

Student Councils and Discipline Management in Public Secondary Schools in Awendo Sub-County, Migori County, Kenya

By Lilian Oyula, Dagobert Kabendera and Celestine Mwaniki

Abstract

Discipline is the epicenter of success in school and student council has a crucial role to play in school administration. Despite the involvement of students' leaders, indiscipline cases have been on the rise as is manifested in the burning of schools. The researcher embarked on establishing the role of student council in enhancing discipline in public secondary schools. The study was carried out in Awendo Sub County, Migori- County. The study was guided by the following questions: How do student council' duties enhance students' discipline in public secondary schools in Awendo Sub County? To what extent are student councils involved in dealing with students' indiscipline in public secondary schools in Awendo Sub County?, What is the perception of education stakeholders in Awendo Sub County on students' discipline in public secondary schools in Awendo Sub County? And lastly what can be done to improve the performance of student council in discipline management in public secondary schools in Awendo Sub County? The researcher employed survey design; the Holistic Approach theory was used. Piloting was done using split hall method to test for the reliability and validity of research instruments. The researcher used mixed method from which both quantitative and qualitative data collection and analysis procedures were employed. Ethical considerations were done by ensuring confidentiality and anonymity of the respondents, informed consent was sought from schools and legal procedures were adhered to. The sample size for the research included 5 Secondary Public Boarding Schools in Awendo Sub County. The study only involved pure boarding schools for boys and girls leaving out mixed schools since most of the mixed schools were day schools hence not affected much by major discipline issues, 5 Deputy Principals, 5 Heads of boarding department, 115 student council, 300 students and 1 sub county director of education. Descriptive statistics entailing frequencies and percentages was used for data analysis. However the inferential statistics was done by testing the hypothesis of the study. Chi square test for relationship was used by the researcher to test the statistical significant relationship between two categorical variables in the hypothesis (student councils role and discipline management). Data was presented using distribution tables. Data from interview guide was analyzed thematically. The study concluded that the student council performed most of their duties but due to their shortcomings had challenges in managing discipline as the discipline level was perceived only to be fair. The study recommends that the education stakeholders through the MOE train teachers on professional guidance and counseling, mental health education and family education to cultivate morals and values in the learners to enhance a sense of responsibility in them.

Key words: Kenya; Student Council; Discipline Management; Public Secondary Schools; Awendo Sub County; Migori County

Introduction

Student discipline is a matter of great concern to all education stakeholders as it is vital for the smooth and effective running of educational programs in schools. The existence of policy guidelines to facilitate enhanced discipline in schools does little to reduce indiscipline cases such as absenteeism, sneaking, defiance of authority, stealing, bullying among other cases often reported in most schools.

Disciplinary problems have negative impact on the realization of national objectives of education and vision 2030 (G.O.K 2007). The Kenyan government has given education a lot of prominence as evident in the 2014/2015 financial year budget estimate in which 27.3 per cent was expected to be allocated to education sector. The vision 2030 recognizes that education and training of all Kenyans is fundamental to the success of government's overall development strategy. This can be achieved through quality education and training to all Kenyans. Therefore, students' discipline must be enhanced to realize success in students' performance hence meet education goals.

The Education Act, 1998 recognizes that Student Councils are an increasingly common feature in post-primary schools and have worked to the benefit of many schools. The Act seeks to extend the success of this model to other post-primary schools throughout the country. Students have a valuable contribution to make to the effectiveness of their school and their involvement in the operation of the school is itself a valuable part of the education process for the students. A Student Council provides an opportunity for students to engage in a structured partnership with teachers, parents and school managers in the operation of their school. Research indicates that Student Councils can improve academic standards and reduce dropout rates in schools. Student Councils can create a sense of ownership of the school and its activities among the student population.

Public secondary schools in Awendo sub-county are being managed by the Board of Management (B.O.M) with the assistance of the Parents Association (P.A), where the students' representatives play an inactive role in bringing forward their contribution towards the management of the schools especially on the aspect of discipline. The Basic Education Act, (2013) among its new requirement in the education policy was to have a students' representative among the members in the 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 proper discipline management.

A lot of indiscipline issues continue to arise among students, a report by the Ministry of education office in Awendo sub county reveal that in six of its seven public boarding secondary schools students rioted and ended up burning dormitories and in one of the schools they burnt the school bus, other cases involve sex orgy where students from one girl school in the sub county conspired with students from a nearby boy school whose male students sneaked out of school in the night and visited the girls dormitory where they intimately interacted with the girls. Such indiscipline cases raises a lot of question marks on whether the student council is really taking their responsibility seriously hence the need to carry out a study to establish the role of student council in discipline management in the public schools in Awendo Sub County.

Statement of the Problem

Students' involvement in governance is crucial since most of the decisions made in school affect them in one way or another. Campbel (2011) observed that when students are encouraged to take part in the administration of the school, they learn to cultivate democratic attitudes, right attitudes to work and a sense of belonging to both school and society; they also learn to be self directed, responsible and law abiding. Kenya, like any other country of the world has a code of discipline for students in schools (The Education Act, 1980). This code has been further elaborated in a manual for Heads of Secondary Schools in Kenya Ministry of Education, (2004). School administrators are directed to exercise the prescribed methods to the benefit of the student, teacher, parent, government and the whole country at large. This is imperative because discipline is the foundation of schools.

Report on Causes, Effects and Remedies of indiscipline in Secondary Schools in Central Province (2000-2001), written during a period that can be best described as climax of

school unrests in Kenya, indicates poor prefectural force system and communication barrier as some of the causes of unrests. Another report entitled Research Issue Brief into Secondary Schools Arson Crisis in Kenya (2017) revealed that Kokuro boys school which is in Awendo Sub County was among the schools with the highest frequency of student unrest and burning of dormitories and this was attributed to peer pressure, unprofessionalism among the students, student indiscipline, poor student teacher relations among others. With this regard it's notable that indiscipline among students is an issue that needs to be addressed in Awendo Sub County therefore a study should be done to establish the role of student council and discipline management.

Research Questions

This study was guided by the following research questions

- i. How do student council's duties enhance students' discipline in public secondary schools in Awendo Sub County?
- ii. To what extent is student council involved in dealing with students' indiscipline in public secondary schools in Awendo Sub County?
- iii. What is the perception of education stakeholders in Awendo Sub County on students' discipline in public secondary schools in Awendo Sub County?
- iv. Ways on how to improve the performance of student council in discipline management in public secondary schools in Awendo Sub County?

Theory Applied in the Study.

This study was informed by the holistic approaches to school discipline theory. A holistic school discipline, according to Miller (2007), thrives on three critical elements namely balance, inclusion and connection. According to this theory all things have arisen mutually and are mutually supportive, in the sense they require one another as a condition for their existence. School discipline that emphasizes one aspect at the expense of another lacks balance and if skills, values and attitudes developed in student leaders do not feed into all aspects of the other, the connection and inclusion is lost. The discipline standards in schools that have been catapulted due to the involvement of student leaders such as student council call for a balance, inclusion and connection from the various stakeholders in order to ensure that there is adherence to school rules and regulations.

The theory states that, there are five universal guidelines that can assist any school in beginning the process of aligning the collective student council-responses to inappropriate student behaviour. These principles are universal; how they play out in a school is contextual, they include; Every School Discipline Plan is Designed to be an Instrument of Support and Inclusion, not Removal and Isolation: A proactive, systemic

Conceptual Framework

The independent variables include the duties of student council in schools such as supervision of students, responsibility towards student's welfare, their mediation role and conflict resolution. It also includes the level of involvement of student council in issues regarding welfare, guidance, supervision and reporting to teachers. The perception of stakeholders on discipline that is whether positive or negative and finally the ways of improving discipline. The independent variables will be expected to cause change in students' discipline which is the dependent variable. Intervening variables were the school policies, school leadership, teachers' behavior and student council culture.

Independent Variable

Dependent Variable

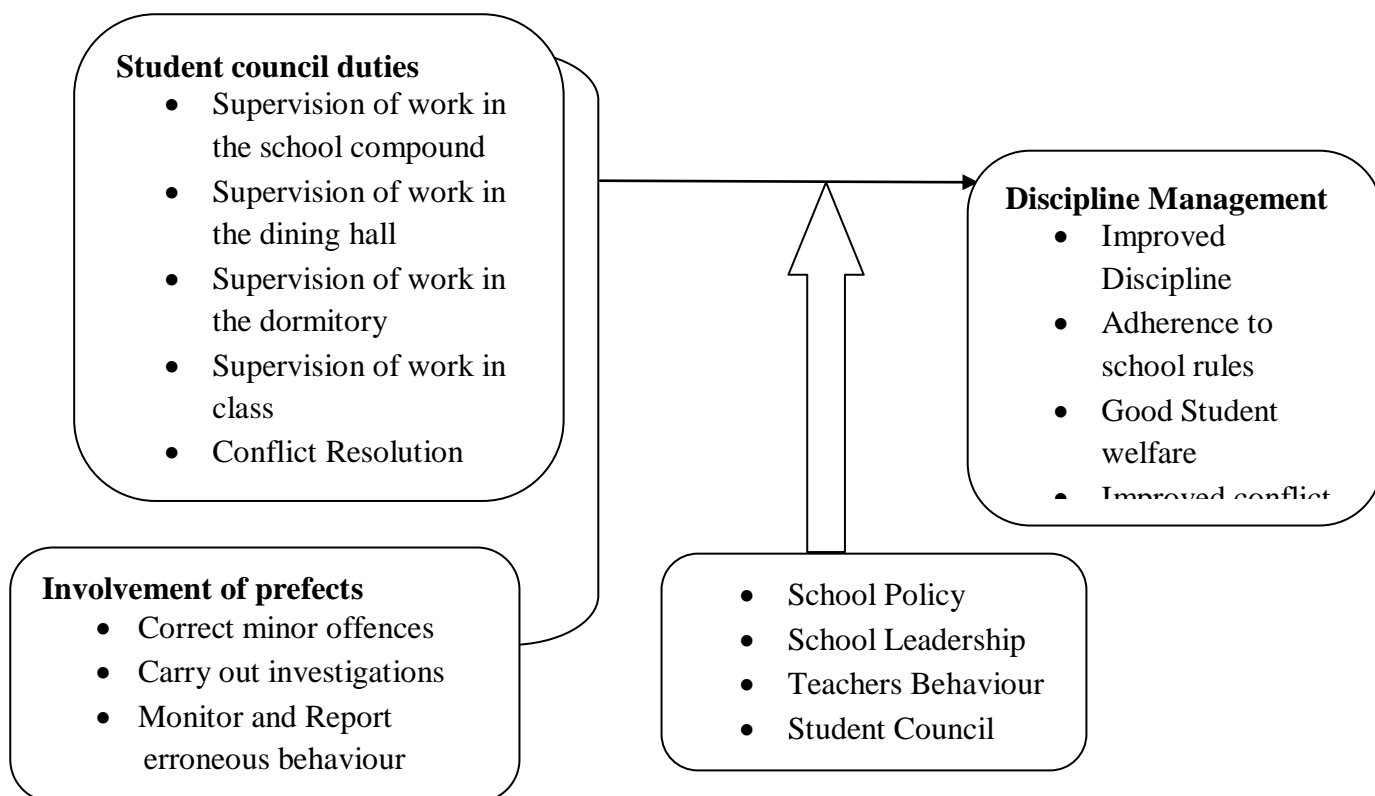


Figure 1. Conceptual framework showing relationship between variables and outcomes of good discipline management

Source: The researcher (2018).

Review of Empirical Studies

Student council Duties in Enhancing Discipline

Bowen (2005) carried out a study in North-West University, Potchefstroom Campus to investigate the structure and functions of a prefect system in primary schools predominantly attended by black learners. A questionnaire that ascertains the structure and functions of a prefect system in primary schools was formulated and completed by school managers (principals). For this research, a closed questionnaire (structured) was chosen, because unstructured questionnaires (open) increase the time of completion. The research was conducted among principals of primary schools in the Southern District of the Klerksdorp region in the North-West Province (n = 60). In conclusion, it was revealed that participative school governance can help raise educational standards in schools. The creation of an environment conducive to education will also bring discipline back in schools. With the creation of such an environment, both the educators and learners will play their part in ensuring the success of teaching and learning in schools.

The researcher only limited his research to school principals leaving out other key stakeholders such as teachers, parents, students therefore; this current study involved these other key stakeholders in the study. The researcher also limited her research instruments to closed ended questionnaire, this current research employed questionnaires with both closed and open ended questions, and this enabled the respondents to explain the phenomenon in question further. This research was more focused on the structure of the student council'

system but this current study primarily looked at the student councils' duties and their contribution to discipline.

Involvement of students in resolving discipline issues

Mokone (2014) conducted a study on Democratic involvement of students in high school governance in Lesotho, Roma. The researcher employed quantitative research design and used interviews for data collection. His sample included 10 schools, 20 students, 10 teachers, 5 student council, 6 education secretaries and 10 government officials who were all randomly selected. The research findings revealed that 40% of the students, 11% of student council, 13% of teachers, 40% of principals, 40% of government officials, 23% of education secretaries and 52% of parents argued that student council should not be involved in decision making regarding any aspect in school management including discipline. They emphasized that culturally it is not permissible to allow students participate because they are young and cannot be entrusted to make decisions.

The researcher in this study only used random sampling to obtain the sample size which may have under represented or over-estimated sample members, it may have also been difficult to reach all the selected participants for the study. In this current study the researcher used both probability and non-probability sampling techniques which included purposive sampling (non-probability), systematic random sampling and stratified random sampling (probability) which is more precise, and represents the desired strata. The researcher also used quantitative research method with interviews which should only be used to collect qualitative data. This current study used mixed method paradigm with questionnaires, interviews and document analysis as data collection instruments.

Perception of Stakeholders on Students' Discipline

A study was conducted by Kuhn (2004) to investigate the student perceptions of school counselor roles and functions in high schools in Mary Land, United States of America. This study examined high school students' perceptions of the roles of school counselors and the functions associated with those roles. A 20 item questionnaire was administered to students at two urban high schools. The questionnaire instructed the students to rate the importance of 15 school counselor functions based on the five school counselor roles. Furthermore, the students rated the importance of five non counseling functions that school counselors often perform (e.g., test administration, registration).

Overall, the students rated the five schools counseling roles as important, indicating that students perceive the transformed roles as significant. However, the students also rated a few noncounseling functions as important, demonstrating that misperceptions of the school counselor's role still exist.

Methodology

The researcher used mixed paradigms from which both quantitative and qualitative data collection and analysis procedures were employed. In this study the researcher used Concurrent Triangulation method. Ethical considerations were done by ensuring confidentiality and anonymity of the respondents, informed consent was sought from schools and legal procedures were adhered to. The sample size for the research included 5 Secondary Public Boarding Schools in Awendo Sub County, 5 Deputy Principals, 5 Heads of boarding department, 115 student council, 300 students and 1 sub county director of education. To achieve the objectives the researcher used structured questionnaires for student council, students, Heads of boarding department and deputy principals. Other data collection instruments included interview guide for sub county Director of Education and document analysis. Descriptive statistics entailing frequencies and percentages was used for data

analysis. However the inferential statistics was done by testing the hypothesis of the study. Chi square test for relationship was used by the researcher to test the statistical significant relationship between two categorical variables in the hypothesis (student councils’ role and discipline management). Data was presented using distribution tables and then data interpretation was done according to the findings. Data collected through the use of interview guide which is qualitative aspect of the research was analyzed thematically by identifying information from the data which are Important for the study, categorized related topics, explained, interpreted and summarized key findings.

Findings of the Study

Duties performed by student council

From the study findings it was noted that from the respondents, student council do supervisory work as follows: Supervision of work in the school compound 92.3%; Supervising Duties in Class 89.3%; Supervision of work in the dining hall 85.0%; Supervision work in the dormitory 94.8%; Conflict Resolution among students 52.0%; Mediation of Students and teachers 48.3%.

The study reveals from the respondents that majority of the student council 51.3% do not perform mediation role, and from the D/Principals responses 80.0% do not perform mediation that is, linking the students and teachers. The study also reveals that the role of conflict resolution among the students is performed by just 52% of the student council and those student council who do not do it constitute 47.7% showing a very small disparity from students responses while from the HOD’s 80.0% do not participate in conflict resolution. This shows that these roles are not well performed by the student council and this may contribute to the indiscipline of the students in schools in Awendo Sub County.

This confirms the findings of a study done by Mukiri (2014) in Embu West Sub County on establishing the role of student council in enhancing discipline in public secondary schools. His study established that the student council performed the following duties; maintaining discipline and order in their respective classes, dining hall (16.67% of deputy principals), and dormitory (16.67% of deputy principals) and in the school compound (16.67% of deputy principals). This confirmed other duties but did not mention conflict resolution and mediation roles as part of the duties performed by students.

After establishing the duties performed by student council, the study went further to find out whether the student council enhanced discipline in Secondary schools in Awendo Sub County, Migori County. The results obtained from the respondents were as follows:

| | Students n=300 | | Student council n=115 | | D/Principals n=5 | |
|--------------|----------------|--------------|-----------------------|--------------|------------------|---------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Yes | 279 | 93.0 | 110 | 95.7 | 5 | 100.0 |
| No | 21 | 7.0 | 5 | 4.3 | | |
| Total | 300 | 100.0 | 115 | 100.0 | | |

As indicated in Table above, the student respondents agreed at 93%, the student council at 95.7% and finally all D/Principals 100% indicated that the student councils duties enhanced students’ discipline due to the fact that they interact more closely with students. This confirms the findings of a study done by Mukiri (2014) in Embu West Sub County on establishing the role of student council in enhancing discipline in public secondary schools. Mukiri’s findings revealed that student council was in charge of maintaining discipline and order in their

respective classes as well as schools. This was confirmed by 50% of the deputy principals, 50% of Guiding and counseling teachers and 53.2% of the student council. In ensuring that school rules are adhered to by fellow students and helping teachers maintain discipline, 39.2% of the student council responded positively.

The Extent of Involvement of Student council in Discipline Management

| | Students n=300 | | Student council n=115 | | D/Principals n=5 | | HODs n=5 | |
|--------------|----------------|--------------|-----------------------|--------------|------------------|--------------|-----------|--------------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Yes | 174 | 58.0 | 97 | 84.3 | 4 | 80.0 | 3 | 60.0 |
| No | 126 | 42.0 | 18 | 15.6 | 1 | 20.0 | 2 | 40.0 |
| Total | 300 | 100.0 | 115 | 100.0 | 5 | 100.0 | 5 | 100.0 |

The Table above reveals that all the respondents, that is, 58% of the students, 84.3% of student council, 80% of the deputy principals and 60% of the HOD's agreed that the student council are involved in resolving discipline cases. However, 40% of the HOD's felt otherwise with some 20% D/Principals and 42% of the students too. From these findings it is seen that majority of the respondents acknowledged that student council are involved in resolving discipline issues in secondary schools in Awendo Sub County.

To establish how they are involved the student respondents unanimously agreed that the student council help in correcting minor offences such as noise making, failure to do manual on time among others, 83.3% of the students stated that the council also helps with the carrying out of investigations, 50.6% said they monitor and report erroneous behavior. Student council on the other hand only agreed on a small percentage of 27% that they correct minor mistakes, 23.5% monitor and report erroneous behavior and only 36.6% advice students. From the D/Principals results only 20% stated that student council help with correcting minor offences and also carrying out investigations, while 60% noted that they monitor and report erroneous behavior.

Perceptions of Respondents on Indiscipline Issues in School

The study findings reveal that cumulatively 85% of the students agree that Students in your school disrespect teachers and other staff, 80% agree cumulatively that students use vulgar language and assault, 85.6% agree cumulatively that students show unruly behaviour and unrest, 85.7% agree that students are involved in sexual immorality, 89% agree that there is tendency of students dodging lessons and finally 96.4% agree cumulatively that there is poor time management among students. The findings reveal that majority of the respondents cumulatively agree that those indiscipline cases are observed in their school. This implies that a good number of students are indisciplined.

The results of the responses on the D/Principal indicate that 100% cumulatively agree that students in their school disrespect teachers and other staff, 100% agree that Students use drugs and alcohol in and out of school, 80% agree that students are involved in sexual immorality, 100% cumulatively agree that there is tendency of students dodging lessons and finally at 100% they agree that there is tendency of students dodging lessons.

From the HOD's respondents, 80% of the respondents cumulatively agree that Students in their school disrespect teachers and other staff, 100% agree that Students use drugs and alcohol in and out of school cumulatively, 60% of the Students use drugs and alcohol in and out of school, 100% there is tendency of students dodging lessons, 100% there is poor time management among students. From these findings it is evident that the majority

of the students in the secondary schools in Awendo are indisciplined as revealed by the majority of all the respondents.

Suggestions on Ways of Improving Prefect’s Performance in Discipline Management

The results of the student respondents reveal that cumulatively 47.7% agree that giving privileges would enhance students’ performance, 62% suggested empowerment by the school, 88.7% attending leadership seminar, 38% chosen according to academic performance and 72.7% rewarding student council. From the findings, there are varied degrees of responses with majority of the responses suggesting empowerment of the student council by the school, attending leadership seminar, and giving rewards.

The D/Principals unanimously agreed that Giving privileges 60%, Empowerment of the student council by the school, Attending Leadership Seminars, Chosen according to academic performance, rewarding the student council all cumulatively at 100%. The HOD’s also accumulatively agreed with the D/Principals on the ways of improving prefect’s performance in discipline management as shown on the Table below. From the results the entire HOD’s strongly disagreed that choosing student council according to academic qualification helps improve student council performance on discipline management as shown in the table below. The administrators should step up and implement the suggested strategies in order to boost the student council’ performance. This concurs with a study done by Vundi (2014) which established that when student council leaders are well prepared meaning well trained then and only then do they gain the ability to manage any indiscipline that may come their way in their leadership role.

| Statement | SD | D | N | A | SA |
|--|-----------|----------|----------|----------|-----------|
| Giving privileges | | | - | 4 (80.0) | 1 (20.0) |
| Empowerment by the school | - | - | - | 5(100.0) | |
| Attending Leadership Seminars | - | - | - | | 5(100.0) |
| Chosen according to academic performance | 5(100.0) | | - | | |
| Rewarding the student council | - | - | - | 3(60.0) | 2 (40.0) |

Summary of Study Findings

Student council Duties in Enhancing Discipline

The findings revealed that from the students responses, student council do supervisory work as follows in terms of highest to lowest frequency and percentage: Supervision of work in the school compound 277 (92.3%); Supervising Duties in Class 268 (89.3%); Supervision of work in the D/H 255 (85.0%); Supervision work in the dormitory 109 (94.8%) ; Conflict Resolution among students 156 (52.0%); Mediation of Students and teachers 145 (48.3%).

From the student council responses the following findings were obtained: Supervision of work in the school compound 107(93%); Supervising Duties in Class 97 (84.3%); Supervision of work in the D/H 105 (91.3%), Supervision work in the dormitory 255 (85.0%); Conflict Resolution among 100 (87.0%); Mediation of Students and teachers 77 (67.0%).

The D/Principals agreed that student council do supervision of work in the school compound 5 (100%); Supervision of work in the D/H 5 (100%); Supervision work in the dormitory 5 (100%); Conflict Resolution among students 3 (60.0%) and Mediation of Students and teachers 1(20.0%). From the HBD’s responses Supervision of work in the school compound 4 (80.0%), Supervision of work in the D/H 5 (100%); Supervision work in the

dormitory 4 (80.0%) Conflict Resolution among students 1 (20.0%) and Mediation of Students and teachers 4 (80.0%). From these findings it is clear that all the respondents stated that student council performs supervisory work in various areas listed above to a higher percentage.

The study reveals from the students' responses that majority of the student council 51.3% do not perform mediation role, and from the D/Principals responses 4 (80.0%) do not perform mediation that is, linking the students and teachers. The study also reveals that the role of conflict resolution among the students is performed by just 52% of the student council and those student council who do not do it constitute 47.7% showing a very small disparity from students responses while 4 (80.0%) of the HBD's revealed that student council do not play the role of conflict resolution.

To establish whether these duties performed by student council enhanced discipline the study findings revealed that the student respondents agreed at 93%, the student council at 95.7% and finally all D/Principals 100% indicated that the student councils duties enhanced students' discipline due to the fact that they interact more closely with students.

The Extent of Involvement of Student Council in Dealing with Students' Indiscipline

The second research question sought to find out the extent of involvement of student council in dealing with students' indiscipline. The findings indicated that from students respondents cumulatively agreed at 37.3%, moderately at 51% and stated Not at all at 11.6%. The student council themselves agreed that they are involved to an extent cumulatively at 72.2%, moderately at 24.3% and not at all at 3.5%. While the D/Principals said they are involved to an extent at 80% and only 20% said moderately. For the HOD's 60% said moderately while the remaining 40% cumulatively agreed that they are involved to an extent. From these findings majority of the respondents that is student council 72.2% and D/ Principals 80% stated cumulatively that student council is involved in handling discipline to an extent.

Perception of Education Stakeholders on Students' Discipline in Public Secondary Schools in Awendo Sub County

The study findings reveal that cumulatively 85% of the students agree that Students in your school disrespect teachers and other staff, 80% agree cumulatively that students use vulgar language and assault, 85.6% agree cumulatively that students show unruly behavior and unrest, 85.7% agree that students are involved in sexual immorality, 89% agree that there is tendency of students dodging lessons and finally 96.4% agree cumulatively that there is poor time management among students. The findings reveal that majority of the respondents cumulatively agree that those indiscipline cases are observed in their school. The results of the responses of the D/Principal indicate that 100% cumulatively agree that students in their school disrespect teachers and other staff, 100% agree that Students use drugs and alcohol in and out of school, 80% agree that students are involved in sexual immorality, 100% cumulatively agree that there is tendency of students dodging lessons and finally at 100% they agree that there is tendency of students dodging lessons.

From the HOD's respondents, 80% of the respondents cumulatively agree that Students in your school disrespect teachers and other staff, 100% agree that Students use drugs and alcohol in and out of school cumulatively, 60% of the Students use drugs and alcohol in and out of school, 100% there is tendency of students dodging lessons, 100% there is poor time management among students. From these findings it is evident that the majority of the students in the secondary schools in Awendo are indisciplined as revealed by the majority of all the respondents.

Suggestions to Improve the Performance of Student council in Discipline Management

The fourth research question sought to find out the suggestions to improve the performance of student council in discipline management. All the respondents (students, student council, HOD's and D/Principal) suggested giving privileges, empowerment by the school, attending leadership seminars and rewarding the student council constitute would improve student council' performance. It was noted from the respondents that choosing student council according to the academic performance did not improve their performance in discipline management.

Conclusion

Major conclusions drawn from the first research question were: from majority of the respondents, students' council performed their duties to which included supervision of work in the compound; supervision of work in the dormitory; supervision of work in the classroom, mediation role and conflict resolution. From the respondents these duties were reported to enhance discipline. In the second research question, majority of the respondents cumulatively agreed that student council were involved in discipline management that is, student council 72.2% and D/ Principals 80% to an extent.

The third research question was on perception of stakeholders on the discipline of students in Awendo Sub County; majority of the respondents agreed cumulatively that indiscipline cases are observed in their school. The results of the responses of the D/Principal indicate that 100% cumulatively agree that students in their school disrespect teachers and other staff, 100% agree that Students use drugs and alcohol in and out of school, 80% agree that students are involved in sexual immorality, 100% cumulatively agree that there is tendency of students dodging lessons and finally at 100% they agree that there is tendency of students dodging lessons.

On the fourth research question, all the respondents (students, student council, HOD's and D/Principal) suggested giving privileges, empowerment by the school, attending leadership seminars and rewarding the student council constitute would improve student council' performance. It was noted from the respondents that choosing student council according to the academic performance did not improve their performance in discipline management.

Recommendations

The Ministry of Education through its stakeholders should ensure that a prefect policy guideline book is available to all secondary school administrators and sensitization programs on the concept of the student council is effectively done to the student body, teachers and domesticated to suit the school environment. This would enhance cooperation between the students and the student council at the same time enhances the effectiveness of the student council leaders in management of student discipline. Teamwork from all stakeholders would help in mentoring the younger leaders and motivating them to perform their duties diligently. Motivation of student leaders should not always be general but should also target best performed student council leaders, this would act as a motivation to the other student leaders and the students in general.

The Teachers Service Commission should sensitize the school administrators on the power of peer pressure on their friends. This would effectively sensitize them on the influence of peers especially in election of student leaders. Therefore the school administration should look for ways of taking advantage of this peer influence to their advantage in order to win their support for discipline management. The parents, guardians and sponsors should take their parental roles seriously to sensitize their children on the effects of indiscipline and

engaging in drug abuse, poor time management, dodging of lessons, and sexual immorality among other vices. The students should be alert and principled to withstand negative peer influence; this can be enhanced through improved guidance and counseling and mentorship programs organized by the school.

The MOEST and TSC should collaborate with the Kenya Institute of Curriculum Development to design a curriculum for teacher training on Mental Health Education, Family Education and Professional counseling; this will develop the teachers' skills on managing indiscipline cases in schools.

Suggestion for Further Study

This study contributed significantly to the body of literature on mostly encountered indiscipline cases in secondary schools and on whether the student council's duties enhance students' discipline. From the study finding the researcher suggested that a study should be done on.

- i. Peer Influence on student leadership in management of student discipline
- ii. The in school factors influencing student council's performance in discipline management.

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