The Impact Of Student Councils' Involvement In Making Decision And Prefecture System In Selected Secondary Public Schools In Nairobi County, Kenya.

Abstract

The study sought to assess the impact of students' council involvement in making decisions and prefecture system in selected public secondary school in Nairobi County, Kenya. Generally, schools have experienced a big challenge on indiscipline cases. One of the reasons is due to increased enrolment of students' having students' unrest as the biggest challenge. The research selected secondary public schools in Nairobi City, Kenya. This research used a descriptive research design and selected secondary public schools in Starehe Sub County. The target population in the research included deputy principals, 9 teachers in charge of the counseling department in school and 241 leaders of students' councils. Simple random sampling was used in selecting schools; purposive and stratified was used to sample teachers and students' council. There were 3 deputy principals, 3 teachers in charge of counseling department and 72 students' councils' representatives were sampled. The research tools used were the questionnaires and interviews. Questionnaires were used for members of students' councils and teachers in charge of the counseling department. Interviews were done to deputy principals. Validity of the study had qualitative and quantitative research. The findings revealed that the school's student leaders had aided in the improvement of discipline since the council is closer to the students and thus, they are able to interact and identify the cases of indiscipline among the students. According to the findings, the participation of student leaders in formulating school regulations is important but not in all sectors only the ones that involve their welfare. Student involvement in making decisions in schools is crucial since it allows students to give their views and opinions through

30 the student council. In conclusion school discipline improved with the replacement of prefecture
31 system to the introduction of representatives since issues of strikes have reduced compared to
32 when schools had prefects as leaders. It has enabled the students to give their opinions and this
33 creates a good rapport through the representatives. The study recommends the collaboration of
34 the student board in formulating the laws to ensure they consider and address the worries and
35 frustrations of the students which will promote discipline. The results of the study could be
36 helpful to the principals to interact and work with students' councils to improve discipline in
37 schools.

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45   **I.INTRODUCTION**

46 Democracy is the rule of the people and this is done through representatives. According to
47 Woods and Woods (2012), democracy is about sharing power and facilitating dialogue that
48 enables people to make decisions and gives people the entitlement to transparent information. An
49 American philosopher and educationist (Dewey, 2011) noted that a bad society creates barriers to
50 free association and transmission of experience both inside and externally. He meant that a good
51 society gives its people the freedom to communicate what they go through. A society that gives
52 its members equal chance of participation and flexibly secures their combined existence has been
53 autonomous. In this case, Democracy in the education sector is important for it to achieve its
54 objective and be effective.

55 Students were first appointed into leadership through choosing of leaders by teachers for
56 administrative purposes to assist teachers run the school (Dewey, 2011). A prefect is a student
57 chosen by the school administration or students for his or her leadership capabilities and assigned
58 the duties of controlling and guiding other learners.

59 A school is an imperative socializing agent, which is supposed to enhance discipline among
60 children. The increased enrolment of students in schools has made it a big challenge to school
61 administrators especially in controlling discipline in schools. Kenyan schools have experienced
62 many indiscipline cases which includes bullying, sneaking out of school, not adhering to school
63 rules and regulations, drugs among others. This has been an issue for school managers,

64 administrators' teachers, parents and students who are affected by school unrest. The biggest
65 challenge has been students' unrest in many schools and student council was established to lower
66 the issues of students' strikes in schools since they participate in decision-making and this
67 promotes good communication.

68 Gone are the days when teachers used to choose leaders in schools. Students today are involved
69 in choosing their own leaders in schools and through this; the students are able to participate in
70 making decisions. Students' participation improves communication that leads to greater
71 comprehension and cooperation, which aids in the resolution of a variety of issues. Prefects were
72 unpopular among the students. According to (Nasibi, 2003), the dislike against the leaders can be
73 changed if the school administration forms students' councils, if representatives are selected by
74 the students will owe their devotion to the other students rather than the school management.
75 This research demonstrates how students are given the opportunity to choose who will lead them.
76 Students' council has given students an opportunity to participate in the affairs of the school and
77 collaborate with the administration to administer the school and this creates a positive attitude
78 towards their leaders comparing it with the prefecture system where students were never
79 involved in choosing of prefects.

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82 A study by(Jeruto, 2011) focused on the engagement of students in making decisions in in
83 schools noted that some of the ways in which students participate in school discipline and its
84 disciplinary procedure are through student council. School have their own special way of
85 maintaining discipline and most schools employ school regulations, advice and counseling to
86 discipline students who breach the rules. Good communication uniting the head of the school,
87 teachers, learners, parents, and the community is important for efficacy discipline management
88 in schools (Oyaro,2005).

89 Students' councils are one of the forums in the United Kingdom (UK) for students to express
90 their views. Finland, Norway, Singapore, America, the United Kingdom, and South Africa all
91 have active high school student leaders. Green (2013) Indicated that The National Secondary
92 Student Council was established in 1975 in Jamaica through the policy of students' councils in
93 1973; schools were hauled before the government. This policy was created in response to the
94 increased demand for effective students' involvement in making decisions in school. In the
95 1970s, student advocacy exploded in Jamaica, and the Education Act of 1980 gave students the
96 power to govern themselves. Students' councils are provided for in the Education Act (1980) as a
97 means of students participating in the affairs of the school.

98 Harper (1993) in a study on representative administration and effectiveness in Africa, case study
99 in Tanzania found out that many secondary schools in Africa have experienced major
100 indiscipline cases in schools, which caused violence and disturbance. He noted that the

101 introduction of students' councils would lower indiscipline issues in schools and students'
102 councils encouraged people to talk about their problems before they became worse. Tanzania has
103 also embraced student councils for school governance.

104 In 2008 after post-election violence, there were many cases of student unrest in schools which
105 caused destruction of property in school. Over 300 schools were locked between July and
106 September 2008. In May 2008, the first conference of the National Secondary Student, which
107 united leaders from secondary schools around the country was held (Chemutai, 2014). The
108 government sought to establish open forums between students and school administrators to
109 discuss issues that affect them before they escalate into school riots. Kenya Secondary School
110 Students' Council (2016) indicated that learners aired out their needs and grievances so clearly
111 impressing the then minister for education but it did not start as expected in region across the
112 country. The Kenya Secondary School Students' Councils (KSSSC) system was created by the
113 Ministry in charge of Education in 2009, with backing from UNICEF, with the goal of
114 incorporating secondary school students in governance.

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118 Nairobi County has Starehe Sub County that has many secondary public schools with most
119 having adopted the students' council as leaders of the school and not prefectural system. There
120 has been a great improvement in schools after the introduction of students' councils in terms of
121 discipline and increased connection between principals, teacher and learners.

122 **STATEMENT OF THE PROBLEM**

123 Despite the growing adoption of students' councils in many Kenyan secondary schools, concerns
124 remains regarding their effectiveness in managing students' discipline. While research exists on
125 the responsibilities of student councils, limited data exists on the impact of their involvement in
126 decision making compared to traditional prefecture system.

127 Due to the big challenge on indiscipline cases in schools having student unrest as one of the
128 biggest challenge that has affected the performance of students in schools. This research aims to
129 address this knowledge gap by assessing the impact of students' council's involvement in
130 decision making through a comparative study of prefecture system and students councils.

131 OBJECTIVES OF THE STUDY

132 The Following Objectives Guided This Study To:

133   • Find out the influence of students' council in supervising discipline in selected public

134   secondary schools in Nairobi County.

135   • Analyze the support of the school administration to the student council in selected public

136   secondary schools in Nairobi County.

137 **RESEARCH QUESTIONS**

138 The Questions Guiding The Study Were:

139   • What are the influences of students' council in supervising discipline in selected public

140   secondary schools in Nairobi County?

141   • What support does the school administration give to the student council in selected public

142   secondary schools in Nairobi County?

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144   **II.RELATED LITERATURE REVIEW**

145 The introduction of the council has enabled the elected students to be included by the
146 management of the school in resolving resolutions that influence the learners in school for it to
147 be effective (Kariuki, 2014).

148 Wambulwa (2004) noted that when learners are included in making decision and the school's
149 governance, it could result into school improvement. He added the advantages of involving
150 learners for instance the link between school governing body and learner's contribution can
151 influence decisions. It will also improve and maintain discipline, which showed that learners and
152 educators could solve problems together when given an opportunity to exercise their rights.
153 Prefects in schools were not included in making decisions with the administration and this
154 affected their discipline. The Ministry in charge of Education attempted to include the council in
155 the resolution process to put in place measures to include them.

156 Onginjo (2014) in a research noted that the participation of the student representatives in coming
157 up with rules and regulations has made it easier to manage students' discipline. Students'
158 councils are closer to students and are accepted by others and so any decisions that they make on
159 their behalf is easily accepted by other students unlike prefects who were chosen by teachers and
160 were not included in decision making especially in making laws hence students rebelled and the

161 degree of indiscipline increased. Students' participation in making rules through students'
162 councils will give them the satisfaction since it is like their own model and will follow them.

163

164 Mokaya (2015) in a study argued that students' councils could lead to many ways for students to
165 encourage a conducive environment to solve problems that aid to enhance management of
166 discipline. Both teachers and students noted that active involvement of students in the councils
167 making policies could encourage free interaction; peaceful atmosphere would enable discipline
168 to improve, smooth running of school, good co-operation and good peer relation among the
169 learners (Gyan, 2015).

170 Murage (2014) in a study argues that democratization in decision making and running of the
171 school is key. Without involving students, schools should not make decisions that have an
172 influence on them. He meant that involving students' councils in the governance of the school
173 enhances discipline and better behavior in schools. Students' council's leadership should
174 promote a conducive harmonious environment, which enhance students to use their talents fully
175 and advancement of their peers.

176 Murage (2014) in a study noted that students' councils unlike the prefects improved academic
177 performance and learning, as they are involved in areas of curriculum development, exam policy
178 and code of conduct. She further noted that the self-esteem of students had been improved since
179 students have been involved through sharing responsibility, trust and involved in decision
180 making in schools hence this promotes better discipline. Students' councils are tools of stability
181 in schools by including them in resolving decisions since they will definitely get along with their
182 democratically elected leaders (Hunt, 2014). These research and studies clearly show that
183 students' councils have a valuable outcome in schools especially in the supervision of discipline
184 since they are included in making decisions and other activities in school. Through the student
185 councils unlike prefecture system where prefects were unpopular which led to indiscipline in
186 schools like strikes.

187   **III. METHODOLOGY OF RESEARCH**

188 **A.RESEARCH DESIGN**

189 Descriptive survey research design was adopted in the research. Orodho (2009) Noted that
190 survey study collects findings at a specific time with the goal of relating the nature of the
191 situation and establishing the interconnection.(Rasheed et al., 2010) in a study noted that
192 descriptive survey as a study's design can be employed to gather data about the habits and
193 opinions of people or any number of educational and societal matters. It allowed representation
194 of the whole target population at a go from the responses of different respondents. The design
195 provides quantitative and qualitative details that give a broader understanding of the research
196 topic.

197 **B.TARGET POPULATION**

198 (Orodho (2004) illustrates target population as the objects or people under consideration. The
199 research centered on secondary public schools in Nairobi County's Starehe Sub County. The
200 deputy principals were the target audience because they are in control of school. Teachers in the
201 counseling department since they are responsible of guiding and counseling indiscipline students
202 in schools. Students' councils were also included because they are the leaders of the student and
203 deal with the discipline of the students. Starehe has 9 secondary public schools therefore, the
204 study's target population comprised of 9 Deputies, 241 top students' council's leaders for
205 example, the school captain, deputy captain, dining hall captain among others and 9 mentors in
206 charge of the counseling department hence the sum population was 259.These are the important
207 stakeholders who are involved in discipline supervision.

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213 **C.SAMPLING DESIGNS**

214 The research used Random sampling procedure as it is applicable in infinite population. The
215 benefit of using simple random sampling is that it gives the people uniform and independent
216 opportunity to be selected in the sample. Reis & Judd (2014) The most critical type of sampling
217 is simple random sampling since the components are pulled at random from the population and
218 have an equal probability of being chosen. The procedure on simple random sampling included
219 writing the school names on a paper, fold it then put in a common box. Mix and randomly pick
220 the required papers. After picking the papers, the researcher did a comparison in the research of
221 the selected schools. The schools were sampled using the random sampling while the instructors
222 and student council were sampled using purposive and stratified sampling.

223 Deputies and teacher in charge of the counseling department were chosen because they provided
224 valuable information to the study. Deputy Principal is in control of discipline and teacher in
225 control of the counseling department help in dealing with indiscipline students. Stratified
226 sampling was used to choose the members of the council since they are the leaders in school and
227 they deal with supervising and managing discipline of the students.

228 **D.SAMPLE SIZE SELECTION**

229 **Table 3.1 Sampling Size Frame**

Group	Target Population	Sample Size	Percentage
Deputy Principals	9	3	30%
Guidance And Counseling Teachers	9	3	30%
Students' Councils	241	72	30%
Total	**259**	**78**	**90%**

230 **Source**: Author (2020)

231 *Mugenda and Mugenda (2013)* noted that a sample size ranging from 10 to 30 percent can be
232 used to illustrate the total group. The sample size was 72 student's councils' members, 3 deputy
233 principals and 3 teachers managing the counseling department from 3 secondary public schools
234 in Starehe region. Selection of 78 participants was done purposively since the researcher was
235 interested in those in charge of supervising discipline in schools in Starehe region.

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240 **E.DATA ANALYSIS TECHNIQUES**

241 Data organization, summarization and categorization were done to find the pattern. The gathered
242 data was interpreted through analytical and logical meaning to understand their relationship.

243 For the quantitative approach the data that was obtained from the questionnaire, the researcher
244 looked at completeness, uniformity on the questionnaires after they are returned and then the
245 questionnaires were arranged, coded and analyzed. The research used descriptive statistics of
246 frequencies and percentages to analyze information and the outcomes were displayed in tables of
247 frequency distribution and graphical techniques. The facts after coding used the Statistical
248 Package for Social Science SPSS version 20.0 since it was appropriate in characteristics and
249 features of the study.

250 For the qualitative approach, the statistics that was obtained from the interviews was examined
251 and identified key information from the study, which drew out the crucial themes from the
252 responses that were given. The facts were analyzed using the content analysis technique, which
253 involves narratives, discussions and explanations.

IV.RESULTS OF THE RESEARCH

RESPONSE RATE

The assemblage of information was conducted to different secondary public schools in Starehe region and was displayed in table 4.1 as shown below.

Table 4.1: Response return rate

Response	Frequency	Percent (%)
Returned	77	98.72
Unreturned	1	1.28
Total	**78**	100

Table 4.1 illustrated that a sum of 78 questionnaires was given from which 77 were completed and given back which represents a response rate of 98.72%. The results thus meet the threshold of Agustina, (2018) who noted that a completion value that is more than 50% is appropriate for a descriptive study. In addition, Abbie (2004) noted that response rate of 50% can be justified, 60% is valid and 70% is reliable. In this research, return rate at 95.04 % can be related as reliable for deliberation.

INFLUENCE OF STUDENTS' COUNCIL IN SUPERVISING DISCIPLINE IN SELECTED PUBLIC SECONDARY SCHOOLS

The objective of the study sought to find out the influence of students' council in supervising discipline in selected public secondary in Nairobi County. Questionnaires were given to students' councils, educators in control of the counseling department on the effects of students' leaders in supervising discipline.

4.5.1 Statistics for Students' Councils

The table 4.5 shows statements about the effects of students' leaders in supervising discipline.

Table 4.5: Perspective of Students' Councils and teachers towards discipline management in school

Questions	1	2	3	4	5	M	S. D
Students' Councils							
Is discipline important in a school?	55.8%	44.2%	0.0%	0.0%	0.0%	4.44	0.50
Good academic performance is	41.6%	18.2%	28.6%	0.0%	11.7%	3.66	0.91

						M	Std Dev
attributed to discipline							
Are representatives engaged in designing regulations?	14.3%	44.2%	29.9%	6.5%	5.2%	3.84	1.24
Are student council promoting school laws?	61.0%	33.8%	5.2%	0.0%	0.0%	4.29	0.56
Are student council included in decision-making?	28.6%	28.6%	28.6%	10.4%	3.9%	3.61	1.24
Average						**3.97**	**0.89**
Teachers in charge of the counseling department							
Is discipline important in a school?	100.0%	0.0%	0.0%	0.0%	0.0%	4.00	0.00
Good academic performance is attributed to discipline	0.0%	33.3%	33.3%	0.0%	33.3%	3.33	1.53
Are students' council included in formulating school rules and regulations?	33.3%	0.0%	33.3%	33.3%	0.0%	2.67	1.53
Does students' council support principal and support staff in performance of their duties?	33.3%	66.7%	0.0%	0.0%	0.0%	4.67	0.58
Does students' council help to promote culture of learning in school?	66.7%	33.3%	0.0%	0.0%	0.0%	3.67	0.58
Average						**3.67**	**0.84**

279 *1=strongly Agree, 2=Agree, 3=Not Sure, 4=Disagree, 5=Strongly Disagree, M= Mean, Std*
280 *Dev= Standard deviation*

281

282

283 Table 4.5 portrays that 100% (77) of the leaders indicated that discipline is important in schools
284 as it is indicated by 100% (3) of the teachers responsible for guidance and counseling. Masitsa
285 (2008) also noted that discipline is very significant to foster a favorable school climate that
286 encourages high academic achievement. A school with disciplined students enables teaching to
287 be done effectively and students to do well academically.

288 More than half of the students' councils, 59.8% (46) agreed that good academic performance is
289 attributed to discipline, which is similar to the 33.3% (1) of the instructors in charge of the
290 counseling department who supported that good academic performance is attributed to discipline.
291 The outcome of the research indicate that a disciplined student tend to perform well in their
292 studies because they are quiet in class, finish all the work given by the teacher and this makes it
293 easy for the teacher to teach which produce good results. This was supported by one of the
294 teachers in control of guidance and counseling who said:

295   Discipline promotes good academic excellence in schools. Teachers
296   have an easy time teaching disciplined students since they cooperate,
297   finish the assignments given and this enables them to excel in their

298   studies [A male educator in charge of the counseling department in
299   school B Jun 20-22].

300 The outcome of the research indicate that a disciplined student tend to perform well in their
301 studies because they are quiet in class, finish all the work given by the teacher and this makes it
302 easy for the teacher to teach which produce good results. The findings are similar with research
303 done by Murage (2014) on academics' performance. Disciplined students do very well in their
304 academics' performance since discipline correlate with performance.

305 While 58.5% (45) of the representatives supported that student board is included in formulating
306 regulations, only a third of the instructors in charge of the counseling department, 33.3% (1) of
307 the respondents supported that student council is included in formulating regulations. SC in
308 school A stated that:

309   The representatives are included in designing the regulations so that
310   they can own them and work well with the students to ensure that they
311   are followed. Through involving the students' council, the other
312   students feel involved and this improves discipline [a male student
313   council leader in school A Jul-2-22].

314

315 TGC in school B said that:

316   Students' councils are not included in making the rules and regulations since it is
317   the duty of the teachers and the administration to formulate the rules [A male
318   teacher in control of the counseling department in school B Jun 20-22]

319 Findings in the study seem to indicate that the students' council is not directly included in
320 formulating the school regulations but are consulted on certain issues affecting the school which
321 should be considered when formulating the school laws. Comparable results were noted in the
322 study Mukisa (2019) on students' leaders not included in formulating school laws. This study
323 fills the gap left by Onginjo (2014) whereby students' councils should not be fully involved in
324 making the school guidelines but rather help in maintaining the school laws to manage
325 discipline.

326 In comparison to the 94.8% (73) of the students' councils who agreed that student' leaders
327 promote school laws, 100% (3) teachers in counseling department concurred that the
328 representatives support principal and support staff in performance of their duties. However,
329 57.2% (44) of the participants indicated that student council included in decision-making
330 compared to 100% (3) of the teachers in charge of the counseling department who agreed that
331 students' councils support principal, teachers and support workers by enabling them do their
332 duties in a conducive environment and help to promote effective learning in school which
333 improves performance.

334   TGC in school C stated that:

335   The inclusion of the councils in decisions making especially when
336   asked on welfare programs but not in all the affairs of the school. Some
337   decisions are left for the management and instructors to make [A female
338   teacher in control of guidance and counseling in school C Jul 2-22]

339

340   DP in school B supported and stated that:

341   It is important to include students' council when making some
342   decisions in schools. Their opinions and views are vital in decision-
343   making. [A male deputy principal in school B Jun-22]

344

345   The study outcome noted that the participation of student leaders in formulating school
346   regulations is important but not in all sectors only the ones that involve their welfare. Student
347   involvement in making decisions in schools is crucial since it allows students to give their views
348   and opinions through the student council.

349   This study is corroborated with a research done by (Kilonzo, 2017) who also found similar
350   findings in his search. The findings of this study fills the gap left by Karani (2019) in his search
351   whereby the involvement of students' leaders to make decisions has helped to manage discipline.

352   The mentors in charge of the counseling department and the assistant principals acknowledged
353   that the inclusion of students' councils' in making decisions has influenced positively in
354   discipline management in schools.

355   **4.5.2 Improvement of discipline due to councils**
356   The students were also questioned to state whether the school discipline improved after the
357   introduction of students' councils. They responded as shown in Figure 4.2.

Improvement of discipline due to councils

35.1%
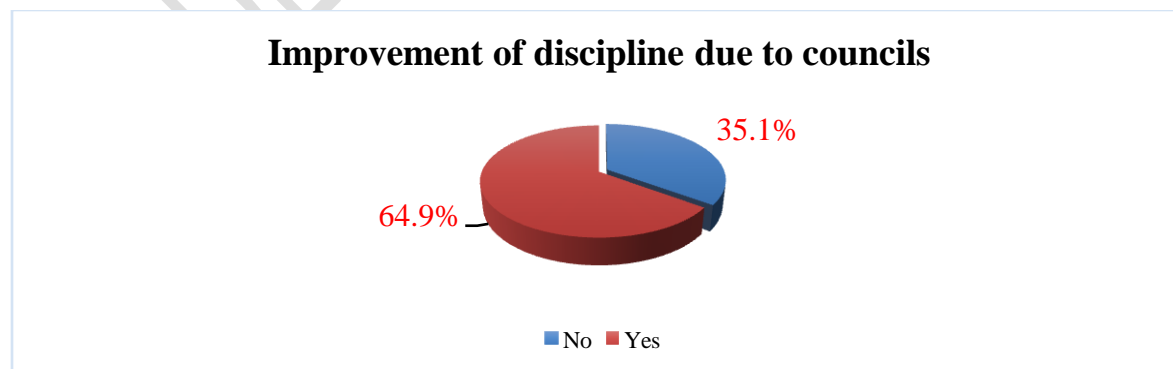
64.9%

■ No ■ Yes

359   Figure 4.2: Improvement of discipline due to councils
360

The findings illustrates that many of the representatives 64.9% (50) noted that the school discipline improved after the introduction of students' councils while 35.1% (27) of them were of the alternative opinion that the school discipline has not improved after the introduction of students' councils.

SC in school A stated that:

> Discipline in schools have improved with low level of indiscipline cases because the leaders have a close relationship with the administrations and they can air out their views openly thus reducing cases of strikes in school. [A female student council leader in school A, Jul 2-22]

DP in school B supported and stated that:

> With the introduction of students' council where learners are given the opportunity to select their own representatives the level of indiscipline cases have reduced compared to when schools had prefects. The number of strikes has reduced and level of discipline has improved. [A male deputy principal in school B, Jun 20-22]

The outcome of the research noted the improvement of discipline with the replacement of prefecture system to the introduction of representatives since issues of strikes have reduced compared to when schools had prefects as leaders. It has enabled the students to give their opinions and this creates a good rapport through the representatives.

This study is corroborated with a research done by Karani (2019) and Kilonzo (2017) on the influence of representatives in governance of discipline. In deed the students discipline has improved with the introduction of students' council since they are involved in the affairs of the school.

SUPPORT OF THE SCHOOL ADMINISTRATION TO THE STUDENT COUNCIL IN SELECTED PUBLIC SECONDARY SCHOOLS IN NAIROBI COUNTY.

The school administration should work hand in hand and support the student representatives for them to be effective in managing discipline in schools. They were asked whether they believe that if school administration provided greater support to student leaders, they would be more efficient in dealing with discipline issues.
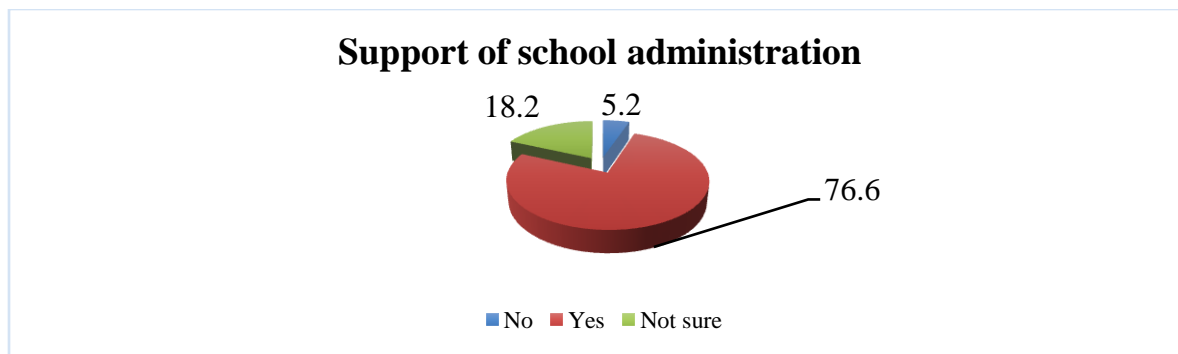
Support of school administration

18.2   5.2

76.6

■ No ■ Yes ■ Not sure

394

395   Figure 4.3: Support of the administration

396   Figure 4.3 conveys that most of the student leaders 76.6% (59) supported that they would be

397   more efficient in dealing with discipline cases with the support from the school administration.

398   SC in school B stated that:

399   Students' councils need validation for them to be effective in executing their

400   authority to maintain discipline matters in school. This can be done by teachers

401   and administration taking charge on the indiscipline cases forwarded to them by

402   the students' council. [A male student council leader in school B Jun-20-22]

403

404

405

406   TGC in school A stated that:

407   Students' council is supported by the administration and department of

408   guidance and counseling by reporting the most indiscipline students to

409   the department to guide and counsel them on how to change their bad

410   behaviors. This has really improved the discipline of the school. [A

411   female instructor in control of the counseling department in school A,

412   Jul 2-22].

413   DP in school C supported this and noted that:

414   The school is working very closely with the students' council and has

415   been supporting the council in managing discipline issues and cases in

416   the school. [A female deputy principal in school C, Jul 2-22]

417   Findings indicated that the school administration has been working with the school council to

418   improve discipline in school. The counseling department in school has corroborated by guiding

419   the indiscipline student to change their behavior which has improved discipline.

420

Table 4.6: Participation of the Council in discipline management

Variable	Category	Frequency	Percentage (%)
In your own opinion, does the student leader interfere with the school management in planning school activities?	No	3	100
	Yes	0	0
Do you think that discipline has improved after the introduction of students' council?	No	0	0
	Yes	3	100

Table 4.6 indicate that all of the teachers responsible for guidance and counseling 100% (3) indicated that the students' council do not interfere with the school administration in planning school activities. However, they noted that their engagement in discipline affairs of the school jeopardizes their time management since most of them are not able to juggle between academics and management of discipline.

TGC in school B stated that:

> Some students' councils' leaders perform so poorly in their exams after being appointed as leaders since most of them waste time handling discipline matters instead of studying. [A male instructor in control of the counseling department in school B Jun 20-22.]

The outcome of the research noted that some students' leader did not perform well academically since they wasted time handling discipline issues instead of reading. Likewise, the outcome indicates that all of the teachers in control of the counseling department acknowledged that discipline has improved after the introduction of students' council. The deputy principals in schools were also requested to indicate why discipline is important in a school. DP in school C noted that:

> Discipline ensures all students feel safe and follow the school program and are focused on their studies so as to provide a conducive environment for students to learn [A Female Deputy Principal in school C, Jun-22].

DP in school A also noted that:

> Discipline helps students to be focused on their goals and ensures the school runs smoothly. The objectives of the school are met

449   when students are disciplined [A Female Deputy Principal in

450   school A, Jul2-22].

451

452   The study outcome revealed that discipline is very important in a school so as to attain its goals

453   and objectives. They were also asked to indicate the school's current disciplinary situation and

454   DP in school B indicated that:

455   The school has a disciplinary committee led by the deputy principal.

456   Currently, the school has been having cases of indiscipline such as

457   defiance, which we are working to resolve with the help of the students'

458   council. Likewise, another respondent indicated that: the school's

459   current disciplinary situation is a work in progress but it has

460   significantly improved especially after the introduction of the students'

461   council [A Male Deputy Principal in school B, Jun 20-22].

462

463   Regarding the most typical instances of indiscipline at your school, it was noted by DP in school

464   B that:

465   Defiance, sneaking out, fighting, bullying, homosexuality, drugs

466   taking and strikes were among the top most [A Male Deputy

467   Principal in school B, Jun-20-22].

468

469   DP in school A added that:

470   The council's contribution to reduce the above goes a long way since

471   the council motivates and empowers students to put effort in their

472   academics to improve their school's name. They promote discipline in

473   school, which helps students to feel safe, adhere to the school program

474   and focus on their academics [A Female Deputy Principal, July 2022].

475

476   Results of the research indicated that although issues of indiscipline in school are still there, they

477   have reduced greatly since the students' council are role model who motivates other students and

478   inspire them to behave well which improves discipline.

479   The above findings are supported by Mokaya (2015) who argued that students' councils could

480   influence students in many ways to encourage resolving of issues in a friendlier manner that

481   helps to enhance discipline administration. Both teachers and students noted that active

482   involvement of students in the councils making policies could encourage free interaction;

483   peaceful atmosphere would enable discipline to improve, smooth running of school, good co-

484   operation and good peer relation among the learners (Gyan, 2015).

485   Onginjo (2014) noted that the inclusion of students' councils in coming up with the regulations

486   has made it easier to manage students' discipline. Students' councils are closer to students and

487   are accepted by others and so any decisions that they make on their behalf is easily accepted by

488 other students unlike prefects who were chosen by teachers and were not included in decision
489 making especially in making laws hence students rebelled and the level of indiscipline increased.

490 According to Wambulwa (2004), when learners participate in making decisions and in the
491 school's governance, it could lead to academic improvement in schools. The advantages of
492 involving learners for instance the link between school governing body and learner's
493 contribution can influence decisions. It will also improve and maintain discipline, which showed
494 that learners and educators could solve problems together when given an opportunity to exercise
495 their rights.

V CONCLUSION

497 Results revealed that discipline is important in schools as an institution and this is attributed
498 majorly to academic performance of students. A disciplined student excels well in their studies.
499 The findings also indicate that student council leaders participates in formulating the school laws
500 especially in their welfare matters and promote the formulated school regulations and decision-
501 making. It was noted that the students' council do not interfere with the school administration in
502 planning school activities. However, they noted that their engagement in discipline affairs of the
503 school jeopardizes their time management since most of them are not able to juggle between
504 academics and management of discipline. The prefects were not included in formulating school
505 laws and decisions making.

506

507 Concerning the most typical instances of indiscipline at your school, the deputy principals
508 reported that Defiance, sneaking out, fighting, bullying, homosexuality and strikes were among
509 the top most indiscipline cases Thus, they indicated that the council's contribution to reduce the
510 above goes a long way since the council empowers students to better their grades academically
511 to improve their school's name. They also act as an example to students. They promote
512 discipline in the school that helps students to feel safe, adhere to the school program and focus
513 on their academics. The findings indicated that students' council have improved discipline unlike
514 the prefecture system that experienced indiscipline with strikes as major problem. The study
515 concluded that the students' council greatly impacted in managing the discipline of the students
516 as compared to the prefecture system in selected public secondary schools in Nairobi County.

517

VI RECOMMENDATIONS

519 The study made the following recommendations:

- Government should guarantee they embrace the students act (1998) that propagates the need for student leaders to represent their fellow students in schools by replacing the prefecture system.
- Institutions where there is low participation of students' council, the study recommends the collaboration of the student board in formulating the laws to ensure they consider and address the worries and frustrations of the students, which will thus promote discipline.
- The study also advocates the increase in the engagement of the students' council in discipline by giving them more power such that they are more respected by students, which will ensure compliance.

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