

Citation: Agwaro, L. A; Achieng, L & Munyua, J. (2020). Influence of Student Leadership on School Performance in Public Secondary Schools in Nyando Sub-County, Kisumu, Kenya. *Journal of Popular Education in Africa*. 4(9), 48 – 70.

Influence of Student Leadership on School Performance in Public Secondary Schools in Nyando Sub-County, Kisumu, Kenya

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Abstract

Student Leadership in school management aims to highlight the empowerment of the student who is most important stakeholder, to be involved in the day to day running of activities of the school. The purpose of the article was to investigate the influence of student leadership on school performance in public secondary schools in Nyando Sub-County, Kisumu, Kenya. The article's questions were; what is the influence of student leadership skills on school performance in Public Secondary schools in Nyando Sub-County?, how does student leadership roles influence school performance in public secondary schools in Nyando Sub-County?, to what extent does student leadership involvement in school non-academic activities influence school performance in public secondary schools in Nyando Sub-County? And what is the influence of student leadership style on school performance in public secondary schools in Nyando Sub-County? The article was guided by Fielders Contingency Leadership Theory. A mixed method approach with both quantitative and qualitative research methods was used as article design. Questionnaires and interview schedules were used to collect quantitative and qualitative data. The questionnaires were administered to 334 students, while school principals, deputy school principals and class teachers were interviewed. Descriptive statistics in form of frequencies, percentages, mode and median were used to analyse quantitative data, as well as Pearson correlation test for testing the hypothesis. The article found a statistically significant moderate positive relationship ($R = 0.459$; $p = 0.002$) between student leaders' leadership skills and school performance ($p < 0.05$), significant moderate positive relationship ($R = 0.587$; $p = 0.000$) between student leaders' leadership roles and school performance ($p < 0.05$) and significant strong positive relationship ($R = 0.699$; $p = 0.000$) between student leaders' leadership style and school performance ($p < 0.05$). However, there was a weak positive relationship ($R = 0.210$; $p = 0.081$) between student leaders' leadership roles in non-academic activities and school performance, which was not statistically significant ($p > 0.05$). The article recommended that the school administration together with the ministry of education should organize student's leadership conference to sensitize, educate, and empower student leadership on how they can ensure effective communication with students for good academic performance. Hence, the ministry of education through school administration should organize leadership training on student leadership to enable them lead and guide their subjects with optimal leadership style that is collaborative, discursive and consultative as this will encourage good relationship between the student leaders and students for harmonious co-existence and positive growth school performance. This article strives to contribute significantly to the body of literature on the influence of student leadership on the school performance.

Key Words: Student Leadership, School Performance, Public Secondary Schools, Nyando Sub County, Kisumu, Kenya

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Introduction

Leadership is about the art of motivating, influencing and directing people so that they work together to achieve the goals of a team or broader organization. It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining, identifying and achieving tasks effectively (Kelvin Nelson, 2017, Leadership Skills). Student Leaders' participation in school management involves the decentralization of the management role. To involve stakeholders such as students, will encourage the demand for higher quality of education services and will ensure the academic improvement of the secondary schools. By giving a voice and decision-making power to the students, who are more aware about their academic ability and needs, than does, the central policy makers, decentralization of decision-making authority can improve education outcomes and increase client satisfaction (Cummings & William, 2005). In the Australia, a study by Elizabeth and Kylie (2015), findings revealed that the student voice plays an important role in helping universities improve the overall student experience. This paper explored the role of student leaders in influencing and enhancing teaching and learning in Australian Universities. It paid particular attention to the skills, knowledge and personal characteristics required in student leaders as well as the role their home institutions can play in training, supporting and recognizing this valuable student contribution. This work spoke strongly to development of graduate and work relevant skills.

Elizabeth and Kylie (2015), had student leadership questionnaires promulgated via the Australian partner student associations and through the offices of Australian University Deputy Vice Chancellors. The survey sought responses and commentary on past and current leadership roles and experiences, role statements, expectations and training, factors impacting the performance of the role, personal capabilities and capacity, skills and knowledge required in the role, measures of success as well as challenges and support needs. The questionnaires also sought practical examples that could be used as exemplars to support institutions in achieving positive student leadership outcomes. Elizabeth and Kylie noted that 75% of student leaders ranked greatest importance to roles relating to building and maintaining relationships and supporting other students towards educational improvement. These research findings further suggested that student leaders do not readily see themselves as having a role in influencing teaching, learning and the curriculum, rather, student leaders acted as a student voice in reflecting on and improving university learning, teaching and student outcomes.

In China, Student Leadership and Performance has been studied under the topic, "The effect of student leadership service", Michael and Fangwen Lu (2016), estimated the effects of random assignment to classroom leadership positions in a Chinese secondary school. In most

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Chinese schools, teachers select students for classroom leadership positions. These positions carry considerable prestige, and some parents lobby to have their children selected for the positions. While studying leadership assignments, Michael and Fangwen (2016), evaluate the effects of leadership service on different dimensions, academic performance, confidence and aspirations, political popularity, and beliefs about the determinants of success. Through use of survey questionnaires, this study found that leadership service increases test scores among students most likely to serve in these positions. Some of this increase may be due to incentive effects, and much of the experience that the students gain is managerial in nature. Michael and Fangwen expressed Rosenthal effect in a classroom situation. In this study, class leaders may not want to disappoint the teachers that appointed them, or they may hope to boost their reputation with an eye towards leadership appointments in future years. Furthermore, their higher classroom profile may increase the embarrassment associated with a poor performance on an exam. Student Leadership service increases the probability of listing effort as the most important determinant of success of a class or a school.

In Ghana one study tries to determine the extent to which distant education (DE) student leaders perceive their role and establish whether this has significant correlation with academic performance Paul Albert, (2013). Ghana has The Centre for Continuing Education (CCE) in in collaboration with University of Cape Coast (UCC), that helps her students to form the DE Students' Association of Ghana (DESAG) (TOJDEL, 2013). The constitution of the association was modelled on the philosophy behind the Student's Representative Council (SRC) of UCC whose role was to select DE student Leaders. A questionnaire based on student leadership role with a Cronbach's alpha reliability coefficient of .855 was used to collect data. Regression and correlation statistical tools were used to test the hypothesis formulated to guide the study. The findings of this study failed to accept the hypothesis number 3 that there is a statistically significant relationship between each of the independent variables (characteristics, role expectations, and duties and responsibilities) and academic performance, Paul (2013). This result contravenes the findings of Leithwood et al (2004), which indicated that evidence exists to the effect that there is small but significant effect of leadership actions on student learning across the spectrum of schools. Competent student leaders strive to keep their heads above water because they feel it is very embarrassing for them to be writing referral papers with colleagues who hold them in high esteem. The embarrassment is as a result of the leadership position they occupy since it commands a lot of respect. In another study, Waters, Marzanno, and McNulty (2003) reported that student leadership behaviours significantly correlated with student achievement. It is, therefore important that DE student leaders do everything within their means to perform creditably in their leadership endeavours to attain positive academic performance.

In Kenya, each public secondary school has its own unique method of management. According to Kiprop (2012), most head teachers adopt master/servant, superior/inferior attitude in dealing with students. They rarely listen to students' grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding. In a study done by Nyamwamu (2007), on students' involvement in enhancing public secondary school discipline, she stated that school indiscipline problems are caused due to absence of dialogue

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between the students and the school administration. In view of this, head teachers are required to cultivate a democratic and participatory environment in the school by engaging in the student's leaders' participation and encourage regular forums (barazas) where teachers and students are encouraged to express their views (MOEST, 2001).

In the same vein, studies done by Jeruto and Kiprop (2011), showed that calls for inclusions of students in the decision-making structure in schools have led to various attempts by the Ministry of Education to put in place structures for inclusion. The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) formed in 2009 with a view to making secondary school governance more participatory. In this new arrangement, student leaders would be part and parcel of school management, to ensure their interests are adopted in the administration of the secondary schools.

An elaborate study finding by Ong'injo Victor Kariuki was conducted in Kadibo Division, Kisumu County. Ong'injo (2014) examined students' participation in school management on academic performance. Internal continuous assessment tests were used as an indicator of students' performance. A descriptive survey design was used for the study. Questionnaires and interview schedules used to collect data for the study. The study revealed that students' involvement in co-curricular activities had great influence in their academic performance. The study revealed that students involved in discipline management enhanced their academic performance. The study revealed that involvement of students in their academic management improved their academic performance. The study revealed that involvement of students in school business management as members of board of managers increased their self-esteem and improved their academic performance. The study concluded that students' involvement of in co-curricular management encouraged participation and active roles that enhanced their academic performance. Ong'injo, (2014), recommended that school managers should involve students to participate in the management of schools as this would translate to better academic performance and that further research should be carried out on the influence of students' participation in school management in private secondary schools.

Public secondary schools in Nyando Sub County are being managed by the Board of Governors (B.O.G) with the assistance of the Parents Teachers Association (P.T.A), where there are no students' representatives, to bring forward their contribution towards the management of the schools. The Basic Education Act (2013), changed the name of Board of Governors (B.O.G) to Board of Managers (B.O.M) and among its new requirement in the education policy was to have a students' representative among the members' management of the school. With this new initiative, better ideas of public secondary school management will be in practice and it will be geared towards high academic achievements of the schools in Nyando division. In analysing the KCSE performance of public secondary schools in Nyando Sub County for the past seven years, there is evidence of a downward trend in performance. Therefore, there is need to examine and document the criteria used by school administrators to improve academic value towards the achievement of reasonable school performance. Student leadership has been adopted by most secondary schools in Nyando but how does it influence academic excellence? This is the commitment yet to be realized in this study. This current study will seek to investigate the

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influence of student leadership on school performance in Public Secondary Schools in Nyando Sub-County.

Table 1 Summary of KCSE results for Nyando Sub-County for the Last Seven years

Year	Mean Score	Mean Grade
2012	5.141	C-
2013	4.759	C-
2014	4.888	C-
2015	5.685	C
2016	3.910	D+
2017	3.720	D+
2018	3.901	D+

Source: Ministry of Education, Nyando sub-county, (2018)

Table 1 shows that the performance of the candidates in the national examination in Nyando sub-county has been below average for the last seven years. In the year 2012, 2013 and 2014, performance in Nyando sub-county has been at an average score of C- (minus). 2015 recorded the highest score of C (plain) at an average score of 5.685. Unfortunately there was a drastic fall in performance at an average of D+ (plus) in the following years recording 3.910 in 2016 and 3.720 in 2017, as observed this was a downward trend of performance compared to the previous years. However, 2018 had a mean score of 3.901 with an average of D+ but with a positive deviation of 0.181. Performance has been generally below average. The minimum entry grade to the university is now C+ (plus). However, earlier (up to 2015) government sponsored students had to score B (plain) and above and C+ (plus) for self-sponsored students. The above data clearly shows that a good percentage of these candidates missed to clinch the minimum entry grade by a relatively wider margin. From the student's entry marks to the secondary school, generally all the students had the potential but as it can be depicted from their final drop; there are challenges that may have resulted to general poor performance in KCSE in Nyando sub-county from the year 2012 to 2018. The government having put in order aspects that enhance good performance such as, equipping schools with teachers, infrastructure, certified curriculum, among others, public secondary schools in Nyando Sub County still recorded low grades in KCSE results. Although there are other factors that might influence this performance, student leadership may also affect the performance yet there is limited empirical study that has been done to justify it, especially in Nyando Sub County. The present study therefore sought to find out if student leadership can influence school performance with an intention of finding out alternative aspects that can improve school performance of the above-mentioned schools

Statement of the Problem

Statistics by KNEC (2014) show that most secondary schools across the country have, over time, been performing below the national average of seven in national examinations, KCSE. This raises concerns from parents, leaders and scholars. In an examination-oriented education system, like Kenya's, failure in examinations may well mean failure in life. Low performance in KCSE

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in any county will definitely affect the development of that area as well as national development as a whole. Thus, the issues responsible for the poor performance in examinations deserved to be investigated. For the achievement of good academic progress of public secondary schools, all stakeholders must be involved. Some reasonable degree of democratic space should be allowed, where these stakeholders especially the students can freely air their views and give suggestions where necessary. Sergiovanni (2000), stated that democracy is the guiding principle in the management of school. Studies done by Jeruto and Kiprop (2011) stated that over the last few years, there has been an increased call for increase in the extent of students' participation in decision making on school management in Kenya. Proponents of students' participation in decision-making on school management have justified their support for the idea on premise that decisions in school affect the students in latent and manifest ways. Largely they are the recipients of the final decisions, Sushila (2006), hence the recommendation made by students may be very constructive and if approached in the right manner, it would work positively, meeting the objectives of the school. Recent articles, reported by Jemimah (2014), addressed a debate on school prefecture and student council in Kenya. As was addressed by Jacob Kaimenyi in April 2014, the Education Cabinet secretary, as reported by Jemimah Wangui (15, April 2014) confirmed that schools with student council have managed to instil order and better relationship between the school's administration and students. Kaimenyi was further reported to have said that available empirical evidence indicated positive outcomes such as reduction of indiscipline cases, unrest in school and improved performance in both academic and co-curricular activities. Speaking at the sixth National Students' Council Conference, the Educational Cabinet Secretary advised student leaders to develop strong working relationship with their peers in order to be effective in their leadership. He further stated that it's important that student leaders to acquire knowledge, skills and attitudes that instil positive attributes such as hard work, honesty, and accountability, innovativeness creativity and respect for the rule of law. Student leaders participating in school management should aim at enhancing democracy in decision making. It is by actively participating in governance of the school that a sense of ownership is created.

They are also expected to take part in the formulation and implementation of school policies and also in planning of special events or projects in school. In order to address the emerging challenges, the MOE have over the years made efforts to reform school management by revising management guidelines through a number of circulars. Despite the availability of new management schedules with other educational factors constantly upgraded, it is still evident that Nyando Sub County continues to record low performances rates of the secondary level in comparison to other sub counties in Kisumu County with a mean grade of bellow 6. When analysed against last 5 years, there is evidence of a downward trend in KCSE performance. Therefore, there is need to examine and document the criteria used by school administrators to improve academic value towards the achievement of reasonable school performance. Student leadership has been adopted by most secondary schools in Nyando but how does it influence academic excellence? This is the commitment yet to be realized in this study. This current study sought to investigate the influence of student leadership on school performance in Public Secondary Schools in Nyando Sub-County.

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Research Objectives

- i. To investigate the influence of student leadership skills on school performance in Public Secondary schools in Nyando Sub-County
- ii. To find out how student leadership role influence school performance in public secondary schools in Nyando Sub-County
- iii. To explore the extent to which student leadership involvement in school non-academic activities influence school performance in public secondary schools Nyando Sub-County
- iv. To assess the influence of student leadership style on school performance in public secondary schools in Nyando Sub-County

Theoretical Framework

This study was guided by the framework of Contingency Theory of Leadership. Contingency Theory of Leadership (Gupta 2009) holds the view that a leader's effectiveness is contingent upon with how his or her leadership style matches to the situation (Gupta 2009). That is, the leader must find out what kind of leadership style and situation he or she thrives in. (Okumbe 1999) Fielder's Contingency theory argues that group performance or effectiveness is dependent upon the interaction of leadership style and the amount of control that the supervisor has over the situation. The Contingency Theory is concerned with the following: "There is no one best style of leadership" and "A leader is effective when his or her style of leadership fits with the situation."

Fred Fiedler developed the Contingency Theory of leadership in 1958 during his research of leader effectiveness in group situations. Fiedler believed that one's effectiveness to lead depended on their control of the situation and the style of leadership. The Contingency theory is not concerned with having the leader adapt to a situation, rather the goal is to match the leader's style with a compatible situation (Gupta, 2009). Fielder's theory proposes that effective leaders play the roles of leadership and management Northouse, (2001). It relates to a condition in which leaders assess situations to determine how they can be effective in contexts that present a wide array of organizational tasks. Based on the level on each of the acts that is required, the leader can apply four different types of leadership; delegating, coaching, directing, and supporting. An effective leader will be conversant with these styles and be able to utilize the appropriate style by correctly determining his follower's level of readiness and choosing a leadership style that would influence the follower's performance. To make best use of this theory, it is important to find what style a leader has (Gupta, 2009). This is done through the Least Preferred Coworker Scale (LPC).

The LPC is a list of questions designed to find out what kind of employee a leader would most like to work with, and in turn shows the leaders style (Gupta, 2009). Fiedler's Contingency Model attempts to match the leader's style using LPC to the situation in which they would thrive; High LPC Score– leader with good personal skills and relies on relationships with others to accomplish tasks people-oriented, Low LPC Score– leader that accomplishes goals through focus on the task and positional power task-oriented. Task-oriented leaders are most effective when their positional power is high, as well as the task structure (Gupta, 2009). People or relation-

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oriented leaders perform their best when the relationship levels between themselves and followers are at their greatest (Gupta, 2009).

According to Fielder, the situation in which a leader operates can be characterized by three factors; Leader-Member Relation- how the leader interacts with employees (Okumbe, 1999). Task Structure- how tasks are set up by the leader and Positional Power- the amount of power a leader has over followers. These three factors combine to form the situation in which a leader's style is effective or ineffective. If the three factors match up to the style of the leader, success is projected (Gupta, 2009). It is important to remember that the opposite can happen as well. If a leader is put into a situation opposite of his or her favored task structure, member relation, and level of power, then failure is to ensue (Gupta, 2009). The three factors of contingency situation have less of an impact on leaders who are task-oriented, or score low LPC's, than leaders who are people-oriented and score high.

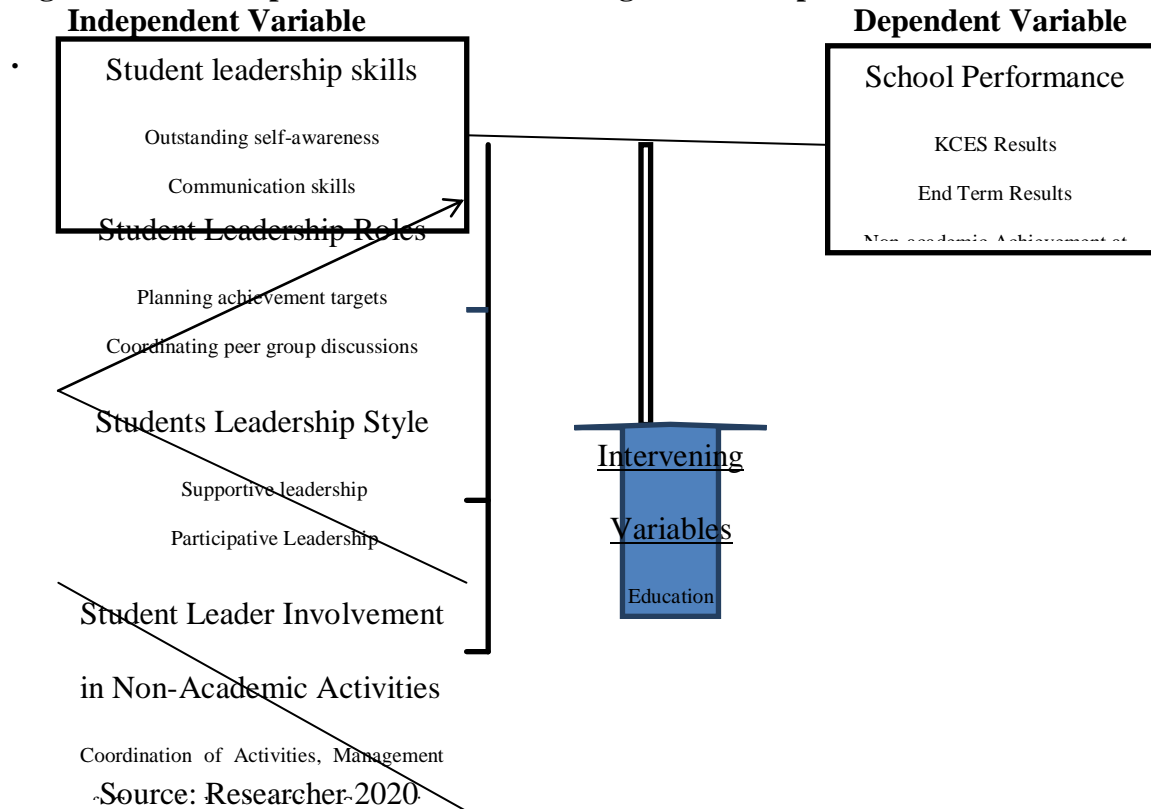
Key strengths of Contingency theory are that it is directive and flexible in nature, as it informs the leader how to respond in different situations. Having the knowledge of the expectations of the leader and followers under different conditions and circumstances is crucial to leadership. Leadership involves change, and success of different situations is based on how leaders adopt to change in different contexts. This theory enables leaders to respond promptly with appropriate interventions when different conditions that are either internal or external changes in an organization resulting in changes in the institution and in the people. This theory helps to structure the development and continuous refinement of followers to help them acquire the skills needed to meet the objectives of the institution. Change constantly occurs in learning institutions and Contingency theories address how leaders adopt to constant changes within organizational contexts and situations. This has implications for leaders who operate in a constantly changing environment that requiring adaptation to emerging technologies and emerging various innovations.

The Contingency Theory can be used to create leadership profiles for learning institutions, in which certain styles can be matched with situations that have proven to be successful (Gupta, 2009) and can be administered in future when a similar situation occurs. Administrators can know what type of student would fit in each leadership position of the learning institution. This theory also helps to reduce what is expected from leaders, and instead puts emphasis on finding a match to the situation that would yield the best outcome as per the institutions goals. The only weakness of the theory is that a leader may appear to his followers as inconsistent and insincere because of frequently changing. Individual leaders may not be sufficiently skilled to change decision and leadership styles to match different situations. Contingency theory helps educational lecturers who operate in a constantly changing environment requiring adaptation to emerging technologies and pedagogics and adoption of supporting individual needs and aligning individual and group objectives. This theory helps leaders to find the right balance between different styles of leadership, and helps them decide how to behave as a leader depending on concerns for the people and for productivity.

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Conceptual Framework

Figure 1 - A Conceptual Framework Showing Relationship between Variables of the Study



From the above Conceptual framework in Figure 1 the independent variables are; Student leadership skills, student leader involvement in non-academic activities, student leader involvement in academic management, and student leadership style. The dependent variable is the school performance. The moderating variable is the education policies. The above Conceptual framework illustrates that when all the above parameters are positively influenced, the schools’ academic and non-academic performance will be positive. The student leaders’ involvement in academic management and non-academic activities acts as a catalyst towards improving schools’ performance. Schools’ performance is realized through K.C.S.E. results, End term results and non-academic activities at regional to national levels. When student leaders’ participation is not fully utilized and ignored in the school management process and decision-making, it will create a negative perception on the students and lead to the decline in schools’ performance. On the other hand, when student leaders are empowered with decision-making opportunities, they would feel part and parcel of the school administration, exercise good leadership skills and positively impact fellow students to be focused on the school’s objectives.

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Student leaders are selected to be leaders due to their recognizable skills such as outstanding self-awareness, communication skills, courage and team building. Student leaders should be encouraged to commit these skills and work hard to improve areas of weakness and further their leadership development. When a weakness is spotted, the student leader should ask others for help and feedback is essential to acquiring all the necessary skills and traits required to become an effective leader, Steve (2015). Tracey Maurer (2015) has stated that most leaders generally adhere to one or two preferred styles of leadership with which they feel comfortable. But the challenge is that great leaders have multiple leadership styles in their toolkit. Leaders are adept at diagnosing situations and using the right leadership styles at the right times. This concept looks into Tracey's leadership styles; Directive, Supportive, Participative, Achievement-oriented and Transformational leader. The student leader is expected to apply one or more of these leadership styles with the aim of guiding other students toward achieving better grades and better school performance. When student leaders are given responsibilities to manage their affairs such as academics, and non-academic activities, their self-esteem is motivated to take active roles in their leadership posts, hence improve their effort towards schools' academic performance. However, when most of the important decisions affecting the students directly are made for them, without their involvement or contribution, it would make the student leaders will lack motivation and loose the power of decision making, this would affect the performance of a school negatively. Student leaders should be supported and encouraged and guided by educational policies handle school academic and non-academic issues by themselves.

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Review of Related Literature

The concept of student leadership is often used interchangeably with the term's student agency, student voice, and student participation. Researchers tend to identify a spectrum of activities and practices that constitute student voice and leadership. For example, holds worth, (2000, p.358), has proposed a spectrum of student voice, participation and leadership that ranges from young people “speaking out” to “sharing decision-making (and) implementation of action”.

Student Leadership Skills and Secondary School Performance

In United States, Robert, Diana & Rich, (2016), Utah state legislature created the Student Leadership Skills Development Pilot Program to pilot a student leadership program in Utah elementary schools. Using an evaluation program, a research study was done to find out if leadership programs on student leaders helped them acquire leadership skills that would improve achievements in schools. Key student leadership skills included effective communication in written, verbal, and presentation formats; collaboration with diverse peers; interpersonal development such as awareness of self and others; self- motivation; goal setting and goal achievement; collective problem solving; and harnessing and using creativity. From this evaluation program it was found that skills built through leadership programs can positively affect academic achievement as students build skills that can transfer across domains, to literacy and communication. This research also showed that student leaders also acquired skills which can improve behaviour in classrooms, reduce incidences of bullying, and create more positive academic environments for all students.

In Africa, Tanzania, Kambuga and Omollo (2008) conducted a study on understanding students' Leadership Role and Challenges in Secondary Schools in Tanzania. The study disclosed that education principles and practices that give young people the opportunities and support to find their voices, to participate in decision-making, understand their rights, and responsibilities as active citizens. The study used a descriptive survey to understand the role and challenges of students' leadership in secondary schools in Tanzania. There were a total of 94 participants, amongst these, 70 students' leaders, 6 discipline heads and 18 ordinary teachers were obtained from 6 public and private schools in Arusha Region using purposive and stratified sampling technique. Students and teachers filled out questionnaires and discipline heads were involved in the interviews. The results showed that Head boys, Head girls and Secretary General were the top positions of the students' government. Results also revealed that good discipline; confidence and academic competence were the main qualities that teachers used to select a student to be a leader. The results therefore show that missing lessons while attending student matters, failure to complete class assignments on time, lack of enough time to engage in private studies, fear to report on teachers who miss classes/come to class late and lack of leadership training were the challenges that student leaders faced while performing their duties. Conversely, no significant difference was found in students' leadership role and academic performance in the classroom. Learning from this study, student leaders in this study had characteristics of being

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leaders but they would be better leaders if they get training on leadership skills enable them to perform their duties diligently to improve both classroom and school performance.

Another study in in, Kadibo Division, Kenya, Ong'injo, (2014) conducted a study on influence of student's participation in school management on academic performance in public schools in Kisumu county. For interest of this study I will concentrate on one of the research objectives that stated: how students' involvement in discipline management influences their academic performance. The target population consisted of 4010 students and 14 academic masters/mistresses from 14 public secondary schools. The sample size of 306 students and 8 academic masters/mistresses was used, represented by 8 public secondary schools, which were selected using purposive stratified sampling and was distributed proportionally. This study used internal continuous assessment tests were used as an indicator of students' performance. A descriptive survey design was used for the study. Questionnaires and interview schedules used to collect data for the study. A pilot study was carried out to establish the reliability of the instruments' and validity was ascertained by the supervisors. Quantitative data was analysed using descriptive statistics such as mean, frequency distribution tables and percentages with the aid of Statistical Package for Social Science (SPSS). The study revealed that students' involvement in discipline management greatly influenced students' academic performance indicated by 175(57.51%) of the respondents. The study revealed that students involved in discipline management enhanced their academic performance since learners acquired skills like Self-Discipline, Social Skills, Healthy Decision Making, Impulse Control, Emotion Regulation and Confidence through discipline management structures. These skills positively guided the students towards concentration and commitment in classroom work. The findings concur with Fletcher (2009), who stated that when school administration work together with the students instead of working for them, would result to a positive school environment and meaningful for everyone involved. By involving students in the day-to-day activities of the school, they would feel part of the school and work hard to improve on their academic performance. This study review however did not address the participation of student leaders in discipline management of the school. The current study will be sought to find out if student leaders can use either leadership skills to manage students towards the achievement of better school performance.

Student Leadership Roles and Secondary School Performance

Gunuc (2013) conducted a study in Turkey on engagement and academic achievement. This study aimed at determining the relationships between student engagement and academic achievement. The study was carried out with the correlational research. The research sample was made up of 304 students. Student Engagement Scale and Demographic Variables Form were used for data collection tools. For the analysis of the data, descriptive statistics, correlation analysis, two-step cluster analysis, independent samples t-test and regression analysis were applied. The results obtained via the analyses conducted revealed that there were significant relationships between the students' academic achievement and student engagement as well as between their academic achievement and especially the dimensions of cognitive engagement, behavioural engagement and sense of belonging. The above reviewed study was conducted in

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Turkey and proved that student engagement in academic management is significant to academic achievement however did not point out student leader's participation in this practice as a part of school management team. Therefore, the current study will fill the gap by focusing on student leader's involvement in academic management with the aim of improving school performance. Further the current study will focus on secondary schools.

While several researchers concentrate on academic excellence in school performance, in Botswana Moloko and Mhlauli (2010) look at it the opposite way. The researchers carried out an investigation on student's academic performance for Junior Secondary Schools in Botswana. The major purpose of the study was to investigate factors, which contributed to the decline in students' academic performance in junior secondary schools in Botswana since 2010. The study was mainly quantitative and used the positivist inquiry paradigm. The study employed critical theory for its theoretical framework. Questionnaires were used to gather data from two hundred participants. Some documents were analysed to supplement the information collected through the questionnaire. Data were analysed using the computer package known as Statistical Package for the Social Sciences (SPSS) version 15. The findings of the study showed that there were several factors that could contribute toward students' low academic performance ranging from low staff morale, scarcity of resources, poor parental involvement and student's unpreparedness for the examinations. This study reviewed a few factors that could contribute to students' low academic performance. The current study would like to look at student leaders as another factor that would determine school performance if involved in academic management in secondary schools in Nyando Sub County.

Mati et al (2016) found out that, little effort has been put in collating students' views in decisions that impact their educational outcomes that may improve their academic performance. It was therefore important to study Students' Involvement in Decision Making and Their Academic Performance. Using data from twelve public day secondary schools in Embu West Sub-County of Kenya, this study attempted to seek the views of students on the effect of their involvement in decision- making on two different fronts: choice of schools in which to enrol and formulation of school rules and disciplinary measures for school rule-violators.

This study found that students' involvement in the key decisions of their educational process produces motivation, a sense of ownership and therefore a higher inclination to abide by the set rules, personal drive to meet the individual and collective goals, and an overall higher academic performance. It was recommended that students should be involved at all decision-making levels to the extent that is possible and plausible. While the reviewed study above was conducted in Embu West Sub-County, scanty information is available in Nyando Sub County. Still, this reviewed study has no particular focus on student leaders as the voice of other students. Therefore the current study will fill the gap by addressing student leader's involvement in academic management with a view of improving school performance.

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Student Leadership Involvement in School Non-Academic Activities and Secondary Schools Performance

In Iowa, United States, O'Dea, (1994) carried out a study on the effects of extracurricular activities on academic achievement. The study attempted to verify if there was a difference in the grade point average between students who participate in extracurricular activities and those who do not participate. The study employed correlational survey design. Four hundred twenty-four seniors at Valley High School in West Des Moines, Iowa made up the study group. Each respondent gathered information about their participation in extracurricular activities. The grade point averages were obtained from office records. Specific criteria were developed to establish a group of involved students and a group of those not involved in extracurricular activities. The difference between groups was statistically analysed using a t- test. The probability of the t-test was less than 0.000499. A significance level of 0.01 was established for this study. The findings of the study were that there is a significant difference between the grade point averages of those involved in extracurricular activities and those not involved in extracurricular activities. This study showed further that participation in extracurricular activity has a small but consistently positive effect on academic achievement. The study represented all regions of the country: small schools, large schools, colleges, and national survey. The results indicated that extracurricular activities play a significant role in the development of a student's academic achievement. While this review only used students and respondents. The findings were generally attributed to students without paying attention to student leaders who act as their mediators to general school programs.

Student Leadership Style and Secondary Schools Performance

Sultan, (2017) conducted a study on leadership styles executed by a principal and academic coordinator in one private school in Pakistan. This study investigated the leadership styles of school principal and academic coordinator in one of the private schools in Gigot-Baltistan, Pakistan. A qualitative case study approach was employed to generate the study data using semi-structured interviews as major data generation tool. a pre-designed interview guide was used to facilitate the interview discourses. Sultan, (2017) this style becomes varied under different circumstances. This dominant leadership style was seen effective in bringing about positive learning environment within the school. The study recommends that exploration of similar comparative studies in same context may be continued to generate more in-depth understanding of the context and to devise appropriate plans in educational sector. The reviewed study has addressed democratic leadership but has failed to show other partners of this democracy. Among other instructional school leaders, this current study included student leaders in an attempt to find the relationship between academic performance of a school and student leadership style. This study review focuses on positive learning environment, but the current study focuses on school performance, which is the best indicator of goals of a school. Another gap in this reviewed study is that the researcher based hi study in only one school. This current study fills the gap by studying more than 10 secondary schools.

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In Kenya, Lukingi (2014), sought to determine the impact of head teachers' leadership style on school academic performance. The study intended to come up with policy guidelines that were to help improve the leadership styles of head teachers in Kenya and other developing countries, which require similar policies. It was further to contribute to the functions of knowledge for the present and future scholars. To attain these, the following specific objectives guided the study: To determine which (head teacher's) leadership patterns arise in effective schooling; to determine if the school environment (as a function of the head teacher's leadership style) and its relationship to the quality of teaching and learning within the school; to determine if leadership administrative style of the head teacher influence the teachers' pedagogic strategies; to determine whether the head teachers' leadership styles are dependent on age, professional qualifications and gender. Descriptive research design was used with questionnaires being used as research tools, administered to thirty head teachers, sixty teachers and sixty student leaders sampled from thirty schools countrywide.

The findings were then presented using tables and graphs with the aid of SPSS program. The results showed that the head teacher's leadership style was best, looking at the enforcement of clear school rules and regulations, provision of the required teaching and learning materials, facilitation of subject workshops for teachers, delegation of responsibilities (to teachers and students) and promotion of collegiality amongst teachers. However, motivation of teachers and students towards the attainment of set academic targets was lacking in most schools as were crucial academic programs that enhance academic performance like career guidance, strategic intensive revision and internal quality assurance. In some cases, head teachers shared proper teaching pedagogies, followed up to ensure full lesson attendance by teachers and students, proper keeping of updated professional records, administration of diverse examinations, timely syllabus coverage and established departments with clearly set targets. There is need for the Ministry of Education to refocus its leadership effectiveness by addressing issues raised here. The study also established a significant relationship between leadership styles exhibited by the heads and students' academic performance. This research obviously made some significant findings in spite of the fact that its generalizability is limited to the participants in the study. This study review however lacks to address the contribution of student leadership style in an attempt to achieve positive school performance.

Methodology

This study used mixed method approach where both quantitative and qualitative research methods were used. Creswell and Clark, (2014 cited in Mvumbi 2015), contents that mixed method approach encourages the use of multiple worldviews by observing inductive and deductive thinking which helps to answer questions and provide more comprehensive evidence in numbers and words for studying research problems. By using quantitative approach, the researcher employed descriptive survey research design in this study to obtain data in order to describe existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. This design was used to explain or explore existing status of variables. This study was conducted in public secondary schools in Nyando Sub County, Kisumu County. This is

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because public schools in Kenya as a whole are faced by several challenges that affect student's academic performance such as high student population, low teacher-student ratio, and inadequate learning resources among many others.

Table 2 Summary of Sample Sizes and Sample Frame

Category	Population	Sample	Sampling Procedure
Schools	45	14	Stratified random sampling
Principals	45	14	Purposive
Deputy Principals	46	14	Purposive
Class Teachers	201	20	Purposive
Students	2014	334	Simple random sampling

Source: Researcher's data, 2019

Nyando Sub-county has 45 public secondary schools. This research had a target of 45 public secondary schools, chosen using purposeful sampling, 45 Principals, 45 Deputy Principles, 201 Class masters, and 2014 students in Form 4 and Form 3. Since the aim of the research was to investigate the influence of alternative methods of enhancing school performance, the 14 Principal, 14 Deputy Principal from the selected secondary schools were purposively sampled. 20 class teachers were sampled from a population of 201, representing 10% of the total population while 334 students were sampled using simple random sampling. Questionnaires, Document analysis and interview schedules was used to collect data. The study used structured and close-ended questionnaires as the main tool of collecting data from the students and student leaders, while an interview schedule for the academic master/mistress, Deputy Principals and Principals of the school. According to Mugenda (2008), a questionnaire is a written set of questions to which subjects respond in writing.

The questionnaire enables the researcher to collect a lot of information from the selected population within a short period of time. Validity and reliability of instruments were ensured. The questionnaires were administered with the help of two research assistants, and on completion they collected for analysis. Upon completing the data collection exercise, all the completed instruments were edited, coded, classified, tabulated and presented. The researcher created categories, themes and specific patterns of data. Quantitative data was analysed using descriptive statistics as well as Statistical Package for Social Sciences (SPSS). Descriptive statistics were used to describe the distribution of sample using percentages and frequencies. The researcher analysed qualitative data through thematic analysis, which involves identification, examination, and interpretations of patterns and themes in textual data. All the participants were assured of their confidentiality and that the information provided were used for the purpose of research only.

Results and Discussions

In the first objective, the article sought to find out the influence of Student Leadership skills on school performance in Public Secondary schools in Nyando Sub-County. From the main

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findings, most students agreed that student leaders have a positive impact on their performance. The study also found that communication skills, team building, courage and outstanding self-awareness are among the qualities that teachers and administrators consider when electing student leaders with 100% of responses from the administrators that through empowering student leadership, there is a positive change on the schools' performance. TSC Act (2012) Section 23 (2) supports this finding by ensuring that teachers are registered and employed after acquiring relevant skills to enable them undertake their teaching skills successfully. Similarly non-academic performance was highly agreed to have recorded good performance for the last three years.

The findings support observation made by O'Dea, (1994) that extracurricular activities play a significant role in the development of a student's academic achievement. The article found that found some proof at medium level about the fact that participation of the students has positive effects on life skills, self-esteem, social status, democratic skills and citizenship, student-adult relationships and school ethics. It has been found in the same research that student participation at school realizes in student councils, temporary school studying groups, interclass decision making, interschool decision making and multiple decision making environments. These aspects in a way motivate student's learning process and lead them towards better study habits and better study results. Other findings revealed that student leaders take control of problems they have with their studies willingly. There was a significant relationship between student leaders' leadership skills and school performance. This implies that when student leaders administer appropriate leadership skills, the entire students are motivated to work hard to achieve positive academic and non-academic.

The Second research question sought to find out the influence of student leadership role on school performance in public secondary schools in Nyando sub-county. Findings revealed that student leaders have a great role to play in the schools performance. It was established that maintain order in their respective classes, dining hall and dormitory and in the school compound. Duties of student leaders outside classroom majorly targeted the following areas; peer influence, drug abuse, conflicting school rules, poor management and media influence. However these roles are not clearly defined therefore the need for principals to train the prefects in order to help the administration with the maintenance of order in the mentioned areas in secondary schools in Nyando Sub-County. The study found that student leaders use various measures and actions to ensure that schools results are improved to attain set goals such as planning, coordinating, organizing and creating committees among students body for easy management. Since the study established a statistically significant moderate positive relationship ($R = 0.587$; $p = 0.000$) between student leaders' leadership roles and school performance ($p < 0.05$), a relationship between leadership roles and academic performance had a positive significance.

The third research objective sought to find out the extent at which student leadership involvement in school non-academic activities influence school performance in public secondary schools Nyando Sub-County. Findings revealed that Non-academic activities generally comprise of the activities, programs, and learning experiences that complement what students are learning in school. Essentially, such activities are experiences that are connected to, reinforce, or mirror

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the main academic curriculum or syllabi activities. In addition, Non-academic activities are usually, but not always, defined as being distinct from academic courses. Non-academic activities are significant for enriching students on an emotional, cognitive, physical, and social level. The enrichment of the curriculum can come in the shape of the hidden curriculum. Non-academic activities have also acted as a catalyst for the promotion of national integration, coexistence, cultural values, and general health and well-being in many countries. Whether they focus upon sports, arts, music, science or other areas, Non-academic activities play a significant role in students' overall holistic development, as well as screening talents and giftedness among children and young learners, which highlights their significance within government school systems.

The findings also supports observations made by Khan (2019), who documented that the role and importance of Co-Curricular activities is to ensure proper education since co-curricular activities are merged with academics and forms part of effective learning for students. Cultural values are sustained are acquired by students through presentations during cultural events, national events and religious events. Personality Development of the students, students perform co-curricular activities in schools, which help them sharpen their communication skills, expression skills, public speaking, participation and sense of belongingness through different activities like debates, recitation. However, the study found that there was a weak positive relationship ($R = 0.210$; $p = 0.081$) between student leaders' leadership roles in non-academic activities and school performance which was not statistically significant ($p > 0.05$). This shows that despite there being a relationship between student leaders' leadership roles in non-academic activities and performance, it is not statistically significant.

The fourth research objective sought to find out the influence of student leadership style on school performance in public secondary schools in Nyando Sub-County. Findings revealed that supportive leadership is an important factor enhancing employee performance in organizations. The researcher's empirical results revealed that supportive leadership has negative impact on job stress and directly impacts performance and moderate the relationship between students and their student leaders. Irene, (2019) also concurs with this finding that supportive leadership is strongly associated with the ability to recruit and retain talent, respondents who worked for supportive managers reported high job satisfaction, those who work for non-supportive managers, a high percentage reported high levels of stress and depressed mood. An investigation by Cameron & Naomi (2005) supports these findings after participating in the cross-sectional survey; results indicated that higher levels of supportive leadership predicted higher levels of well-being. Further, analyses revealed main effects of person and organisation team values on job satisfaction and organisational commitment. Lastly, some support was found suggesting a role of value congruence in the supportive leadership-well-being relationship. The study found a statistically significant strong positive relationship ($R = 0.699$; $p = 0.000$) between student leaders' leadership style and school performance ($p < 0.05$). This shows that positive leadership styles enhance school overall performance. This is because the student leaders are able to positively engage other students and get them to implement school plans and take part in activities designed to achieve the school goals and visions.

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Conclusion and Recommendations

From the findings, the study concluded that student leaders take control of problems they have with their studies willingly, take control of problems they have with their studies willingly and treat the students fairly and efficiently to ensure that they follow school rules and avoid conflicts. Further, student leaders treat the students fairly and efficiently to ensure that they follow school rules and avoid conflicts and also give them advice and come up with ideas to help them improve their studies and overcome challenges. Student leaders are also good communicators and often report the problems they have to the office and also advise the students to do what is right and normally negotiate when they have disagreements. Conclusions from the second objective showed that student leaders help the other students form study groups, support and motivate students to work hard and get good results and also organize discussions with students to set goals in every subject. This shows that discussions occur almost averagely although it is not extensive across all schools that might influence variation in performance across the schools. The study also concluded that prefects play a great role in helping other students observe time, by collecting assignment and coordinating change of lessons, and listen to the study problems of fellow students and informs their subject teachers. This shows that although the student leaders listen to the challenges in most cases, there are significant instances of nearly a third of the schools where prefects do not listen and forward these challenges to the subject teachers.

Findings from the third objective concluded that through student leadership involvement in school non-academic activities, students acquire values that boosted the schools' performance. This research question, also realized that during the interaction between student leaders and the students, class teachers and club patron and the administrators, mainly discussed about coordinating and managing co-curricular activities, supervision and taking records and developing and maintaining codes of conduct for students and club members. The study concluded that prefects support students in participating in different clubs in schools. In fact, club Leaders coordinate time well for club attendance and studying. However, prefects do not choose members to join a particular club. Similarly, the study concluded that bad behaviour within the club is not reported to the Club Master by the Club Leader, however, some students sometimes have discussions with their Club Leaders on how to set priorities between club activities and class studies, while significant number do not, and this proportion of students who do not have these discussions may end up experiencing negative effects on their performance.

The study also concluded that club leaders take charge in the absence of their Club Masters thus ensuring active participation and involvement in club activities to enhance performance. Conclusions from the fourth objective were that four leadership styles that were commonly used by student leaders to co-ordinate daily activities were; supportive leadership, participative leadership, achievement oriented leadership and transformational leadership. Prefects were also planning for school's activities in advance from the beginning of the week or month or term varies extensively. The study also concluded that prefects give students personal attention when assigning and handling students' problems although not to a satisfying level. The study also concluded that student leaders assign duties to students during study time and was accommodative of views from other students on daily school activities and plan for the future. In

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fact, prefects allow them to give new ideas on daily school activities and plan for the future. Most of the students also liked their prefects because they are truthful and can be trusted as they treat them fairly. This shows that the prefects averagely work fairly with the other students making them likeable.

Recommendations

From the findings and conclusions made, the study recommends that school administration together with the ministry of education should organize student's leadership conference to sensitize, educate, and empower student leadership and how they can ensure effective communication with students for good academic performance. Moreover, the article recommends that the school administration should strengthen the student leadership to perform their roles effectively for good academic performance of the school. This could be done through mentorship programs and training of the students on leadership roles. Further, the ministry of education through school administration should organize leadership training on student leadership to enable them lead and guide their subjects with optimal leadership style that is collaborative, discursive and consultative as this will encourage good relationship between the student leaders and students for harmonious co-existence and positive growth school performance. The article suggests that further studies should be done on the relationship between student leadership and school performance in different learning institutions in the country across all counties. The study also suggests that in future, when a similar research is done it should include the influence of principal leadership styles on academic adjustments and performance of teachers and students in the country.

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