



Journal Homepage: [-www.journalijar.com](http://www.journalijar.com)

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/21439

DOI URL: <http://dx.doi.org/10.21474/IJAR01/21439>



RESEARCH ARTICLE

THE IMPACT OF STUDENT COUNCILS' INVOLVEMENT IN MAKING DECISION AND PREFECTURE SYSTEM IN SELECTED SECONDARY PUBLIC SCHOOLS IN NAIROBI COUNTY, KENYA

Ondieki Nancy Nyaboke¹, Francis Kirimi² and Gladys Ngao²

1. Masters' student, Kenyatta University.

2. Department of Educational Foundations, Kenyatta University.

Manuscript Info

Manuscript History

Received: 21 May 2025

Final Accepted: 23 June 2025

Published: July 2025

Key words:-

Assess the impact, Students' councils,
Making decisions, Prefecture system,
Secondary school

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 the student council. In conclusion school discipline improved 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. 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 promote discipline. The results of the study could be helpful to the principals to interact and work with students' councils to improve discipline in schools.

"© 2025 by the Author(s). Published by IJAR under CC BY 4.0. Unrestricted use allowed with credit to the author."

Introduction:-

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

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

A school is an imperative socializing agent, which is supposed to enhance discipline among children. The increased enrolment of students in schools has made it a big challenge to school administrators especially in controlling discipline in schools. Kenyan schools have experienced many indiscipline cases which includes bullying, sneaking out of school, not adhering to school rules and regulations, drugs among others. This has been an issue for school managers, administrators' teachers, parents and students who are affected by school unrest. The biggest challenge has been students' unrest in many schools and student council was established to lower the issues of students' strikes in schools since they participate in decision-making and this promotes good communication.

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

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

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

Harper (1993) in a study on representative administration and effectiveness in Africa, case study in Tanzania found out that many secondary schools in Africa have experienced major indiscipline cases in schools, which caused violence and disturbance. He noted that the introduction of students' councils would lower indiscipline issues in schools and students' councils encouraged people to talk about their problems before they became worse. Tanzania has also embraced student councils for school governance.

In 2008 after post-election violence in Kenya, there were many cases of student unrest in schools which caused destruction of property in school. Over 300 schools were locked between July and September 2008. In May 2008,

the first conference of the National Secondary School Student, which united leaders from secondary schools around the country was held (Chemutai, 2014). The government sought to establish open forums between students and school administrators to discuss issues that affect them before they escalate into school riots.

Kenya Secondary School Students' Council (2016) indicated that learners aired out their needs and grievances so clearly impressing the then minister for education but it did not start as expected in regions across the country. The Kenya Secondary School Students' Councils (KSSSC) system was created by the Ministry in charge of Education in 2009, with backing from UNICEF, with the goal of incorporating secondary school students in governance.

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

STATEMENT OF THE PROBLEM

Despite the growing adoption of students' councils in many Kenyan secondary schools, concerns remains regarding their effectiveness in managing students' discipline. While research exists on the responsibilities of student councils, limited data exists on the impact of their involvement in decision making compared to traditional prefecture system. Due to the big challenge on indiscipline cases in schools having student unrest as one of the biggest challenge that has affected the performance of students in schools. This research aims to address this knowledge gap by assessing the impact of students' council's involvement in decision making through a comparative study of prefecture system and students councils.

Objectives Of The Study:-

The Following Objectives Guided This Study To:

- Find out the influence of students' council in supervising discipline in selected public secondary schools in Nairobi County.
- Analyze the support of the school administration to the student council in selected public secondary schools in Nairobi County.

RESEARCH QUESTIONS

The Questions Guiding The Study Were:

- What are the influences of students' council in supervising discipline in selected public secondary schools in Nairobi County?
- What support does the school administration give to the student council in selected public secondary schools in Nairobi County?

RELATED LITERATURE REVIEW

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

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

Onginjo (2014) in a research noted that the participation of the student representatives in coming up with rules and regulations has made it easier to manage students' discipline. Students' councils are closer to students and are accepted by others and so any decisions that they make on their behalf is easily accepted by other students unlike prefects who were chosen by teachers and were not included in decision making especially in making laws hence students rebelled and the degree of indiscipline increased. Students' participation in making rules through students' councils will give them the satisfaction since it is like their own model and will follow them.

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

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

Murage (2014) in a study noted that students' councils unlike the prefects improved academic performance and learning, as they are involved in areas of curriculum development, exam policy and code of conduct. She further noted that the self-esteem of students had been improved since students have been involved through sharing responsibility, trust and involved in decision making in schools hence this promotes better discipline. Students' councils are tools of stability in schools by including them in resolving decisions since they will definitely get along with their democratically elected leaders (Hunt, 2014).

These research and studies clearly show that students' councils have a valuable outcome in schools especially in the supervision of discipline since they are included in making decisions and other activities in school. Through the student councils unlike prefecture system where prefects were unpopular which led to indiscipline in schools like strikes.

Methodology Of Research:-

A.RESEARCH DESIGN

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

B.TARGET POPULATION

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

C.SAMPLING DESIGNS

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

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

D.SAMPLE SIZE SELECTION

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%

Source: Author (2020)

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

E.DATA ANALYSIS TECHNIQUES

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

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

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

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 schools 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.

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 attributed to discipline	41.6%	18.2%	28.6%	0.0%	11.7%	3.66	0.91
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

1=strongly Agree, 2=Agree, 3=Not Sure, 4=Disagree, 5=Strongly Disagree, M= Mean, StdDev= Standard deviation

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

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

Discipline promotes good academic excellence in schools. Teachers have an easy time teaching disciplined students since they cooperate, finish the assignments given and this enables them to excel in their studies [A male educator in charge of the counseling department in school B Jun 20-22].

The outcome of the research indicated that a disciplined student tend to perform well in their studies because they are quiet in class, finish all the work given by the teacher and this makes it easy for the teacher to teach which produce good results. The findings are similar with the research done by Murage (2014) on academics' performance. Disciplined students do very well in their academics' performance since discipline correlate with performance. While 58.5% (45) of the representatives supported that student board is included in formulating regulations, only a third of the instructors in charge of the counseling department, 33.3% (1) of the respondents supported that student council is included in formulating regulations. SC in school A stated that:

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

TGC in school B said that:

Students' councils are not included in making the rules and regulations since it is the duty of the teachers and the administration to formulate the rules [A male teacher in control of the counseling department in school B Jun 20-22] Findings in the study seem to indicate that the students' council is not directly included in formulating the school regulations but are consulted on certain issues affecting the school which should be considered when formulating the school laws. Comparable results were noted in the study by Mukisa (2019) on students' leaders not included in formulating school laws. This study fills the gap left by Onginjo (2014) whereby students' councils should not be fully involved in making the school guidelines but rather help in maintaining the school laws to manage discipline.

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

TGC in school C stated that:

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

DP in school B supported and stated that:

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

The study outcome noted that 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 the student council.

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

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

Improvement of discipline due to councils

The students were also questioned to state whether the school discipline improved after the introduction of students' councils. They responded as shown in Figure 4.2.

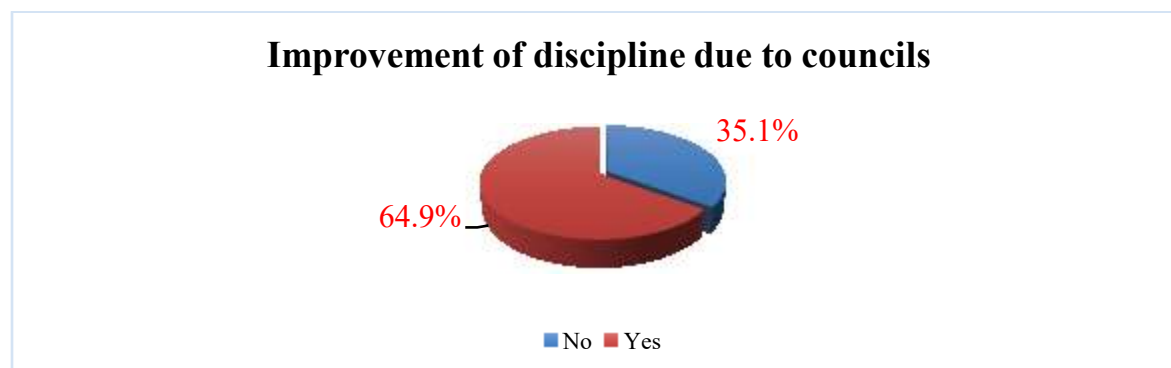


Figure 4.2: Improvement of discipline due to councils

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 the school administration provided greater support to student leaders, they would be more efficient in dealing with discipline issues.

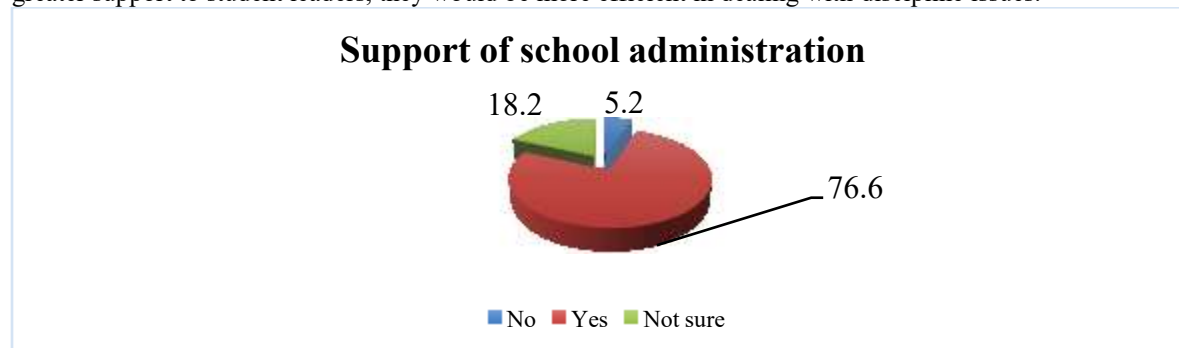


Figure 4.3: Support of the administration

Figure 4.3 conveys that most of the student leaders 76.6% (59) supported that they would be more efficient in dealing with discipline cases with the support from the school administration.

SC in school B stated that:

Students' councils need validation for them to be effective in executing their authority to maintain discipline matters in school. This can be done by teachers and administration taking charge on the indiscipline cases forwarded to them by the students' council. [A male student council leader in school B Jun-20-22]

TGC in school A stated that:

Students' council is supported by the administration and department of guidance and counseling by reporting the most indiscipline students to the department to guide and counsel them on how to change their bad behaviors. This has really improved the discipline of the school. [A female instructor in control of the counseling department in school A, Jul 2-22].

DP in school C supported this and noted that:

The school is working very closely with the students' council and has been supporting the council in managing discipline issues and cases in the school. [A female deputy principal in school C, Jul 2-22]

Findings indicated that the school administration has been working with the school council to improve discipline in school. The counseling department in school has corroborated by guiding the indiscipline student to change their behavior which has improved discipline.

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 that the school runs smoothly. The objectives of the school are met when students are disciplined [A Female Deputy Principal in school A, Jul2-22].

The study outcome revealed that discipline is very important in a school so as to attain its goals and objectives. They were also asked to indicate the school's current disciplinary situation and DP in school B indicated that: The school has a disciplinary committee led by the deputy principal. Currently, the school has been having cases of indiscipline such as defiance, which we are working to resolve with the help of the students' council. Likewise, another respondent indicated that:

The school's current disciplinary situation is a work in progress but it has significantly improved especially after the introduction of the students' council [A Male Deputy Principal in school B, Jun 20-22].

Regarding the most typical instances of indiscipline at your school, it was noted by DP in school B that: Defiance, sneaking out, fighting, bullying, homosexuality, drugs taking and strikes were among the top most [A Male Deputy Principal in school B, Jun-20-22].

DP in school A added that:

The council's contribution to reduce the above goes a long way since the council motivates and empowers students to put effort in their academics to improve their school's name. They promote discipline in school, which helps students to feel safe, adhere to the school program and focus on their academics [A Female Deputy Principal, July 2022].

Results of the research indicated that although issues of indiscipline in school are still there, they have reduced greatly since the students' council are role model who motivates other students and inspire them to behave well which improves discipline.

The above findings are supported by Mokaya (2015) who argued that students' councils could influence students in many ways to encourage resolving of issues in a friendlier manner that helps to enhance discipline administration. Both teachers and students noted that active involvement of students in the councils making policies could encourage free interaction; peaceful atmosphere would enable discipline to improve, smooth running of school, good co-operation and good peer relation among the learners (Gyan, 2015).

Onginjo (2014) noted that the inclusion of students' councils in coming up with the regulations has made it easier to manage students' discipline. Students' councils are closer to students and are accepted by others and so any decisions that they make on their behalf is easily accepted by other students unlike prefects who were chosen by teachers and were not included in decision making especially in making laws hence students rebelled and the level of indiscipline increased.

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

Conclusion:-

Results revealed that discipline is important in schools as an institution and this is attributed majorly to academic performance of students. A disciplined student excels well in their studies. The findings also indicate that student council leaders participates in formulating the school laws especially in their welfare matters and promote the formulated school regulations and decision-making. It was noted 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. The prefects were not included in formulating school laws and decisions making.

Concerning the most typical instances of indiscipline at your school, the deputy principals reported that Defiance, sneaking out, fighting, bullying, homosexuality and strikes were among the top most indiscipline cases Thus, they indicated that the council's contribution to reduce the above goes a long way since the council empowers students to better their grades academically to improve their school's name. They also act as an example to students. They promote discipline in the school that helps students to feel safe, adhere to the school program and focus on their

academics. The findings indicated that students' council have improved discipline unlike the prefecture system that experienced indiscipline with strikes as major problem. The study concluded that the students' council greatly impacted in managing the discipline of the students as compared to the prefecture system in selected public secondary schools in Nairobi County.

Recommendations:-

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.

References:-

1. Abbie, G. (2004). (PDF) Research on Innovation: A Review and Agenda for" Marketing science abbiegriffin—Academia.edu. <https://www.academia.edu/1761964/>
2. Agustina, A. (2018). Ainya Agustina 1 An Analysis of Students. <https://www.academia.edu/37986035/>
3. Chemutai, L. C. (2014). Students' councils participation in decision making in public secondary schools in Kericho west sub county, Kenya. *Advanced Research*, 2(6), 850–858.
4. Dewey, J. (2011). *Democracy and Education* (Milton Keynes: Simon and Brown. Student Leadership, Participation and Democracy, 17(2).
5. Green, S. (2013). National Secondary Students council.
6. Gyan, E.K. (2015). Causes of indiscipline and measures of improving discipline in senior secondary in Ghana: Case study of a senior school in Sunanyihana. 6(11).
7. Harper, D. (1993). Democratic management and effectiveness in Africa. *Learning from Tanzania*. <https://core.ac.uk/download/pdf/234669288.pdf>
8. Hunt, F. (2014). Learners councils in south African school: Adult involvement and learners rights. *Education, Citizenship and Social Justice*, 9(3), 268–285.
9. Jeruto, T. (2011). Extent to students' participation in decision making in secondary schools in Kenya. *Humanities and Social Science*, 1(21), 92–99.
10. Karani, H. (2019). Extent of students council involvement in decision making in public secondary school programmes kwale county, Kenya [Kenya methodist University].
11. Kariuki, O. V. (2014). INFLUENCE OF STUDENT PARTICIPATION IN SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KADIBO DIVISION, KISUMU COUNTY, KENYA
12. Kilonzo, D. (2017). Influence of student councils involvement in school governance on student discipline in public secondary schools in Kathonzweni sub county Kenya [University of Nairobi].
13. Masitsa, G. (2008). Discipline and disciplinary measures in the Free State township schools: Unresolved problems. *Acta academica: Critical Views on Society, Culture and Politics*, 40(3), Article 3.
14. Mokaya, J. r. (2015). Critical analysis of acts of students indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International*.
15. Mukisa, C. (2018). Roles of students councils in enhancing discipline in public secondary schools in likoni sub-county mombasa county Kenya. [Kenyatta University].
16. Mugenda and Mugenda (2013) the sample size n is determined using the | Course Hero. (n.d.). Retrieved July 24, 2023, from <https://www.coursehero.com/file/p48i45g/>
17. Murage, L. (2014). Influence of students' council on management of discipline in secondary schools in Kirinyaga East District, Kenya. [Karatina University].
18. Nasibi, W. (2003). Scope of Guidance and Counselling according to Nasibi (2003) and Six categories of learners with special needs. *Atika school*.
19. Onginjo, V. k. (2014). Influence of student's participation in school management on academic performance in public schools in Kisumu County, University of Nairobi, Kenya.
20. Orodho, J. (2009). Elements of education and social science research.
21. Orodho, J. (n.d.). *Essentials of Education and social science methods*. (Vol. 2004). Masola publishers.
22. Oyaro, K. (2005). *Discipline: Where to draw the line* | Nation.

23. Rasheed, M. I., Aslam, H. D., & Sarwar, S. (2010). Motivational Issues for Teachers in Higher Education: A Critical Case of IUB. *Journal of Management Research*, 2(2), Article 2.
24. Reis, H. T., & Judd, C. M. (Eds.). (2014). *Handbook of Research Methods in Social and Personality Psychology* (2nd edition). Cambridge University Press.
25. Wambulwa, E. (2004). "The role of prefects in school administration in secondary schools in Kakamega District" Baraton University: Unpublished thesis.
26. Woods, P. A., & Woods, G. J. (2012). Degrees of School Democracy: A Holistic Framework. *Journal of School Leadership*, 22(4), 707.