

Student Councils Effectiveness in Motivating Other Students to Enhance Discipline in Secondary schools in Murang'a Sub –County, Kenya

By

Ndwiga Laurenzia Wegoki, Prof. Momanyi Marcella and Dr. Shem Mwal'wa

Abstract

The purpose of the study was to determine the Student Councils Effectiveness in Motivating Other Students to Enhance Discipline in Secondary schools. The study was anchored on Astin's students' involvement theory. Convergent Parallel Mixed Methods Research Design guided the study. The quantitative approach adopted a Cross-sectional survey whereas the qualitative approach used phenomenology designs. The target population included all Principals, Deputy Principals, Boarding Staff, Student Leaders, and Students. Probability and non-probability sampling techniques were used to sample study participants. Data collection tools used included questionnaires, interview guides, and a document analysis guide that were subjected to both content and face validity. Cronbach Alpha technique determined the reliability of quantitative items. Qualitative items were determined in terms of their trustworthiness. Descriptive statistics particularly frequencies and percentages analyzed quantitative data that was presented in frequency distribution tables. Qualitative data analysis was done with content analysis and presented in excerpts, direct quotes, and narratives. The key findings indicated that student council leaders involved other students to enhance discipline through peace talks and clubs, peace rallies, peer counselling, motivational programs that sort their issues. The study concluded that schools that involved students' leaders effectively maintained discipline than those who did not. Challenges encountered by student councils included some students' disobedience to their directives, fighting back, bullying, disrespect, lack of balancing between academic work and leadership deteriorated their performance. The study recommended that school leadership strengthen induction and capacity building programs for student leader to equip them with innovative leadership skills to perform their duties effectively.

Key words: Discipline, Effectiveness, Enhance, Motivating, Murang'a Sub –county, Students, Secondary schools

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Introduction and Background

Student leadership is a very important aspect in student development. On the other hand, students' indiscipline has been rampant and many educational institutions have been trying to find means possible to increase the level of effectiveness of the student leaders in enhancing discipline. In 1989, at the United Nations Convention on the rights of the child, four major principles to guide the implementation of the right to education were highlighted. These were; Non-Discrimination, the best interest of the Child, the right to life, survival, and development of the child to the maximum extent possible, and the right of children to express their views in all matters affecting them. These views are to be given due weight per their age and maturity (United Nations, 1989).

Concerning this, children need to be effectively involved in their learning. They should participate actively in shaping their own lives and learning in schools. The right to education was understood in terms of universality, respect, participation, and inclusion. Kagendo (2018) notes that the aspect of participation involves students having a greater influence on what happens in their lives. They should be given opportunities to participate fully in leadership and decision-making in all that pertains to them and to become responsible citizens.

According to Kariuki (2012), this aspect is most crucial especially in learning institutions where it initially took the form of a perfect system and later Student Council leadership. He says that young people have a right to both have a say and to appropriate conditions that enable participation in matters of importance to them. Student leadership refers to the education principles and practices that give young people the opportunities and support to understand their rights, find their voices, participate in decision-making, and become responsible citizens. The area of student leadership has been given a keen interest in Kenya and the world over. Commendable progress is noted in most countries that are signatories to the UNCRC as they have made statutory provisions for children to participate in leadership and decision-making in institutions of learning. They have made developed structures that represent the views of students at various levels, (United Nations, 2009).

Bawman and Krskova (2016) explain how in the USA the Student Councils (SC) operate in many forms to facilitate good learning, conducting school activities such as community projects, school reforms, and social events. In Britain, the SCs are well established and they are called student managers with the responsibility of regularly monitoring the attendance, punctuality, and group mentoring programs as observed by Allen (2013). They also carry out other activities such as individual mentoring, peer mentoring, reading support groups, and running the homework club as explained by Berrin (2015).

In Finland, schools establish SCs through which they voice their grievances and opinions as explained by Shatilova (2014). The student leaders are the voice of the others and are given

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the mandate to maintain a smooth communication chain with the administration. Australia's student participation takes precedence in school administration. Njozela (2010) observes that the involvement of students as participants in Australian schools has greater enjoyment, efficiency, and effectiveness whether in projects that focus on issues of specific concern to the young or within processes of development in the wider society.

Sergiovanni (2010), noted that Israel has a well-developed SC in schools and at the national level. Their main task is to promote young leaders who are elected from various sectors to represent students. The same structure is witnessed in Ireland, which has had elaborate SCs since 1998. In Hong Kong, SCs involvement in management is done with the supervision of teachers and it is known as teacher collective learning. In South Africa, the Law requires that every public school should establish a governing body that should include the learners' representatives from the 8th grade or higher as Mabovula (2009) highlights. Namibia gives priority to the establishment of SCs. Their role is outlined in the user's guide to the education code of conduct. (Government of Namibia, 1993). Students are elected democratically and included in the school boards. The school boards deal with discipline, finance, staff appointments, school facilities, and any student-related matters.

Education is a fundamental human right. Africa has taken a keen interest in Student leadership and among the first African countries to advocate student council (SC) is Tanzania. The schools have Councils whose membership and functions are specified in the national policy on School Councils. Nigeria has well-established and structured SCs that work to create awareness of moral and academic issues of students. The student leaders are allowed to make decisions that would affect their academic social and moral life as Mukiti (2014) explains. In Uganda, secondary schools have the SCs divided into two; the executive and the Judiciary. It is a great support pillar for academic excellence as observed by Chemutai and Chumba (2014). They build the school spirit by encouraging students to participate in school activities, supporting the welfare of the school's student body as a whole. Angeng'a & Simwata who carried out a study of Makerere University and noted the students' power in leadership support this. Murage (2016) also notes that the SCs in Uganda provides an environment for students to ascertain and discuss student opinions. Egypt has embraced SCs too and as Indimuli (2012) explains, the structure is that of an organization helping students share ideas, interests, and concerns with teachers. In Ghana, Glover (2015) Observes that SCs are well established and the priority is given to training the SCLs for effective leadership. They take up great responsibilities as Cudjoe & Gyedu (2016) observed in their research on perceptions of Ghanaian students' discipline concerning drug abuse and academic performance.

In Kenya, before the New Constitution was passed, schools were all managed by the board of governors (BoGs) appointed directly by the Minister for Education as explained by Mutuku (2011). There were also Parents Teachers Associations (PTAs) in the management of the schools where members were drawn from various stakeholders but students remained unrepresented. The prefect system was in place but it was used as a control tool for teachers and the administrators rather than a student representative body. Gaps that existed between governance and coordination of education were recognized. Totally Integrated Education and Training (2001) then recommended that structures for democratic management of all educational Institutions involving all stakeholders' students included be designed and legislated (Republic of

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Kenya, 2012). The Kenyan government then enacted the children's Act CAP 586 of the laws of Kenya which came into effect in 2002. This required children to have the right to express their views on all matters that affect them (Republic of Kenya, 2001). This was meant to promote student participation in all spheres of life and more importantly in learning institutions (Griebler and Nowak, 2012).

Governance of schools without the structures that provide for student participation has seen Public Secondary Schools with indiscipline challenges for a long period. It manifested in various forms such as class boycotts, failure to do assignments, lack of cooperation in school cleaning chores, fights, absenteeism, class noise-making, theft, disrespect and violence towards the staff, unrest, drugs and substance abuse, vandalism, arsons and strikes as Ndaita (2016) observes.

Most noticeable are unrest and this is an old problem seriously noted at the start of the 20th century when the first case was noted at Maseno High school (Republic of Kenya, 2001). Since then it has been increasing in frequency and intensity. History indicates that at the start of the 21st century, student unrest in secondary schools affected all regions in Kenya. The then central province where Muranga South Sub County is currently located was among the regions most affected by students' indiscipline. In 2008, Kenya experienced the worst unrest and over 300 schools were affected (KSSHA, 2014). The underlying major problem by then was the lack of involvement of students in school discipline management. School administrations were blamed for insensitivity and high-handedness towards students' affairs. Wachira (2010) explains how the students felt bitter about not being involved in school matters and their grievances about not being listened to. Kihumba (2010) explains that many stakeholders in education then began advocating for students' involvement in school management. The Ministry of Education requested the UNICEF to help in developing a program that would link participation and peace to avert violence and indiscipline in schools. They developed a national program in partnership with the Ministry of education and Kenya Secondary School Heads Association (KSSHA) that led to the establishment of the Student Councils in secondary schools in Kenya.

According to UNICEF, the sole purpose of establishing the SC as highlighted in the policy document was: to give input about school programs and implementation of policies, to plan special events or projects, to be the bridge of communication between students and administration, to manage and maintain discipline and order in schools. Also engaging students in learning about democracy and leadership and promoting diplomacy and responsibility as a supreme principle of morality among students (UNICEF, 2012). The policy states the functions that the SCLs would have to undertake. These are; SCs should have a constitution to govern them, a student representative should be assigned an area of jurisdiction e.g. a class, a house, etc., SC should be concerned with student's welfare; SC should manage the student's body in areas of discipline, school routine, academic programs, and Co-curricular activities. Finally, Student Councils should be sensitive to the school environment and strive for a conducive learning climate. Wambui & Kwasira (2015) discussed at length the roles of elected student councils in the management of secondary schools in Kenya. They emphasized the importance of having them in schools. Benjamin (2012) also notes that schools with student councils have fewer cases of indiscipline.

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In the year 2016, serious cases of school unrest swept the whole country with over 130 schools affected, massive destruction of property that included the burning of school blocks, school buses, and libraries. The phenomenon affected mostly the public secondary schools and this is of interest as it formed 99% of the analysis done by the National Crime Research Centre-NCRC (2017). In another outlook, The SCs' role in Kenya attracted the public when recently bullying was reported at Alliance Boys High School in Kiambu Kenya an instance where Student Leaders use power and authority to bully, harass and instill fear in their fellow students. As Agewa (2017) noted, more than 10 students reported how they were beaten up with sticks and electricity cables, they were slapped, and later forced to lie on the graves of the school founders. This repeated exercise reduced one student to walking on crutches because of a severe beating. The report states that bullying done during action nights and induction sessions by the school prefects (SCLs) is in full knowledge of the school administration.

At Moi Girls Secondary School in Nairobi Kenya, eight students perished and others got critical burns in an inferno when their dormitory went on fire as they slept. This caught the attention of many who were in anguish as to what measures were taken before this incident could occur (Wanzala, 2017). In the year 2018, 63 schools experienced riots and arsons targeting schools' dormitories and administrative blocks. The unrest hit 32 out of 49 Counties with the highest numbers of cases recorded in Siaya (6), Muranga (4), Nairobi (5), and Kakamega (4) as Nyaundi (2018) explains. Massive destruction of property happened as students went on the rampage and the parents had to bear the cost of repairing and rebuilding the destroyed Structures (Kipsang, 2018). When interviewed the students argued that there was a missing link between them and the administration blocking them from having meaningful dialogue and peaceful resolutions. About SCs functions outlined in its establishment policy, they are expected to be this missing link. This forms a ground for the current study to establish how effective they are in linking their fellow students to the school administration. Muranga Public Secondary schools formed headlines in Kenyan newspapers on June 23 2019, like fires, unrest disrupted learning at Kirogo Boys School in Kiharu Constituency, Mung'aria Secondary School in Kandara, and St. Paul's Kiambu Secondary school in Muranga North. As Mwangi (2011) highlighted, the causes of the strike in Kiambu Secondary School in Muranga are due to a weak leadership system. Muranga South strikes took place as Makuyu Girls Secondary School, Makuyu Boys Secondary school, and Ichagaki Secondary schools got involved in massive unrest and destruction of property thereby disrupting learning.

In January 2020 and recurring on 4 February 2020 was another fire at Moi Girls Secondary School in Mandera where three students were seriously injured (Farhiya, 2020). All these happenings left questions as to how effective the SCs are in carrying out their leadership roles in the Kenyan Schools. In all the occurrences and reports received, the Student leaders seem to be mute, and that questions their effectiveness in trying to avert the indiscipline issues that arise in their schools. The researcher would like to establish the effectiveness of the roles played by the SCs especially in enhancing discipline in the schools.

The effectiveness was evaluated against the stipulated roles in the KSSSC (2009) document made during the shift from the prefect system to SCs leadership in schools. The study sought to address the problem of indiscipline in Public Secondary Schools, as they are the most affected in Muranga South Sub County. If this problem is left un-resolved, schools will continue

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to lose millions of shillings due to the destruction of property and record low academic achievement. School indiscipline in all forms invites wastage in the form of high school dropout rates, low transition rates from secondary schools to tertiary learning Institutions as Simwata, (2012) indicates that there could be a relationship between roles played by SCs and the prevalence of indiscipline in public schools hence, long-lasting remedies would have to be sought. The study seeks to find out the effectiveness of the roles played by the SCs in enhancing discipline in public secondary schools in Muranga South Sub County. Cases of Students' indiscipline have been more rampant in Murang'a South than in the other Sub Counties in the larger Muranga County. This has destabilized learning in some schools within the Sub County as compared to their counterparts. Muranga South has recorded several cases of indiscipline and unrest in the recent past because several schools within the Sub-County were fully involved in the wave of unrest experienced in the country in mid-year 2018.

Statement of the Problem

Student leadership is an element of school management as directed by the Ministry of Education in Kenya that involve activities that enhance good teaching and learning. For instance, student councils were established to maintain discipline by monitoring class attendance, punctuality in all aspects of school routine. They present the students grievances to the teachers and school administration for attention. For many years, student leaders were considered a powerful way of eliminating or even minimizing student indiscipline in schools. In Kenya, it started as a prefect system and in 2009, the shift to student council (SC) was embraced. The Ministry of Education defines an SC as a representative structure through which students in a school can become involved in the affairs of the school working in partnership with school management, teachers, support staff, and parents for the benefit of the school and its students.

Despite the establishment of such structures, there has been mass indiscipline of students in Public Kenyan Secondary Schools in particular Muranga Sub County has continued unabated. There has been a public concern or rather outcry from various stakeholders over indiscipline in schools expressed in various forms such as the burning of schools, vandalism, occult among others that have caused anxiety and great havoc financially and socially. For instance, Gachane (2018) shows that in those incidences 18 students of Makuyu Girls Secondary school in Muranga South were charged with arson as they torched two dormitories on Sunday 15 July 2018. Similarly, Makuyu Boys set a curtain on fire and seized a jerry can full of petrol as they attempted to torch their dormitories. The two schools are only two kilometers apart and there seemed to have been a conspiracy. A few more attempted cases were reported in the month of July 2019 but the students were rounded off before any damage could be caused (MSSC, 2019). If these are not curbed, hooliganism activities will distract students from concentrating in their studies and consequently poor academic achievement. Wastage in terms of drop out will be on increase as well as reduced transition rates.

Other scholars have researched on various aspects of the Student Council Leaders in other geographical regions, for instance Nandeke (2017), studied in Teso North Sub-County and Mukiti (2014) in Kitui County. But not on the Effectiveness of SCs in enhancing discipline in Murang'a South Sub County. Although the destructive activities were happening, the intervention of the Student Council Leaders to avert the indiscipline was not felt; it was silent.

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There is no single case recorded on how they intervened or how they could have averted this high form of school indiscipline. It is against this background that the researcher sought to ascertain the effectiveness of Student Councils in enhancement discipline in public secondary schools.

Review of Related Literature

Research has shown the positive impact of Student Councils (SC) participation in developing meaningful knowledge, skills, and attitudes that act as a motivation to the larger student body. This participation is noted in communication abilities where they freely address the other students; interpersonal and social skills, problem identification and solving, decision-making as well as the development of action plans. Anjichi (2016) carried out a study to find out the influence of Institutional factors on SC's involvement in Public Secondary School management in Emuhaya Sub County – Vihiga County, Kenya. The objectives of the study were to find out the influence of Principals administrative experience on the SCs involvement in public Secondary School management; to determine the influence of the election process on the SCs involvement in public Secondary School management; to establish the extent of SCs involvement in the formulation of the school rules and regulations in public Secondary Schools management and to establish the influence of communication channel on the SC involvement in public Secondary Schools management.

The Descriptive Survey design was used and the target population was 792 respondents while the sample size was 36 Principals 36 deputies and 180 Student Council members. The sample of the study was selected by use of the purposive sampling and census survey method. To test validity and reliability, the researcher used the test-retest method. Data collected was both quantitative and qualitative in nature and was appropriately analysed using the SPSS Computer programmer for accuracy and reliability. The findings revealed that the Principals administrative experience influenced the Student Councils' involvement in school management, the more the years of service the more they involve the SCs in management, and the more they motivate them to be more involved in management; most SCLs in Emuhaya Sub County were democratically elected by the students with the Principals input and this indicated empowerment of the SCs to be involved in management matters of the School. This was a motivating factor.

The study found that SCLs are more involved in some areas of management and not all areas. He realized that when SCs are involved in the formulation of rules and regulations there is significant motivation for them and the student body. They tend to own those rules and thereby play a very important part in the implementation process. This contributes greatly to the overall discipline in the school. The study recommended the Ministry of Education come up with policies to ensure effective engagement of the SCLs in School management. There is also a need for KEMI to introduce programs that will enhance the teachers' understanding of School management concerning students' involvement. The study adopted a descriptive survey that could not give the guarantee reliability and validity in research. The current study has mitigated that by the use of a comprehensive research design and a variety of data collection tools.

Nandeke (2017) carried out a study on SC's participation in the management of discipline in Public Secondary Schools in Teso North Sub County, Busia County in Kenya. He set out to establish the influence of SCs participation in the formulation of rules and regulations on the

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management of discipline; establish the effect of SCs participation in Guidance and Counselling on discipline management; determine the influence of SCs participation in the formulation of punishment on the management of discipline and examining the influence of the use of rewards on SCs participation in the discipline management. The study was anchored on the dimensional theory of leadership. The research adopted a descriptive survey design. The target population was 7379 students and 189 teachers, 27 principals from 27 schools. Using a random sample of 365 students, 18 teachers, and 9 principals. The sample size was determined using Krejcie and Morgan's table of sample determination and using a coefficient variation of 30% and standard error of 2% through a stratified simple random sampling technique. The information was collected using a self-administered questionnaire, an interview guide, and document analysis. Content validity was improved through expert judgment. Reliability was improved through pilot testing.

The data were analyzed through SPSS and analyzed data were presented descriptively using means and frequencies with the aid of SPSS. The findings indicated that SC's involvement in the periodic review of rules and regulations, Guidance and Counseling, designing punishments, and use of rewards is a motivation for themselves and the other students. The recommendations were that schools find ways in which they could facilitate their student councils in the above aspects. The current study seeks to answer this recommendation to mitigate the weakness of the above study of using the descriptive survey design.

The guiding policy on the establishment of the SCs recommended that they be involved in the formulation of school rules and regulations and the planning and organization of school events (UNICEF, KSSHA & MoE, 2009). This in itself is a very strong motivating factor for the SCs and their fellow students. Mukiti (2014) carried out a study to establish the role of student councils in secondary school management in Mwingi Central Sub County, Kitui County. He noted that the SCLs who are well motivated could motivate other students in return. Those who are involved in rules and regulation formulations, as well as decision-making, are more motivated and they become the quick channels through which those rules, regulations, and new decisions are passed to the other students. They convince them more easily and lead them by example.

Griebler & Nowak (2012) carried out a study on SCs: A tool for health-promoting schools. Characteristics and effects. They noted that students participating in SCs benefit more in terms of personal effects such as increasing life skills, self-esteem, developing democratic skills, and in terms of peer relationships. Communication between Council members and the student body ensures a supportive school context. This plays an important role in motivating students. In Muranga South Sub County, the study sought to find out how this applies to the motivational aspect of the Student Councils. These researchers failed to mention the research design used in their study or the data collection instrument. This aspect is mitigated in the current study where all these aspects are clear to all.

Design and Methodology

A Mixed-Method research design in particular the Convergent Parallel Mixed Methods Research Design guided the study. Under this Convergent Parallel Mixed approach (QUANT+QUAL), quantitative approach used Cross-Sectional Survey Design which involves the researcher

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collecting data from various categories of respondents at a particular point in time (Donald, Lucy and Christine, 2010). The design was preferred because it assisted the researcher to collect data from teachers, students' leaders and students from each of the sampled school at almost the same time. In qualitative approach, phenomenology design was used. Phenomenology is a qualitative design in which the researcher gathers information from several individuals lived experiences in an attempt to understand a particular phenomenon (Creswell & Plano Clark 2011). The Convergent Mixed Methods Research Design is appropriate for this study as it provides a better understanding of research problems than either approach alone. It allows the researcher to collect facts and views using different methods from diverse categories of respondents on the effectiveness of SCs in enhancing discipline in Secondary Schools. These respondents included Principals, Deputy Principals, Student Leaders, form three Students, and Boarding staff.

Stratified random sampling was used to select 12 public Secondary schools out of which 3 were boarding schools and 9 were Mixed Day Secondary Schools. These were all in Muranga South Sub County Kenya. The target population comprised all principals, deputy principals, boarding staff, and students of public secondary schools in Murang'a South Sub-County, Kenya. The instruments used in the study were interview guides for the Principals, the Boarding staff, and the form three students. Questionnaires for the Deputy Principals and the Student Leaders, and Document analysis guide for the Principals. The research instruments were scrutinized for content and criterion validity. Cronbach alpha technique determined the reliability of the questionnaire with Likert scale items. The reliability of qualitative items was determined in terms of their trustworthiness, particularly credibility and dependability. Descriptive statistics involving the use of frequencies and percentages analyzed quantitative data obtained from the questionnaire and presented using frequency distribution tables. Qualitative data obtained from interviews guides and Document Analysis guides were analyzed by use of content analysis and presented using excerpts, direct quotes, and narratives.

Key Findings, Discussions and Interpretation

The study sought the views of Principals, Deputy Principals, student leaders, boarding staff, and form three on the students' council's motivation to enhance discipline. Chemutai & Chumba (2014) observed that the student leaders serve as a link between two parties; the students and the school administration. They promote communication and serve as the voice of the students seeking their welfare and sending students' views on development and school activities, grievances, and suggestions to the administration's attention. Such linkage of student leaders promotes a peaceful environment and thus helps the school administration to achieve its objectives. The participants' responses are presented in the following sections.

Principals Response to how Student Leaders Motivate Other Students

The participants were to give their views regarding various motivational strategies adopted by the student council leaders to other students. They highlighted the following; student council leaders address the other students at the assembly and classrooms on various issues giving encouraging words that direct them into good behavior. They also hold peer talks with the other students, free interaction with them, they have the mandate to spot the best-disciplined students and propose them to be awarded by the administration and they are given the chance to suggest

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gifts, they act as role models among their colleagues, they moderate the peace club meetings and this way they build trust with the other students and they organise recreational activities such as sports and talent shows. This kind of involvement is very motivational to the other students.

Regarding specific programs organized by the student council leaders to motivate other students, the participants highlighted several of them. One principal said, “They manage classrooms, organize the educational recreational activities that engage the rest of the students and they hold peace rallies.” Provision of adequate and variety of recreational activities and entertainment facilities help to improve the physical well-being and quality of life of students in schools in enhancing discipline. The findings concur with that of Obinwanne and Alozie (2019) who revealed that relaxation activities can improve the physical and mental wellness of individuals through; increased patience, reduced tension, helping keep emotions under control, reducing depression, relieving stress, helps to build positive self-esteem, helps one explore their sense of creativity and appreciate their immediate environment.

Another program mentioned by the participating principals was peace rallies. Student council leaders usually hold peace rallies to end conflicts that arise among students thus maintaining peace. They talk to students to stay calm not vandalize the school facilities, which they need for learning. In these forums, they assist the students to develop an awareness of the process and skills that prevent conflict and violence instead tolerate one another's differences. It is important to note that in schools that held peace rallies regularly, students improved in the development of positive attitudes, minimized violence minimized the emergence of conflicts thus lived harmoniously with themselves and others.

Other participants mentioned programs carried out by student council leaders as follows: “They manage classrooms discipline by controlling noise, ensuring classroom order; they consult teachers in case of a need to reorganize the class arrangement and order. They also, act as role models among others, encouraging them to work hard and encouraging healthy competition.” Students' leaders' involvement in maintaining class management and control enhances teaching and learning. Each class can set targets aimed at improving their academic performances. This assists students to have a focus on their academics and working towards attaining the set targets in academic performance both individually and collectively as a school. With order and discipline, students' engagement all the time in constructive learning activities enhances their academic performance. The researcher noted that schools that register good academic performance normally register minimal incidences of students' indiscipline. The finding confirms Eman (2018) study, which established that students' leaders' involvement in deciding on academics directly contributed to the better academic performance of the students in the schools that impacts the students' discipline.

Others indicated programs were such as: Student council leaders have regular Guidance and Counselling sessions, holding peace talks and forums on problem-solving; they have special uniforms, are given some trips, and are issued leadership certificates. This motivates others who aspire to be leaders one day and thus maintain their discipline level. Appreciation programs for those who are well behaved, organizing group works, presentations of items for entertainment such as poems, songs, and dramas by students during assemblies, inter classes competitions, charity visits to the needy families of the students in their schools, helping and encouraging other students especially the weak academically and giving motivational speeches to other students.

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The participants were to give views on how the student council leaders are involved in class management. One participant 3 had the following to say:

Student Council Leaders assist in roll calls and report to the class teachers the absent cases. They also report the indiscipline cases arising in their classrooms and submit the names of students with challenges. They prepare the duty Rota together with the class teacher (Participant 3).

The class monitors supervise what goes on in the classroom while the other student council leaders assist in monitoring discipline in their respective classes, holding class meetings with their class teachers, inviting Guidance and Counselling teachers in the class meetings, reading bible verses and prayers during the class meetings, assigning duties to other students, instilling teamwork among the students and ensuring order in the classrooms, They assist the subject teachers with assignment reports, report any complaints from fellow students and keep the attendance of staff in-class lessons as well as ensuring that the other students attend class. This level of involvement is crucial in enhancing discipline in secondary schools.

Student council leaders are also involved in co-curricular activities. The participants highlighted the following ways of their involvement, through Participant 5 who said:

...they are involved in planning and coordination, others are in charge of the co-curricular programs and they moderate the activities by arranging the groups accordingly, some are main leaders and they participate actively in competition (Participant 5).

Another principal observed, “They assist the teacher in charge and also monitor the attendance to the clubs and other religious movement groups.” A number of the participants agreed that the student council leaders enhance discipline during Co-curricular activities. They organise most of these activities and take part in solving challenges encountered in them.

Generally, the participants agreed that to students' motivation, the SC is effective because students can relate with them, when they are active in the docket given to them, the other students are motivated because he/she leads by example. In addition, the greater the motivation, the more other students are motivated and therefore student council leaders are great influencers. Several student council leaders are good at motivating other students.

A respondent 7 said:

A student Council body that is positive and believes in itself will inspire and motivate other students. In this way other students respect them.” Also, the facilitation by leaders act as a motivational factor to students (Respondent 7).

Another respondent said, “When the student council leaders are in the forefront in school activities and academic work, they motivate other students.”

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Deputy Principals Responses on how Student Leaders motivate other students

The study sought the views of the deputy principals on various ways student leaders motivate other students. This is because this category of participants' works closely with student leaders since their main responsibility is to see that the SC is functional in the school. A list of statements about SC's motivational involvement in various aspects that enhance discipline in the Schools. The scale used was to measure the extent of the involvement and their responses are presented in Table 1.

Table 1: Deputy Principals Responses on how Student Council Leaders motivate other students to enhance discipline

Statement	VLE	LE	ME	HE	VHE
Formulation of school rules	0(0%)	1(9.1%)	3(27.3)	6(54.5%)	1(9.1%)
Following the implementation of school rules	0(0%)	1(9.1%)	8(72.7%)	2(18.2%)	0(0%)
Involved in overall students discipline	0(0%)	1(9.1%)	1(9.1%)	7(63.6%)	2(18.2%)
Mandated to manage Class issues	1(9.1%)	1(9.1%)	2(18.2%)	7(63.6%)	0(0%)
Mandated to punish students	6(54.5%)	5(45.5%)	0(0%)	0 (%)	0(0%)
Involved in the BoM meetings	2(18.2%)	2(18.2%)	4(36.4%)	2(18.2%)	1(9.1%)

Source: Field Data,2020

Key: VLE-Very low Extent **LE-** Low extent **ME-** Moderate extent **HE-** High Extent **VHE-** Very High Extent

As regards the Student Council Leaders being involved in the formulation of school rules and regulations, 9.1% of the responses indicate low extent, 18.2% indicates moderate extent, 54.5% high extent, and 9.1% indicated very high extent. This is an indication that not all schools in Muranga South Sub County give their Student Council Leaders a chance to get involved in the formulation of the School rules and regulations. Mukiri (2014) states that students as major stakeholders in school need to play critical and important roles in decision-making. These include among others the formulation of school rules and regulations. Involvement in the implementation of the school rules and regulations attracted the following responses. None was

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at a very low extent, 9.1% was at a low extent, and 72.7% was at a moderate extent while 18.2% were at a high extent. 18.2% for a very high extent. This indicates that in many schools there is limited involvement in this aspect. 9.1percentage responded that student council leaders are involved in timekeeping and overall management of students' discipline as regards time. On the same issue, 63.6% noted a high extent and 18.2% very high extent, 9.1% expressed a very low extent and low extent on student council leaders being given the mandate to manage classroom issues whereas 63.6% noted this mandate to be a very high extent.

On the issue of student council leaders being given the mandate to punish students found with indiscipline matters, the Deputy Principals responded with 54.5% being very low extent, and 45.5% as low extent on the same. This has a strong indication that the power of the student council leaders is limited when it comes to administering punishment to the other students. Asked if the student council leaders are involved in the Board of management meetings, 18.2% stated it was to a very low extent, 9.1% is at a low extent, 27.3% moderate extent, 18.2% high extent, and 36.4% very high extent. This indicates that some schools engage the student council leaders in the BOM meetings where they air grievances on behalf of the other students whereas some schools do not. This is detrimental to the enhancement of discipline as Limo & Emily (2017) stated. In their study findings, they realized that lack of student participation in the Board of management leads to poor decision-making on the side of the administration because they lack the important views from the students. This is detrimental to school discipline. On the contrary, if involved, the students feel free to their views without any fear.

Boarding Staff response on how Student Leaders motivate other students

All the participants agreed that the student council leaders play an important role in motivating the other students to enhance school discipline. They stated some ways such as striving to be role models in matters of discipline and the student council leaders appreciating the other students during the assemblies in areas of improvement noted as regards discipline. They also make regular reminders to them on the importance of maintaining high levels of discipline. They also try to make the interactions with other students positive as they correct them and accompany them when they go wrong. They praise them for good deeds.

As regards the involvement of the student council leaders in the daily activities especially in the boarding section, one of the participants said, “They do roll calls every night, they switch off and, on the lights, as per the sleeping schedule and they supervise duties and submit the registers to the office. These roles are in themselves motivating as it is peer accompaniment”. These findings agree with (Kiruthu 2011) who stated that when the students are involved in supervising other students, they motivate them in turn, directly and indirectly, enhancing the discipline of the institution.

Student Leaders' Response to how they motivate Other Students to Enhance Discipline in Their Schools

Student council leaders had a checklist of statements tabulated on a table. The statements were on how they motivate other students as a way of enhancing discipline in public secondary schools.

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Table 2: Response on how Student council leaders motivate other students to enhance Discipline in schools n= 84

Statement	SD	D	NS	A	SA
Discipline other students	3(3.6%)	13(15.5%)	0(0%)	32(38.1%)	36(42.9%)
Planning and coordinating Co-curricular activities.	3(3.6%)	9(10.7%)	3(3.6%)	44(52.4%)	25(29.8%)
Formulating school rules	5(6.0%)	6(7.1%)	6(7.1%)	19(22.6%)	48(57.1%)
Involved in the choice of school uniforms	19(22.6%)	54(64.3%)	4(4.8%)	4(4.8%)	3(3.6%)
Decision on teaching methods	31(36.9%)	34(40.5%)	2(2.4%)	14(16.7%)	3(3.6%)
Reporting staff members not executing duties	30(35.7%)	31(36.9%)	3(3.6%)	7(8.3)	13(15.5%)
Involvement in the preparation of budget	42(50%)	30(35.7%)	1(1.2%)	7(8.3%)	4(4.8%)
Deciding on the nature of punishment for students	35(38.1%)	36(42.9%)	1(1.2%)	10(11.9%)	5(6.0%)
Managing Classroom discipline	2(2.4%)	4(4.8%)	0(0%)	32(38.1%)	46(54.8%)

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of charges	21(25.0%)	42(50.0%)	5(6.0%)	8(9.5%)	8(9.5%)
Addressing the school assembly	2(2.4%)	5(6.0%)	2(2.4%)	26(31.0%)	48(57.8%)

Key: SD - Strongly Disagree D- Disagree NS- Not Sure A- Agree SA-Strongly Agree

Motivation is very vital in any educational institution. Well-motivated students find it difficult in following the recommended discipline strategies in their specific institution. Table 11 indicates the responses received from the student council leaders on how they motivate other students to enhance discipline in their schools. As regards student council leaders disciplining other students 3.6 % strongly agreed, 15.5% agreed, none was uncertain, 38.1% disagreed while 42.9% strongly disagreed that it happens in their schools. From the finding, the main discipline techniques are caning, manual work, or kneeling. Not many leaders feel comfortable applying these disciplinary actions to others. This denotes that student council leaders have not been given the power to discipline other students who breach the discipline code and this is taken as a motivational factor. Instead, they practice other means such as encouraging their colleagues, making the announcements at the assembly, and close supervision.

Regarding whether student council leaders are involved in planning and coordinating co-curricular activities as a way of motivating other students. Out of 84 responses, 29.8% strongly agreed, 52.4% agreed, 3.6% were uncertain, 10.7 % disagreed and 3.6% strongly disagreed. It is an indication that only a few schools fail to engage their Student Council Leaders in coordinating these activities. When the researcher visited the schools, she noted that a great part played by the student leaders in Co-curricular activities. These included ball games, athletics, Religious movement meetings, and crusades as well as internal seminars. They are entrusted with several responsibilities in coordinating them. Students' engagement in co-curricular activities enabled the maximum utilization of leisure in constructive activities thus enhancing discipline. These findings agree with the initial plan of KSSHA & UNICEF (2010) to have the student council fully engaged in the coordination of school programs.

Formulating school rules and regulations is taken as a motivating strategy. Regarding the Student council leaders' involvement 57.1% strongly agreed, 22.6% agreed, 3.6% were unsure, 7.1% and 6.0 % disagreed and strongly disagreed. This indicates that many schools engage their Student council leaders in the formulation of the school rules and regulations while others do not. As regards involvement in the proposal and choice of the school uniform, 3.6 % strongly agreed, 4.8% agreed, 4.8% were uncertain, 64.3% disagreed and 22.6% strongly disagreed. Mukiri (2014) notes that students as major stakeholders in school need to play vital and critical roles in decision-making processes. This motivates them to give their best in leadership. Contrary to this, the responses above show that many schools do not involve the Student council leaders in giving proposals and the choice of the school uniform. If they got involved, it would motivate them. It would consequently ensure that students would not be involved in indiscipline cases related to uniforms such as piping and shortening of the skirts and trousers.

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Out of 84 responses, 35.7% strongly agreed, 36.9% agreed, 3.6% were uncertain, 8.3% disagreed and 15.5% strongly disagreed that Student council leaders are involved in reporting the staff members who are not executing their duties well. This motivates learners as they receive their services from the teachers through the close eye of their student council leaders. On whether council leaders are involved in the preparation of the school budget 4.8% strongly agreed, 8.3% agreed, 1.2%, were uncertain, 35.7% disagreed and, 50.0% strongly disagreed. This aspect motivates the other students to observe and enhance discipline in their schools. It shows many schools do not involve their student council leaders in budget making. Making decisions on the nature of the punishment to be advocated, by the student council is taken as a motivational strategy. This, therefore, attracted a response of 84 student council leaders. Out of that, 6.0%, strongly agreed, 11.9% agreed, 1.2% were uncertain, 42.9% disagreed while 38.1% of the respondents strongly disagreed that it happens in their schools. There is an indication that there are some schools that do not give the student council leaders opportunity in this form of decision-making. These findings agree with Indimuli (2012) who suggested that students ought to be given equal opportunities in making decisions that touch their daily life. These include classroom rules, choosing the games to play, deciding on the mode of group discussion, and making contributions regarding their daily timetable and use of leisure time while in school. Once engaged they would then be able to own the decisions and implement them.

As regards managing classroom discipline, 54.8% strongly agreed, 38.1% simply agreed, 4.8% disagreed and, 2.4% strongly disagreed. A clear indication that student council leaders are given this chance to manage classroom discipline by arranging the furniture and agreeing on the sitting plan together with the class teachers. This in itself acts as a motivational factor for the other students to maintain discipline. There are however some schools where the student council leaders are not given this opportunity as indicated by the responses. Supervision of daily charges and classroom orders is taken as a motivating strategy. Out of 84 responses, 9.5% strongly agreed, 9.5% agreed, 6.0% were uncertain, 50.0% disagreed and 25.0% strongly disagreed that it motivates other students to maintain discipline. This is however one major role of student council leaders in schools. Finally, out of 84 responses, 57.1% strongly agreed, 31.0% simply agreed, 2.4% were unsure, 6.0% disagreed and 2.4% strongly disagreed that the Student Councils' role in addressing the assembly motivates other students to observe discipline. At the assembly, reminders are made on areas to be strengthened and those who do well are appreciated and congratulated at the assembly. The responses indicate that there are schools that do not give that opportunity to student leaders but others do. The finding concurs with Kimosop, Mulwa, and Kasivu (2015) who noted that this opportunity lacks in many schools and they recommended students be involved actively and adequately in curriculum and discipline policies implementation.

The student leaders gave more opinions regarding the motivation of their fellow students. As regards disciplining their colleagues, one student leader observed that it should be more correction not through stroking or other offensive punishments. One Student Leader said:

Conducting peer counselling programmes to the other students will motivate them and feel cared for”. Another student leader from another school said, “Conducting class meetings to discuss problems arising among the students and also gender-based

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meetings to address specific issues affecting them can act as a strong motivational aspect (Student Leader 9).

Students Responses on how Student Leaders Motivate other Students

Students are keen on the leadership given by their fellow students who are in the Council. Depending on the motivation the council gives them, the school discipline can be enhanced or it can deteriorate. In the current study, the students were expected to share experiences that they have with the student leaders in their schools regarding motivation and discipline enhancement. They were given statements on motivational strategies and they were to tick the appropriate as per their experience. The responses are presented in Table 3

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Table 3: Students Responses to Student Leaders ways of motivating other Students

Motivational factor	N	F	Response in %
Acting as role models	22	18	81.8%
Peer Counseling	22	20	90.9%
The personal discipline of the Student Council Leaders	22	14	63.6%
Maintaining order in the classroom	22	17	77.3%
Supervision of other learners	22	13	59.1%
Addressing others at the school assembly	22	21	95.5%
Punishing the offenders and reporting them to the administration	22	20	90.9%
Coordinating the Co-curricular activities	22	16	72.7%
Regular meetings with the school administration	22	11	50%
Time management and playing their role	22	15	68.2%

Source: Field Data, 2020

From these responses, it is clear that the student council leaders motivate the learners in an attempt to enhance discipline. The main area highlighted is the student council leaders as role models to other students with 81.8%. Role modeling is taken as one important way of motivating other learners. If the student leaders are good role models, they influence the other learners. Peer counselling had 90.9% of the responses. In the course of the study, the researcher was able to see set up peace corners where the student leaders spend some time giving peer counselling to their colleagues. Punishment and reporting offenders to the staff with 90.9% responses. Many student leaders find it challenging to administer punishment to their fellow students. Instead, they forward them to the administration. Addressing others at the assembly got 95.5% responses. The

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researcher discovered that many schools have a Rota program where the student leaders are given a chance to address the school. They are prepared well to ensure good communication. Maintaining order in the classroom 77.3% of responses were received. When the Student leaders manage the classroom, they can instill a high level of discipline as this also gives the teachers an easy time teaching without many disturbances. As concerns coordination of the Co-curricular activities, 72.7% of responses were received. The student leaders are fully in charge of these activities. The researcher found that there are games prefects, entertainment prefects, liturgy prefects, also clubs, and religious movement leaders. They play an important role in maintaining discipline. These findings concur with Chemutai & Chumba (2014) who expressed that Co-curricular activities that encompass learning through non-formal activities can greatly motivate students in the way they relate to one another. This can greatly enhance discipline

The other aspects are mentioned at a lower scale and include; Personal discipline of the student council leaders 63.6%, Holding regular meetings with the School administration to air learners' grievances 50% responses. These moments are very crucial, as the administration can receive the information and act on it thereby preventing any unforeseen indiscipline. Time management with 68.2. Percentage responses. Whenever the aspect of time is put in order, students know how to move from one activity to the other therefore having little time to waste on indiscipline. Supervision of other learners got 59.1% responses. This supervision is more on the charges as well as in classroom and co-curricular activities. When the student leaders are present to do these activities, discipline is maintained and this is a motivating effort as well. During the visits to the schools, the researcher was able to witness some of these aspects and noted.

Most of the students expressed it joyfully when they said that their leaders act as role models in every activity in the classroom and the co-curricular activities. This is through good behaviour and overall participation in the learning process. This concurs with the KSSHA/ UNICEF (2010) where student councils were expected to be of assistance to their teachers in managing

Conclusions and Recommendations

The student leaders played a very important role in maintaining discipline. Student council leaders motivated other students to maintain discipline through role modeling, addressing students in assembly with encouraging words, involving them in peer counseling, interacting with students freely sorting out their issues. Proper coordination of co-curricular activities was a powerful tool to enhance discipline. In schools where student leaders were fully in charge of activities such as games, entertainment, liturgy, also clubs, and religious movement, discipline was higher than those where leaders were not active. The organization of recreational activities such as sports and talent show, class management, peer counselling, and peace rallies are among the motivational programs noted by all the principals as motivating factors for other learners. However, some schools neglected formation of peer counselling groups, training of the student council leaders, and creative induction of the student leaders and delegation of responsibilities. The student leaders only have titles but some don't know what exactly they should be doing. This demotivates them from their services and thus don't contribute positively to the school discipline. The study recommended that the main stakeholders of the schools and the internal management ought to give priority to motivational strategies for the student leaders and the

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students in general. The student leaders should be given proper induction to their leadership and well distributed roles clear to them. They should be given opportunities such as capacity building programs and retreats to improve their leadership skills that will equip them to give the best motivational contribution to their fellow learners. The individual schools should see what is best as motivational incentives to give to their leaders who in turn will motivate their fellow learners. This way the discipline level will rise as all these aspects are very motivating in matters of discipline management.

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Journal of Popular Education in Africa: ISSN 2523-2800 (online)

January, February & March 2022, Volume 6, Number 1, 2 & 3

Citation: Ndwiga, L. W; Momanyi, M. & Mwal'wa, S. (2022). Student Councils Effectiveness in Motivating Other Students to Enhance Discipline in Secondary schools in Murang'a Sub –County, Kenya. *Journal of Popular Education in Africa*. 6(2), 2 – 28.

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