of students and teachers are handling few cases of internal conflict.</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>No scrambling for food in dining hall.</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Peaceful coexistence with fellow students and teachers.</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Improved communication through dialogue to explain the school policies and programs.</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Students are able to handle external peer pressure and not go on strike because everyone is doing it.</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Good interpersonal relationship of the students and the community around the school.</td>
<td>6</td>
<td>60.0</td>
</tr>
</tbody>
</table>
The respondents agreed that the student council leadership training helped to improve the role modelling of the student council in conflict management in resolving the internal and external conflict with 80% yes, 10% no and 10% not applicable. The indicators of improved role modelling in conflict management were: No bulling of students and teachers are handling few cases of internal conflict, no scrambling for food in dining hall, peaceful coexistence with fellow students and teachers, improved communication through dialogue to explain the school policies and programs, students are able to handle external peer pressure and not go on strike because everyone is doing it, good interpersonal relationship of the students and the community around the school. This is in agreement with UNICEF/ MOE (2007) that student’s council leaders have role and duty in promoting positive altitudes and developing a culture of dialogues and other non-violent dispute resolution mechanism.

Team Change Agent and Discipline Management.

The study sought to examine the influence of students’ council leadership training on their team management as change agents. The finding represented in Figure 5 and Table 4.13.
Table 4.13. *Indicators of Empowerment to Team change agents*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students’ council have;</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Shared goals and planned plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative climate by having some council members being on duty to help each other.</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Have unified commitment to duty allocation.</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Meetings done amicably.</td>
<td>6</td>
<td>60.0</td>
</tr>
</tbody>
</table>

The student council leadership training has empowered the student council to work as a team with 90%, yes and 10% not applicable. The respondents agreed that the student council leadership training has empowered the student council to work as a team and gave the following as indicators; student council have shared goals and work plans, the student council has collaborative climate by having some council members to be on duty to help each other, the leaders have unified commitment to duty allocated, the student council have meetings done and held amicably. This concurs with Republic of Kenya (2012); Republic of Kenya, 2008), in the adoption of students’ council in secondary schools in Kenya, that the school policies are likely to be successful when they are clearly understood and accepted by all partners within the school community.

Findings from the Students’ Council Members.

The study also sought to examine from the student council members themselves whether the students’ leadership training done has any influence in nurturing their leadership skills, promotion of discipline and order in the daily operations of the school, role modelling in conflict management and change agents in team management. Descriptive statistics was used to compute the mean and the standard deviation of the results as presented in Table 4.14.
Table 4.14 Response from Student Council members

<table>
<thead>
<tr>
<th>Statement.</th>
<th>N</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has nurtured student’s leadership skills.</td>
<td>100</td>
<td>147</td>
<td>1.47</td>
<td>.717</td>
</tr>
<tr>
<td>Promoted discipline and order in the daily operations.</td>
<td>100</td>
<td>173</td>
<td>1.73</td>
<td>.664</td>
</tr>
<tr>
<td>Helped in role modelling in conflict management</td>
<td>100</td>
<td>161</td>
<td>1.61</td>
<td>.601</td>
</tr>
<tr>
<td>Has helped in being change agents in team management.</td>
<td>100</td>
<td>161</td>
<td>1.61</td>
<td>.709</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the finding, the respondents agreed that student leadership training was done and has contributed to nurturing student’s leadership skills, promotion of discipline and order in the daily operations of the school, role modelling in conflict management, and change agents in team management as reflected by the mean value of 1.47, 1.73, 1.61, and 1.61 respectively and a standard deviation of 0.717, 0.664, 0.601, and 0.719 respectively. This confirms that schools’ policies are far more likely to be successful where they are clearly understood and accepted by all partiers within the school community (Republic of Kenya, 2012).

Correlational Analysis

The study sought to examine the relationship between students’ council leadership training and discipline management by the students’ council members. The areas investigated were, conducting students’ council leadership training, nurturing of students' leadership skills, promotion of order in the daily operations of the school, role modelling in conflict management, and team change agents. The relationship was established through Pearson correlation analysis and the results presented in Table 4.15
Table 4.15. Correlations Analysis Results

<table>
<thead>
<tr>
<th></th>
<th>Conducting leadership training</th>
<th>Indicators of nurturing leadership skills</th>
<th>Indicators of promotion of order in daily operations of the school</th>
<th>Indicators of Improved role modelling in conflict management</th>
<th>Indicators of team management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducting leadership training.</td>
<td>Pearson Correlation.</td>
<td>1</td>
<td>.736*</td>
<td>.901**</td>
<td>.725*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.015</td>
<td>.000</td>
<td>.018</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Indicators of nurturing leadership skills.</td>
<td>Pearson Correlation.</td>
<td>.736*</td>
<td>1</td>
<td>.811**</td>
<td>.604</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.015</td>
<td>10</td>
<td>.004</td>
<td>.065</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Indicators of promotion of order in daily operations of the school.</td>
<td>Pearson Correlation.</td>
<td>.901**</td>
<td>.811**</td>
<td>1</td>
<td>.846**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.004</td>
<td>.002</td>
<td>.003</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Indicators of Improved role modelling in conflict management.</td>
<td>Pearson Correlation.</td>
<td>.725*</td>
<td>.604</td>
<td>.846**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.018</td>
<td>.065</td>
<td>.002</td>
<td>.054</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Indicators of team change agents.</td>
<td>Pearson Correlation.</td>
<td>.748*</td>
<td>.891**</td>
<td>.837**</td>
<td>.623</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.013</td>
<td>.001</td>
<td>.003</td>
<td>.054</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).

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

From the findings on correlation analysis, there was a positive significant relationship between conducting students’ council leadership training and nurturing students leadership skills of $r=0.736$, with $p<0.01$, meaning training had a positive influence on nurturing their leadership skills to manage discipline. The result also indicates a positive significant relationship between conducting leadership training and promotion of order and discipline in the daily operations of the school, role modelling in conflict management, and team change agents of $r=0.901$ with $p<0.01$, $r=0.725$ with $p<0.05$ and $r=0.728$ with $p<0.05$ respectively. There is also positive significance between the variables meaning they positively influenced each other and they are
interrelated and interconnected. This indicates that having a well-coordinated structure that work for the school system brings order, peaceful coexistence, collaborative teams, and students being agents of change in discipline management.

Student Discipline in Kirinyaga East Sub-County.

The study sought to examine whether the student’s discipline in Kirinyaga East Sub-County has increased or decreased and the indicators. The respondents gave the following results in the Table 4.16 and Table 4.17.

Table 4.16 Student's Discipline in Sub County has Increased or Decreased

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Increased</td>
<td>10</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.17. Indicators of Increase of Student Discipline in Kirinyaga East Sub-County.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased school unrest to almost none.</td>
<td>10</td>
<td>100.0</td>
</tr>
<tr>
<td>Reduced student's expulsion and high retention rate</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Reduced cases of conflict and hostility when students from different schools when they meet for co-curricular activities such as games or music festivals.</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Conflicts which can bring indiscipline are detected early, reported and arrested.</td>
<td>5</td>
<td>50.0</td>
</tr>
</tbody>
</table>

The findings revealed that students discipline in the Kirinyaga East Sub County has greatly increased (100%) and the indicators given are; decreased school unrest to almost none, reduced student's expulsion and high retention rate, reduced cases of conflict and hostility when students from different schools when they meet for co-curricular activities such as games or music.
festivals, conflicts which can bring indiscipline are detected early, reported and arrested. This agrees with the reports from schools that have adopted functional students’ council system that reveal a decrease in indiscipline cases, peaceful coexistence and improved performance in academic and co-curricular programs (UNICEF/KSSHA, 2013). According to Wango (2009), all members of the student council should be responsible for the discipline of the students in and out of school.

Support Needed to Improve Student Council Leadership Training Program.

The study sought to examine the support needed to improve the students’ council leadership training and the results are presented in the Table 4.17.

Table 4.18. Support Needed to Improve Student Council Leadership Training Program.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Frequency</th>
<th>Percent%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training to have provision of more qualified external trainers</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Retraining of teachers on leadership.</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Allocation of funds and resources to the training program just like any other co curriculum school activity.</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Improve the student council motivation and incentives.</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Having regular trainings and follow-up workshops not just inductions.</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Development of training manual by the ministry and availed to the teachers.</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>schools having joint training sessions to share experiences,</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Support from the Ministry of Education office in the running of the program.</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Church to supplement the efforts done by the schools in training the student council members for the church sponsored schools.</td>
<td>2</td>
<td>20.0</td>
</tr>
</tbody>
</table>

The Support needed to improve student council leadership training program include; provision of more qualified external trainers, retraining of teachers on leadership, allocation of funds and resources to the training program just like any other co curriculum school activity,
improve the student council motivation and incentives. having regular trainings and follow-up workshops not just inductions, development of training manual by the ministry and availed to the teachers, schools having joint training sessions to share experiences, support from the Ministry of Education office in the running of the training program, church to supplement the efforts done by the schools in training the student council members for the church sponsored schools.

Summary of Results

The descriptive analysis done gives a significant evidence of influence of students’ council leadership training on school discipline management. The influence affects the discipline management in schools in all the variables investigated and the indicators are evident. The correlation analysis done gives a positive intercalated relationship between the variables. The study established that training encompassing nurturing the leadership skills, promotion of discipline and order in the daily operations of the school, role modelling in conflict management and team change agents, translate to improved discipline in schools as evident in Kirinyaga East Sub-County
CHAPTER 5
SUMMARY, CONCLUSION AND RECOMMENDATIONS.

Introduction

This chapter discusses summary of findings, conclusions, recommendations and areas of further research.

Summary of the Findings

From the findings it is clear that, the students’ council leadership training influences the discipline of school in areas of nurturing their leadership skills, promotion of discipline and order in the daily operations of the school and resolving internal and external conflicts and empowering them to be agents of change in team building.

*Nurturing Leadership Skills and Discipline Management.*

The students’ council leadership training nurtured their leadership skills for positive effectiveness and efficiency in performance duties hence improving school discipline according to the results. The training helped by improving their self-awareness translate to being more confident, assertive, taking work seriously and are able to express themselves. The training also improved their organization and planning skills and they are be able to handle events without so much input of the teacher. There is improvement in coordinating skills to maintain order in the school, in accordance to school rules and regulation. Improved directing skills lead to better performance of duties because their decision making skills were enhanced. The communication skills were enhanced and dialogue improved between the students and the administration. The students’ council are also able to positively engage other students and have fruitful meetings. Employment of delegation and off-loading skills is evident and balance between the leadership roles and academic performance. UNICEF/KSSHA (2013) advocates for induction process to
least cover the duties and responsibilities undertaken by the council. The communication channels, maintenance of records, time management, team work and delegation of duties are details that need to be well explored, understood and clear to all. The student council should have its own constitution that guides the running of the council affairs and should be interconnected to their roles and duties for effective and smooth running of their affairs.

*Promotion of Order and Discipline in the Daily Operations*

From the findings the students’ council leadership training promote order and discipline in the daily operations of the school. This is by influencing the smooth running of daily operations of the school routine, personal student’s cleanliness and general cleanliness of the school. The training also equips them with soft skills that help them to bring order in the dormitories and dining hall and improve on time management. The result is improved respect of teachers, reduction on school unrest, reduction in student suspension due to indiscipline cases and reduced noise making in school. This culminate to continuous academic improvement and the students are able to solve minor indiscipline issues without the involvement of the teacher on duty. This concurs with UNICEF/KSSHA (2013) that the level of indiscipline of students was found to be directly related to how the schools were governed especially in the management of the student’s affairs and welfare. It also confirms that many schools in Kenya where students’ council are effective and efficient there is high level of good performance and low level of student strikes as revealed by baseline study in 2006 (UNICEF/ MOE, 2007).

*Role Modelling in Conflict and Discipline Management*

The student council leadership training helps to improve the role modelling of the student council in conflict management by being able to resolve both the internal and external conflict. The improvement in role modelling in conflict management is evident by reduction or no bulling
of students and teachers handling few cases of internal conflict. The students will not scramble for food in dining hall because there is a patterned order and there is peaceful coexistence between fellow students and teachers. There is also improved communication through dialogue to explain the school policies and programs. The students are also able to handle external peer pressure and not go on strike because everyone is doing it and they have good interpersonal relationship with the community around the school. This is in agreement with UNICEF/ MOE (2007) that student’s council leaders have role and duty in promoting positive altitudes and developing a culture of dialogues and other non-violent dispute resolution mechanism.

Team Change Agents and Discipline Management

The student council leadership training has empowered the student council to work as a team. This is by helping the student council to have shared goals and work plans. The student council are also able to have a collaborative climate by having some council members to be on duty to help each other. The student leaders through the training will have unified commitment to duty allocated and can be able to hold meetings amicably. This concurs with Republic of Kenya (2012); Republic of Kenya, 2008), in the adoption of students’ council in secondary schools in Kenya, that the school policies are likely to be successful when they are clearly understood and accepted by all partners within the school community.

Conclusions

The study established that, students’ council leadership training influenced the nurturing of leadership skills of council members, promotion of order in the daily operations of the school, the council role modelling in conflict management and being team change agents. This translate to improved discipline in schools as witnessed in Kirinyaga East Sub County. The higher the level of competence of the students’ council, the higher the probability of good academic
performance and low levels of indiscipline cases such as strikes. The balance of use of various forms of power and use of soft skills can bring about order and manage discipline. At the same time there is room for other measures of discipline management as the influence of the training on nurturing leadership skills, conflict management, and team change agents may require more than the training can offer such as building of healthy interpersonal relationships that reduces conflicts.

If the leadership would pay attention to the common goals only and neglect the relationships among the members, both the leader and the followers are bound to make mistakes that would lead to the downfall of that organization (Northouse, 2016). The students’ council play a vital role in the relationship between the school administration and the fellow students, staff and community. The leadership training is then very key in improving and bridging the gap to this relationship and discipline management in secondary schools as per the evident given by the research findings. From the result, the student’s council mandate must be simplified though training to enable them have workable teams that brings positive change.

Recommendations

Based on the conclusion drawn from the study, several recommendations are made. The study recommends that a school should have a well-coordinated students’ council structure that work for the school system to bring order and manage discipline. On nurturing leadership skills, the study recommends a training program design that addresses self-awareness and leadership skills. It should have consistency in approach to maintain the quality of the program. This means establishing a destination by defining the program goals with observable or quantifiable cognitive, affective and psycho-social objectives. The training can also be used as a tool to promote diplomacy and responsibility as a supreme principle of morality among students.
On the second variable on promotion of order in daily operations, the study advocates for the council to be equipped to know and understand their mandate, power, authority and roles. The vision, motto, mission statement, core values, policies, rules and regulations of the school should be clearly spelt out and understood by all. The training makes the work of the students’ council clear and personally satisfying by removing the unknown factors and making it easier to buy-in into the management system. Discipline management of schools, then become manageable for all stakeholders.

On the third variable on conflict management and discipline management, the study recommends every school to do its own ‘PEDESTEL (political, economic, demographic, education, socio-cultural, technological, environmental and legal factors)’ analysis of the school before induction or during the actual training process for the purposes of dealing with current emerging needs in the school community. The preparation of the training curriculum and development should take the PEDESTEL analysis as a template for formulating ways of nurturing the students’ council leadership skills at their level of comprehension and utility. MOE (2009) advocates for training with main approaches on character education, peer mediation, bullying prevention and conflict resolution. Leadership power utility should also be done with caution.

The fourth variable on change agents in team management, the study recommend that the council be equipped with team building skills for them to be in a position to mobilize other students to actively participate in community service and corporate social responsibility activities. The students’ council can be used as a representative structure through which the students become involved in cooperate affairs. The training can also help to create a culture of feedback by encouraging reflections among the students.
The study also recommends allocation of funds and resources to the training program just like any other co-curriculum school activity, improved student council motivation and incentives, having regular trainings and follow-up workshops not just inductions, schools having joint training sessions to share experiences and support from the Ministry of Education office in the running of the training program is highly recommended. Church should also supplement the efforts done by the schools in training the student council members especially for the church sponsored schools. The Catholic Church sponsored school are a good example. This will go a long way in strengthening the school administration organs and helping the schools to comfortably execute their mandate and manage discipline.

A monitoring and evaluation checklist would also serve the function of clarifying and making explicit the philosophy and the values of the training design, content, and implementation program. The data collected can give the impact and effectiveness of the training and also act as a guide to decision making organs on the rationale of proposing changes or value additions. Finally the study recommends that students’ council leadership training should be taken with the seriousness it deserves, if we have to have good performing schools and avert the destruction that accompanies school’s indiscipline.

Areas for Further Research

The school administrative systems and government policy changes may affect the effectiveness of the students’ council performance in secondary schools, but this research has not examined these areas. The government policies in education sector has greatly changed and these has influenced the school administrative systems and the management of school. Its effects on academic results, discipline and order, team spirit and healthy academic environment is an area of research. Other areas in students’ council leadership training that can be researched on include
and not limited to; the program design comprising the program concept consistency with the overall philosophy of education, the resources for the program whether they are equal to the other co-curriculum programs and whether the program has consistency in the form of goals and objectives.

Policies and regulation can also be examined, on whether there are new policies necessary to allow the program to be fully functional and other ways established to address the changes in development of the program. The teacher effectiveness and development in rolling it out can also be examine on whether the teacher talents and contributions are fully explored in the program and any unplanned administrative constraint on teachers. Resource utilization is another area that can be researched on, whether the training program has been funded according to objectives of the program, its sustainability, funds earmarked for innovation and further change in the program, or established procedure for assessing future resource needs and or plans for their acquisition. With the current trend of burning schools, the link between the peer pressure and leadership mandate of the students’ council need to be investigated also. These areas can be investigated further for future research.
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National Youth Council of Ireland (2001). *Youth participation, citizenship, democracy*. Dublin: NYCI.


APPENDICES.

Appendix I. Questionnaires.

PRINCIPALS/ DEPUTY PRINCIPAL QUESTIONAIRE.

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 in the required information.

PART (A). PERSONAL INFORMATION

1. Gender: Male ☐ Female ☐

2. Age in years ..........................................................

3. What is your highest academic qualification?
   Diploma. ☐
   Bed. ☐
   Masters. ☐

4. Years of experience as a head of Guidance and counseling department..................

PART (B). THE EFFECTS OF STUDENTS’ COUNCIL LEADERSHIP TRAINING.

1. When did you start having an elected body of students’ councils 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. Do the students’ council in this school play any disciplinary roles?

Yes □ No □

If yes state the disciplinary roles.

……………………………………………………………………………………………………
……………………………………………………………………………………………………

4. Do your school facilitate the training of your students’ council members?

Yes. □

No. □

If yes who does the training and what are their qualifications?

5. Since you started having the students’ council leadership training has it nurtured their leadership skills?

Yes. □

No. □

Explain some of the indicators of your yes or no? ..........................
6. Since you started the students’ council leadership training, has it promoted discipline and order in the daily operations of your school?

   Yes.  
   No.  

   Explain some of the indicators of your yes or no? ..........................................

7. Since you started having students’ council leadership training;
   
   (a). Has the student unrest increased or decreased?

   Increased  
   Decreased  

   (b). Are the student council able to manage both internal and external conflicts facing them?

   Yes  
   No  

   (c). Please explain some of the indicators of resolved internal conflicts and external conflicts by the students’ council.

   Resolved internal conflicts indicators.

   Resolved external conflicts indicators………..

8. Since you started having students’ council leadership training are the students’ council able to work as team?

   Yes  
   No  

What are some of the indicators that show that the students’ council leadership training has affected the empowerment of students to become team players in your school?


9. Since you started training of the student council, has it contributed to increase or decrease of student’s indiscipline in Kirinyaga East Sub County?

Increased [ ] Decreased [ ]

10. What are some of the indicators of:

(a). Increase of indiscipline

(b). Decrease of indiscipline

11. To what extend are you satisfied that discipline of students in Secondary schools’ in Kirinyaga East sub-county has improved.

Fully satisfied [ ]

Satisfied [ ]

Partly satisfied [ ]

Not satisfied [ ]
12. Suggest some of the ways you think the students’ council training can be supported and improved to become more effective

Thank you for your responses
HEAD OF 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 in the required information.

PART (A). PERSONAL INFORMATION

4. Gender: Male    □    Female    □

5. Age in years ......................................................

6. What is your highest academic qualification?
   □ Diploma
   □ Bed
   □ Masters

4. Years of experience as a head of Guidance and counseling department..........................

PART (B). THE EFFECTS OF STUDENTS’ COUNCIL LEADERSHIP TRAINING.

2. When did you start having an elected body of students’ councils in this school?

10. How often are students’ council elections held in this school?
   
   d) After 1 year □
   e) After 2 years □
   f) After 3 years □
11. Do the students’ council in this school play any disciplinary roles?

Yes ☐ No ☐

If yes state the disciplinary roles.

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

12. Do your school facilitate the training of your students’ council members?

Yes. ☐

No. ☐

If yes who does the training and what are their qualifications?

13. Since you started having the students’ council leadership training has it nurtured their leadership skills?

Yes. ☐

No. ☐

Explain some of the indicators of your yes or no? ....................... 

14. Since you started the students’ council leadership training, has it promoted discipline and order in the daily operations of your school?

Yes. ☐

No. ☐

Explain some of the indicators of your yes or no? .........................

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15. Since you started having students’ council leadership training;

(a). Has the student unrest increased or decreased?

Increased □  Decreased □

(b). Are the student council able to manage both internal and external conflicts facing them?

Yes □  No □

(c). Please explain some of the indicators of resolved internal conflicts and external conflicts by the students’ council.

Resolved internal conflicts indicators.

Resolved external conflicts indicators.

16. Since you started having students’ council leadership training are the students’ council able to work as team?

Yes □

No □

What are some of the indicators that show that the students’ council leadership training has affected the empowerment of students to become team players in your school?
17. Since you started training of the student council, has it contributed to increase or decrease of student’s indiscipline in Kirinyaga East Sub County?

Increased □ Decreased □

10. What are some of the indicators of:

(a). Increase of indiscipline

……………………………………………………………………………………………………
………………………………………………………………………………………………

(b). Decrease of indiscipline

……………………………………………………………………………………………………
………………………………………………………………………………………………

11. Has the discipline trend of students in this school changed or have not changed since the training of students’ council began.

Changed □ Not changed □

If changed, state ways in which it has changed

……………………………………………………………………………………………………
………………………………………………………………………………………………
12. Suggest some of the ways you think the students’ council training can be supported and improved to become more effective

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

Thank you for your responses
QUESTIONNAIRE FOR STUDENTS’ COUNCIL MEMBERS.

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

1. Gender. Female ☐ Male ☐

2. Current class (form) ☐

3. How long have you served as a student council member in this school?
   Half year ☐ One year ☐ Two years ☐ Three years ☐

4. Has the introduction of students’ councils in your school contributed to a decrease or increase of student’s indiscipline?
   (i) Increase ☐
   (ii) Decrease ☐

5. Has there been any form of students’ council leadership training in your tenure?
   Yes ☐ NO ☐
   (a) Would you say the training, has nurtured your leadership skills?
   Yes ☐ NO ☐
   If yes, what role did the students’ council leadership training play in supporting and nurturing your leadership skills?
   ………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………
6. Tick one of the boxes below using the key provided to answer the following question.

(A) The students’ council leadership training has nurtured our leadership skills?

(i) Strongly agree
(ii) Agree
(iii) Disagree
(iv) Strongly disagree

(b) Mostly after the training in your school there is discipline and order in daily operations.

(i) Strongly agree
(ii) Agree
(iii) Disagree
(iv) Strongly disagree

(c) The students’ council members act as role models in conflict management in your school.

(i) Strongly agree
(ii) Agree
(iii) Disagree
(iv) Strongly disagree

(c) After the training, you work as a team in your students’ council affairs.

(i) Strongly agree
(ii) Agree
(iii) Disagree
(iv) Strongly disagree
7. Has the training of the students’ council in leadership improved the trend of students’
discipline and order in the daily operations of the school or not?

Improved □ Not Improved □

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

……………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………

(b) If not improved what are some of the indicators.

……………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………

8. After the leadership training, are you now able to solve some of the internal conflicts and
external conflicts that you face as students’ leaders?

Yes □ No □

If yes, explain some of the ways the training has helped you solve some of the conflicts.

……………………………………………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………………………………………

If no, explain some of the reasons why the training has not helped in solving the conflicts.
9. Has the students’ council leadership training made you become a better team player in your school?

   Yes [ ]               NO [ ]

If yes, what role has the students’ council leadership training played in empowering you to become a good team player?

………………………………………………………………………………………………
…………………………………………………………………………………………

If no, explain some of reasons why the training has not helped you become a better team player.

………………………………………………………………………………………………
………………………………………………………………………………………………

10. Which other areas of leadership training would you recommend to be include in the program?

…………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Thank for your responses.
Appendix II. Research Clearance Permit from NACOSTI

THIS IS TO CERTIFY THAT:
MS. BEATRICE NDUTU NYAGA
of PAN AFRICA CHRISTIAN UNIVERSITY,
0-10301 KIANYAGA, has been permitted
to conduct research in Kirinyaga
County

on the topic: AN EXAMINATION OF THE
EFFECTS OF STUDENTS COUNCIL
LEADERSHIP TRAINING ON DISCIPLINE
IN SECONDARY SCHOOLS IN KIRINYAGA
EAST SUB COUNTY, KENYA.

for the period ending:
2nd March, 2019

Applicant’s
Signature

Permit No.: NACOSTI/P/18/77849/21658
Date Of Issue: 2nd March, 2018
Fee Received: Ksh 1000

[Signature]
Director General
National Commission for Science,
Technology & Innovation
Appendix III. Research Authorization Letter from NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: NACOSTI/P/18/77849/21658

Date: 2nd March, 2018

Beatrice Nduta Nyaga
Pan African Christian University
P.O Box 56875 – 00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “An examination of the effects of students council leadership training on discipline in secondary schools in Kirinyaga East Sub County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for the period ending 2nd March, 2019.

You are advised to report to the County Commissioner and the County Director of Education, Kirinyaga County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.

Godfrey P. Kalerwa MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:
The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.
Appendix IV. Letter of Authorization from County Commissioner

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams “COMMISSIONER” Kerugoya
Telephone. 21053 Kerugoya
countycommissionerkirinyaga@gmail.com

COUNTY COMMISSIONER
KIRINYAGA COUNTY
P.O. BOX 1
KERUGOYA

ADM 1/23 VOL.II/51

Beatrice Nduta Nyaga
Pan African Christian University
P.O. Box 56875-00260
NAIROBI

30TH JULY 2018

RE: RESEARCH AUTHORIZATION

Following your request to conduct research on “An examination of the effects of students council leadership training on discipline in secondary schools in Kirinyaga East Sub County”, I am pleased to inform you that you have been authorized to undertake research for a period ending 2nd March, 2019.

By a copy of this letter, the Deputy County Commissioner, Kirinyaga East Sub County and County Director of Education are requested to accord you necessary action.

L. R. NJAGI
FOR: COUNTY COMMISSIONER
KIRINYAGA COUNTY

C.c.

Deputy County Commissioner
Kirinyaga East

County Director of Education
Kirinyaga County
Appendix V. Letter of Authorization from County Director of Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

COUNTY DIRECTOR OF EDUCATION
KIRINYAGA COUNTY
P. O. BOX 96
KERUGOYA

REF.NO.MOE/CDE/KRG/GEN/09/85/195
30th July 2018

Beatrice Nduta Nyaga
Pan African Christian University
P O BOX 56875-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, “An examination of the effects of students council leadership training on discipline in secondary schools in Kirinyaga East Sub County in Kirinyaga County, Kenya.”

I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 2nd March, 2019.

P. M. MAGIRI
COUNTY DIRECTOR OF EDUCATION
KIRINYAGA

CC: COUNTY COMMISSIONER
KIRINYAGA

Vision: To have a globally competitive quality Education, Training and Research for Kenyans sustainable development.