RELATIONSHIP BETWEEN PRINCIPALS' SCHOOL MANAGEMENT PRACTICES AND EFFECTIVENESS OF STUDENT COUNCIL IN PUBLIC SECONDARY SCHOOLS IN KIAMBU SUB COUNTY, KIAMBU COUNTY, KENYA

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A Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education (Administration) in the Department of Education, School of Humanities and Social Sciences of Africa Nazarene University

June 2022

DECLARATION

I declare that this document and the thesis it describes are my original work and that they have not been presented in any other university for academic work

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DEDICATION

I dedicate this work to my beloved husband Joseph Matura and my lovely kids, Naanyu, Leshan and Naisula. I could not have accomplished this thesis without you. Thank you for your love, support and encouragement.

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ABSTRACT

Student participation in school administration and management when properly organized and supervised, offers opportunities for developing students' morale, cooperation, self-discipline, prudent leadership and intelligent followership. However, despite the existence of the student councils, most of the public secondary schools in Kiambu Sub County have experienced persistent students' moral decadence and unrests. The purpose of the study was to examine the relationship between principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County, Kiambu County, Kenya. The objectives of the study were to assess the relationship between principals' capacity building of student leaders, principals' involvement of student leaders in the school management, principals' provision of incentives to student leaders, and the effectiveness of the student council. The study was anchored on Path-Goal theory. The study adopted correlational research design. The study's targeted population was composed of 15 principals, 75 head of departments and 212 student leaders from all the 15 public secondary schools in Kiambu Sub County. Through census sampling technique, all the 15 principals and 75 head of departments were sampled while 135 student leaders were selected through simple random technique. Data were collected through student leaders' questionnaire, teachers' questionnaire and head teachers' interview schedule. Pilot testing involved two principals, 10 head of departments and 14 student leaders in the neighboring Kiambaa Sub County. Content and construct types of validity were ascertained through scrutiny by the two supervisors assigned to the researcher. Reliability of the teachers' questionnaire and student leaders' questionnaire was ascertained by test-retest technique. Both descriptive and inferential statistics were used to analyze the data. The three formulated null hypotheses were tested through the Pearson product moment correlation coefficient analysis. Qualitative data were put into broad themes for interpretation. However, some qualitative data were used verbatim in order to maintain the power of the participants' spoken words. The study found that there was a positive very strong significant relationship between principals' capacity building of student leaders and the effectiveness of the student council ($r = 0.847$, $p < 0.05$). Similarly, there was a positive strong significant relationship between principals' involvement of student leaders in the school management and the effectiveness of the student council ($r = 0.753$, $p < 0.05$). However, the relationship between principals' provision of incentives to student leaders and the effectiveness of the student council was moderate but significant ($r = 0.538$, $p < 0.05$). The study recommended the Ministry of Education to formulate more pragmatic policies that would obligate school principals to demonstrate and make a periodical report on the progress made in student leaders' capacity building, involvement in school management and the incentives provided.

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
BOM	Board of Management
HIV	Human Immunodeficiency Virus
KSSHA	Kenya Secondary School Heads' Association
KSSSC	Kenya Secondary Schools Student Council
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
ROK	Republic of Kenya
SGC	Student Governing Council
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNCRC	United Nation Convention on the Rights of the Child
UNICEF	United Nations International Children Emergency Fund
USA	United States of America

OPERATIONAL DEFINITION OF TERMS

Effectiveness of Student Council: refers to the degree to which the student council is successful in producing a desired result; success.

Involvement of Student Leaders: refers to active engagement of student leaders in various school management activities.

Principals' Management Practices: refers to activities that principals engage in such as capacity building of student leaders, motivation of staff and students in order to accomplish the institution set objectives.

Students' Council: refers to a group of learners who are chosen by their fellow students in collaboration with the school administration. It functions as a representative structure that enables students to take part in the management of their school.

Student Council Capacity Building: refers to the process of developing and strengthening the skills of student leaders in leadership through induction, mentorship, benchmarking and workshop training.

Students' behavior: refers to how students carry themselves against a set of laid down rules and regulations

School Discipline: refers to maintenance of peace, harmony, order and teamwork in school

School Indiscipline: refers to the deviant behavior students' show in school such as failure to accomplish assigned duties, disrespect to teachers, vandalism, use of substance and alcohol, bulling, truancy, fighting, stealing, unrests and others.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides the background to the study and the statement of the problem. The chapter also contains the purpose, objectives, hypotheses, significance, scope, delimitation, limitation and assumptions of the study. The chapter culminates with delineation of the study's theoretical framework and conceptual framework.

1.2 Background of the Study

The right of children to participate in decision-making is entrenched in the United Nation Convention on the Rights of the Child (UNCRC) Article 12 (United Nations, 2009). Blackbourn (2015) observes that many countries have made statutory provisions for children to participate in decision-making as well as developing structures that represent the views of students at various levels in conformity to UNCRC Article 12. One of the practical ways of promoting democratic values and entrench democracy in school governance is through inclusion of students in school management.

Harber and Mncube (2015) maintain that participation of students in school administration when properly supervised and organized, offers opportunities for developing students' cooperation, morale, intelligent followership, and prudent leadership as well as enhancing discipline and self-motivation. Brasof (2015) endorses this assertion by emphasizing that democracy and in extension democratic schools do not happen by chance, but as a result of explicit attempts by head teachers, parents, and teachers who put in place arrangements and opportunities that will bring democracy to life. Therefore, teachers should open democratic space in their schools by involving students in school management through the student council.

Kamuri (2014) explicates that Student Governing Council (SGC) or simply Student Council (SC) is a representative body of students that facilitates their participation in the affairs of the school in partnership with school management, teachers and parents for the benefit of the wider student population. According to Oliech, Agalo and Ong'ondo (2018), the expression 'Student Council' is not a new idea since its origin could be traced back to the times of early philosophers such as Plato. Plato assembled a collection of philosophers including Aristotle in his cocoon and instituted his own "Conservatory" where both the learners and tutors took charge of the property, library, chapel, lecture and discussion rooms and living quarters which belonged to the academy. The students then elected their leaders on a secret ballot to serve for ten days.

In USA and India the student council has the role of offering psychosocial personal support, peer mentorship, and academic support to students who find secondary school education challenging (Chingos & Peterson, 2015). In Britain student conflict resolution councils are formed to enable students to dialogue on specific issues of conflict with teachers outside the class as well as eliminating student conflict associated with bullying (Botti, 2010). In South Africa, the South African Schools Act (SASA) that was passed in 1996, mandated all public schools in the country to have democratically elected school governing bodies comprising of students, teachers and parents (Duma, 2015). Thus, it is acknowledged world over that if properly organized and supervised, student council participation in school management can promote harmonious relationship among the school community as well as modifying students' behavior (Kamau, 2017; Osher, Bear, Sprague & Dayle, 2010; Tikoko & Kiprop, 2011).

In Kenya, the formation of Kenya Secondary Schools Students Council (KSSSC) in 2009 was occasioned by the wave of students' unrest that swept across the country in 2008. The school principals were blamed for not being open to dialogue with their students and unrest served as preferred avenue for students to vent their frustrations with the school administration (Tikoko & Kiprop, 2011; Gikungu & Karanja, 2014). The Ministry of Education in collaboration with Kenya Secondary Schools Heads Association (KESSHA) and UNICEF in 2009 took a lead in investigations and through consultation and analysis of the causes of unrest, realized that some of the conflicts arouse out of bulling, inter-class rivalry, unresolved conflicts, lack of representation in decision making and ineffective communication (UNICEF/KSSHA, 2013). The level of indiscipline of students was also found to be directly related to how the schools were governed especially in the management of the student's affairs and welfare.

The student council policy was embraced by secondary schools management because it was expected to address issues that made students and teachers dissatisfied with undemocratically selected prefects (Indimuli, 2012). The establishment of student councils created democratic space among the students that was credited for the relative peace that was marked by decline in student unrest from a high prevalence of 7.4% in 2008 to 0.4% in 2011 in secondary schools in Kenya (Tirop, 2012). However, since year 2013, cases of student unrests accompanied with arson attacks have been rampant among secondary school students and rose to 0.49% of the number of secondary schools in Kenya. The only difference with student unrests in 2014 compared to those in 2008 were that they were accompanied with arson attacks (Republic of Kenya, 2014). In 2016 the situation of student unrests affected 126 secondary schools comprising 1.9 % of all secondary schools in Kenya were affected (MOE, 2016). Igadwah (2021) observes that a new wave of student protests

that erupted in secondary schools across the country as schools resumed after Covid 19 lockdown was characterized by not only torching of school property but also violence against teachers and subordinate staff.

As noted by Ndungu and Kwasira (2015), the student unrests have persisted despite the existence of the student councils which were created ostensibly to bring students closer to the school administration for amicable resolution of contentious issues as well as sound school management. It was also hoped that the student council would influence the students to observe school rules and regulations, acquire good time management, and have a sense of their school ownership and exhibit etiquette and good character. Thus, the persisting absence of the expected outcomes prompts one to cast aspersions on the effectiveness of the student council. Further, this situation begs the questions: do principals ensure that student council members are equipped with the appropriate skills for leadership? Do principals adequately involve students' leaders in the school management as was envisaged by the architects of the council and how do principals maintain the student leaders' enthusiasm in their leadership roles?

According to Kiambu County schools census quarterly report of 2019, most of the public secondary schools are experiencing widespread student rebellion accompanied with destruction of the school property, conflict among students and general disregard of school rules leading to dismal performance in national examinations (MOE, 2019). However, the report also singled out some sub counties such as Kiambu which hosted a number of schools with proactive student councils resulting to minimal indiscipline cases among students and registering improved academic performance. To this end the researcher embarked on examining the relationship between principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County.

1.3 Statement of the Problem

The formation of Kenya Secondary Schools Student Council (KSSSC) in 2009 by the Ministry of Education aimed at making secondary schools governance more participatory by incorporating students in decision making structures in schools management. Subsequently, the dictatorial prefect system of governance was replaced by democratic student councils' system, where students would participate in electing their leaders as well as management of discipline in schools.

However, despite the student councils being in place, discipline management among secondary school students in Kiambu County has remained a problem. According to Kiambu County schools census report of 2019, principals have complained of the rising cases of students' poor time management, erratic school attendance, disrespect of teachers, drug abuse, untidiness, bullying and fights, pilferage and vandalism of school properties among others. Of utmost concern is the fact that there are several instances where the members of the student council are among the offenders. If this trend continues, the various envisaged gains from the formation of student council will remain a mirage and the negative effects over spilling to the community. The report further singled out Kiambu Sub County where whereas some schools' student council excelled in promotion of peace and harmony in the daily operations of the school and performed well in national examinations, other schools were in disarray. The noted differentials in the student council effectiveness prompted the researcher to embark on the current study. The study examined the principals' management practices in capacity building, level of involvement and incentives accorded to the student council as they execute their mandated roles.

Most of the studies done concerning the student council in Kenya have concentrated on the influence of student council on discipline management in secondary schools (Achieng,

Kaberia & Sang, 2017; Kamau, 2017; Mukisu, 2018; Muthui, Muthaa, Hillary & Wamukuru, 2018). Thus, a comprehensive study that would examine the principals' management practices in schools with seemingly functional and those with dysfunctional student councils in relationship to the student council effectiveness in Kiambu Sub County, Kiambu County was needed.

1.4 Purpose of the Study

The purpose of the study was to examine the relationship between principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County, Kiambu County, Kenya.

1.5 Objectives of the Study

The study was guided by the following objectives:

(i) To find out the relationship between the principals' capacity building of student leaders and the effectiveness of the student council;

(ii) To establish the relationship between the principals' involvement of student leaders in the school management and the effectiveness of the student council;

(iii) To examine the relationship between the principals' provision of incentives to student leaders and the effectiveness of students' council in public secondary schools in Kiambu Sub County.

1.6 Hypotheses of the Study

The study was guided by the following null hypotheses

HO_1: There is no statistically significant relationship between the principals' capacity building of Student leaders and students' council effectiveness in public secondary schools in Kiambu Sub County.

HO_2: Principals' involvement of student leaders in the school management has no statistically significant relationship with the effectiveness of the students' council in public secondary schools in Kiambu Sub County.

HO_3: Provision of incentives to student leaders has no statistically significant relationship with the effectiveness of students' council in public secondary schools in Kiambu Sub County.

1.7 Significance of the Study

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). This study is expected to be of benefit to various stake holders namely principals, Board of Management (BOM), teachers, Teachers Service Commission (TSC), Ministry of Education, Quality Assurance and Standards Officers (QASOs), Curriculum Support Officers (CSOs) and other school development partners.

By establishing the relationship between the capacity building of student leaders and their effectiveness in accomplishing their roles, the principals in collaboration with the Ministry of Education might put in place an appropriate training program. The study findings can be used as the reference point in resource mobilization for the student leaders training programme. The study findings on the relationship between the level of principals' involvement of student leaders in school management and the effectiveness of the student council will shed insight into numerous students' unrests that get teachers and principals unaware. Further, the study might shed light on the incentives offered to the student leaders by the principals and their implications to creativity of student councils as they tackle novel challenging situations.

The study might also serve as the reference point to other researchers regarding the participation of the student council in school management. More importantly, the study findings may lead to formulation of more pragmatic policies that would obligate school principals to demonstrate and make a periodical report on the capacity building and effectiveness of the student council.

1.8 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study operates (Marylin & Goes, 2013). The study was conducted in Kiambu Sub County in Kiambu County. Data was collected from all the 15 public secondary schools in the Sub County. The study adopted a correlational research design as the researcher aimed at investigating associations between variables without manipulating any. The researcher investigated the possible relationship between each of the principals' management practices and student council effectiveness in accomplishment of their roles. However, being a non- experimental design the causal- effect was not ascertained.

1.9 Delimitations of the Study

The delimitations of the study are the boundaries set by the researcher by conscious exclusionary and inclusionary decisions in regard to the subject of interest (Simon & Goes, 2013). Delimitations are within the researcher's control. There are many management practices that principals adopted geared to support the student council in its endeavor to accomplish the entrusted roles effectively. However, this study focused on the capacity building of student leaders, the level of involvement in school management and the provision of incentives to the student leaders. The focus on these three management areas

has been informed by their prominence in literature review as some of the challenges affecting the smooth running of the student council.

1.10 Limitations of the Study

Limitations are possible short comings or influences that can affect the study and are not under control of the researcher. They limit the extent to which a study can go and may affect the end results of the study (Simon & Goes, 2013). As Sharma (2008) noted respondents tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits with self-assessment survey instrument. Thus, some student leaders might be inclined to over rate the extent to which the student council has been effective in accomplishing their roles. Additionally, they might be tempted to under-rate the efforts done by their principals' regarding capacity building, involvement in the school management and provision of incentives in the hope of attracting more attention. Conversely, the principals may tend to over-rate the part played in empowering their student councils. To mitigate against such tendencies, the researcher assured the respondents of the sole purpose of the study being academic and that annonymity and confidentiality would be maintained. In addition, by gathering the similar information from the student leaders, principals and teachers, triangulation of the data gathered was achieved.

1.11 Assumptions of the Study

Simon (2011) explicates that assumptions are underlying ideologies that the researcher trusts or admits but are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. The study assumed that all the schools under study have been implementing the democratic method

of constituting the student council as provided in the Kenya Basic Education Act (2013). That all principals have been putting at least the minimum effort to induct and prepare the student council on their expected roles.

1.12 Theoretical Framework

The study was guided by Path-Goal theory developed by Robert House (House, 1971) based on the leader-follower concept. Primarily, the Path-Goal theory links the leader's behavior with the motivation, performance and the satisfaction of followers. The leader defines the goals, clarifies the path so that subordinates know which way to go, remove roadblocks that are stopping them going there and provides support by increasing the rewards along the route. According to the theory, the manager's job is viewed as guiding workers to choose the best paths to accomplish organizational goals as well as their organizational goals. The theory further argues that leaders need to engage in different types of leadership behavior depending on the demands and nature of a particular situation. The leader is therefore obligated to offer appropriate assistance to the followers in attaining goals in providing the direction and support needed in order to ensure that their goals are compatible with the organization's goals. In the context of the current study, the principal is the leader and student council assume the position of the subordinate or the worker. Similarly, when the student council assumes the position of the leader the other students become followers or the workers.

House and Mitchell (1974) explicate that a leader's behavior is acceptable to subordinates when viewed as a source of satisfaction and motivational when need satisfaction is contingent on performance and the leader coaches, facilitates, and rewards effective performance. Thus, principals are expected to induct, mentor and guide student council on how to execute their various roles. As student leaders' put into practice what they have

been taught, encouragement and appropriate incentives are vital. In so doing, the desirable behavior is likely to be sustained. Subsequently, as the student council lead other students in maintaining punctuality and devote more time in their studies, students improve in their academic work and finally the whole school performance in national examinations improves.

According to House (1996), the path-goal theory identifies participative, directive, achievement-oriented, and supportive leader behaviors. Of particular importance is the directive path-goal leader behavior where the leader lets the followers know what is expected from them and gives guidance on how to accomplish their tasks. House (1996) posits that that this behavior has the most positive effect when the subordinates' role and task demands are ambiguous and intrinsically satisfying. In the context of the principal use of various management practices in support of the student council, students can increasingly be involved in running different affairs of the school with a measure of autonomy. For instance, the student council can be left to manage the morning assemblies for one day in a week. This would not only build their confidence in leadership but it would also inspire the other students to manage their school life without being micro managed by teachers. The end result is that the school would attain a critical number of students who are self-motivated, self-disciplined and problem solvers as opposed to fault finders.

1.13 Conceptual Framework

Creswell (2014) regards conceptual framework as a research tool intended to help a researcher to develop cognizance and understanding of the condition under inquiry. Creswell further proffers that when clearly enunciated, a conceptual framework has potential usefulness as a tool to assist a researcher comprehend the meaning of subsequent findings. Figure 1.1 depicts this study’s conceptual framework.

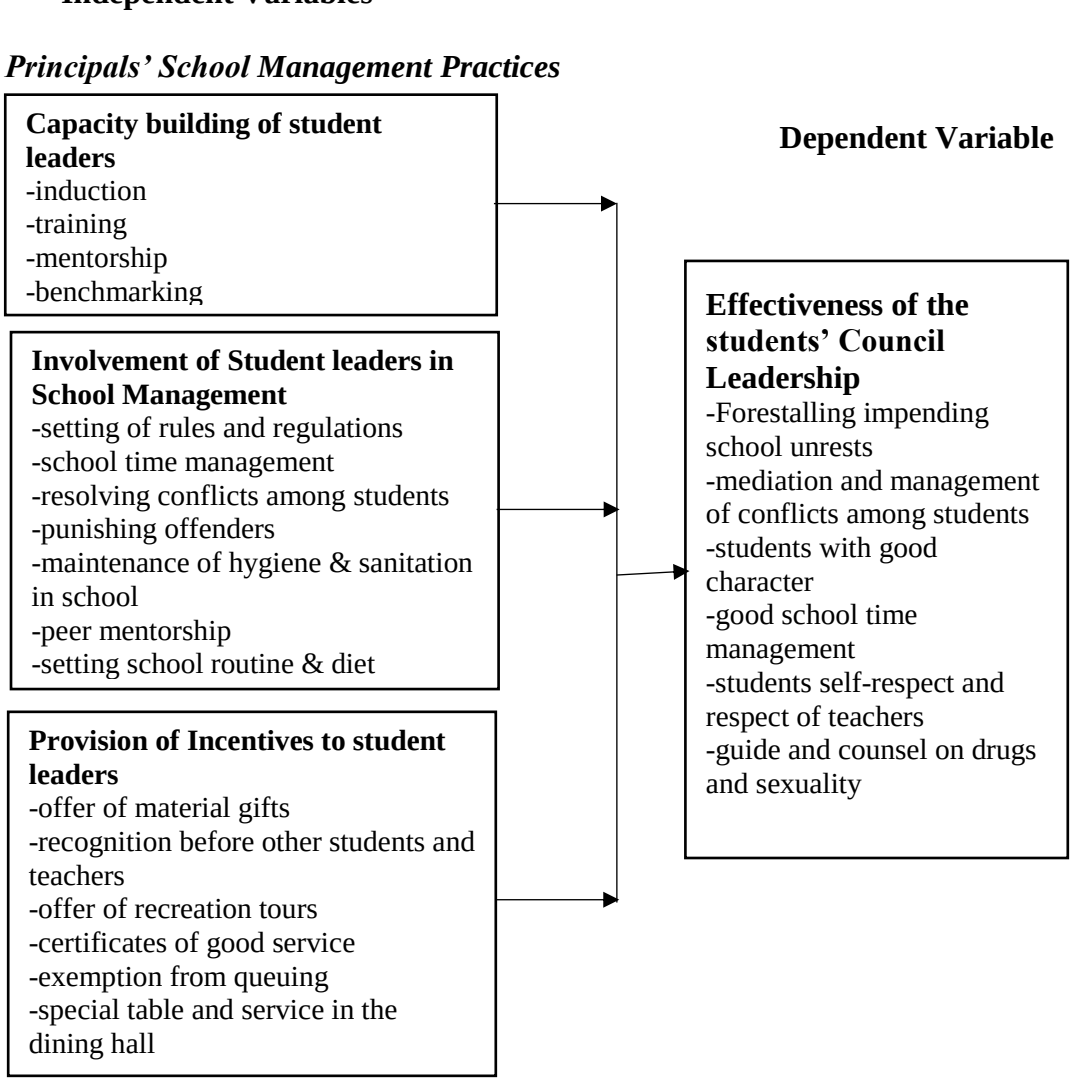


Figure 1.1: Conceptual Framework showing the envisaged Relationship between Principals' Management Practices and effectiveness of Student Council

As shown in Figure 1.1, the principals' management practices comprising of capacity building of student leaders, involvement of student leaders in school management and provision of incentives to student council constitutes the independent variables in this study. The effectiveness of the student council leadership is the dependent variable. The study hypothesized that there existed a relationship between the dependent and independent variables. The gist of the study was to test the hypotheses with a view of providing empirical evidence that would provide insight on the seeming student council inactivity.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature as per the guiding research objectives. It commences with a delineation of the concept of the student council and its role in school management. Empirical studies reviewed were mainly inclined on the principals' management practices such as capacity building of student leaders, involvement of student leaders in school management, and motivation of the members of the student council in relationship to the effectiveness of the student council in public secondary schools in Kiambu Sub County. The chapter ends with a summary of literature review and the identified research gaps.

2.2 Concept of the Student Council and its Role in School Management

One of the main stipulations concerning the rights of a child by the United Nations Convention is that in all issues involving children, regardless of whether an issue is associated with a private or a public institution, legislative bodies, courts of law or administrative institutions, the basic interests of children should receive primary focus (Karani, 2019). A child, in this case, should have the opportunity to express themselves in any administrative aspects either using a representative or directly. Such a directive allows more opportunities for school children to be part of the implementation of decisions that affect their welfare in the school environment (Karani, 2019). This puts into perspective the effectiveness of student councils in secondary schools in ascertaining efficient administrative practices and quality education for all.

A student council refers to a group of learners who are chosen by their fellow students to function as their representatives. It functions as a representative structure that enables students to take part in the management of schools that they are affiliated in collaboration with the administration, teachers, parents including the support staff (Ingersoll, Sirinides & Dougherty, 2018). The goal of the collaboration is to ascertain that a school experiences success. Studies show that students are interested in being part of the management of their affairs while in school. For example, in Britain, student councils were first established during the 1920s. Also, in Norway, high schools are expected by the law to have student councils that have leaders who are democratically chosen from tertiary institutions. The leaders function as a link between the administration and leaders. Other nations that use the institution include Canada, the United States, Ireland, South Africa, and Finland (Ingersoll et al., 2018).

From a regional perspective, Tanzania, Uganda, and Kenya have also integrated the student leadership framework to support the administrative practices (Muthui et al., 2018). Through the student council, students are able to voice their concerns and opinions, an aspect that is perceived to complement the overall management system of a school. The policy concerning the use of student councils in secondary schools in Kenya was enacted and developed in 2012 with the aim of addressing the issues and perspectives that both teachers and students against the prefect body (Muthui et al., 2018). From the time that the policy was enacted, about 77% of schools across the nation shifted from the prefects' body to the student council leadership. Muthui et al. (2018, p.30) state, "The establishment of student councils created democratic space among the students that were credited for the relative peace that was marked by a decline in student unrest from a high prevalence of 7.4% in 2008 to 0.4% in 2011 in secondary schools in Kenya". The statement puts

emphasis on the effectiveness of the student councils in reducing indiscipline cases in secondary schools in Kenya. Before its enactment and inception, schools had prefects who were chosen by teachers to assist in school operations.

The system included several flaws that made it necessary to integrate a plausible solution that would limit the occurrence of disciplinary cases and increase the participation of students in the management of schools (Orina, 2020). In the current context, students are expected to choose their leaders rather than school principals or teachers choosing them. It is also expected for the selection to be democratic and free, even though the principals and teachers need to vet the elected leaders before assigning them various leadership positions (Orina, 2020). Some of the challenges that are perceived to face student councils in schools in Kenya include; inefficient leadership skills, lack of motivation, frustrating expectations from both teachers and students, the student leaders being viewed as sellouts by other students due to their positions, and the lack of skills to deal with complex issues such as homosexuality, teacher-student clashes and drug abuse (Mukiti, 2014).

2.3 Review of Empirical Studies

2.3.1 Principals' Capacity Building of Student Leaders and the Effectiveness of the Student Council

Vundi, Majanga and Odollo (2014) posit that for student leaders to execute their mandate effectively, they need to be trained and inducted appropriately. Additionally, Achieng et al. (2017) emphasize that for a student council member to be exemplary in execution of the mandated tasks, one should undergo training and be guided by rules and procedures of work. In this endeavor, the school management and administration should develop a Student Leaders Training Manual that covers all areas of interest dealing with student leadership. According to Caracelo (2016), the effectiveness of a student council is to a great

extent dependent on whether or not leadership training has been provided for the newly elected student leaders.

Student leadership development is perceived to offer learners the opportunities to develop and maintain leadership skills while still young (Zafar, Tharwani, & Saher, 2020). According to Parlar, Emin Türkoğlu, and Cansoy (2017) in their research on leadership development in learners in schools in Usküdar district, Istanbul, effective leadership training of student leaders highly focuses on skills in communication, problem-solving, the ability to formulate goals, with emphasis placed on values such as honesty, responsibility, and respect. Also, the capacity building of student leaders is primarily associated with adequate management of the school operations. The associated view is that nurturing student leadership holds the potential of improving the academic achievement and personal growth of learners. Lyons (2018) in her research on fostering leadership skills in high school students in New York City, based her study on three scales that include organizational, interpersonal, and personal scales. As per the research findings, the common themes that were associated with leadership training in schools include perception of what student leadership entails relationships, the significance of reflection, school design, challenges, and barriers. The scholar puts emphasis on the view that the three scales are ideal in developing student leaders who are able to function as change agents within the school environment and to collaborate with other stakeholders to ascertain discipline among students (Lyons, 2018). However, a significant limitation of the study is that it only focused on schools in New York and thus, challenging to generalize the findings. This also did not include comparisons between schools in urban areas and those in rural areas.

The study by Omaali (2018) on the involvement of student leaders in the management of regular routines at Olila High School Soroti, Uganda, found that it was important for the

student leaders to attend benchmarking sessions in schools whose student councils experienced success in their management. This was after the finding that the student leaders were less effective in the management of the school's daily operations. A significant limitation is that the scholar did not examine the role of training in enchaining the performance of the student leaders. The study assessed the relationship between principals' capacity building of student leaders and the effectiveness of the student council.

Wambua, Kalai and Okoth (2017) study sought to establish the relationship between principals' use of mentoring and students' discipline in secondary schools in Machakos County, Kenya. The study employed a cross-sectional survey design and involved 100 teachers, 101principals and 1433 student leaders. The study established that there was a weak but significant relationship between mentoring on ethical living, mentoring on academic excellence, and student discipline. The study, however, did not explore on other aspects of the student leaders role apart from maintenance of discipline.

In Kenya, according to the research by Nyaga (2018) in Kirinyaga- East Sub- County on the impact of leadership training of student council members on school discipline, the training of leadership equips student leaders with the ability to manage discipline issues in the school environment. The involved indicators include enhanced assertiveness, confidence, self-awareness including the ability to adequately express themselves. Such training is also associated with the ability to enhance the planning and organization capacities of the student leaders for them to be able to handle cases without much guidance from the teachers or school heads. This also includes enhanced coordination skills needed to ascertain the order in the school setting with reference to the involved regulations and rules (Nyaga, 2018). The leadership training of the student council is also affiliated with the student leaders being able to maintain order in the school environment regarding the

school's daily operations. The findings confirm the notion of the student council being an effective institution as long as the competencies of the leaders are developed and supported by the school administration. Also, when student leaders are trained on how to be role models, a school experiences improvements in areas such as the reduction of bullying, teachers handling fewer internal conflict cases, enhanced communication and dialogues concerning school programs and policies, students not scrambling in the dining hall for food, students handling external pressure rather than engaging in strikes including the improved interpersonal relationship between the students and other members of the school community. The training also influences student leaders to work as a team in their role of being change agents. A limitation of the study is that the scholar did not highlight the impact of school administrative systems on the performance of the students' council in secondary schools. The study was also limited to schools in Kirinyaga County. This study assessed the relationship between principals' capacity building of student leaders and the effectiveness of the student council in Kiambu Sub County.

The research by Kinyua (2015) in Kirinyaga East Sub-County, Kenya, on factors that determine the effectiveness of student councils, also highlights the significance of training the members of the student councils on aspects that enhance the performance of schools. As per his research findings, most school principals value the roles of the student council and hold the view that training improves their effectiveness. However, the study had two limitations. First, the type of training that the student leaders underwent was vague being categorized into formal and informal only. Secondly, the determination of effectiveness of the student councils was not conclusive since it was reduced to yes or no. The current study embarked on determining the student leaders training in terms of formal training, mentoring, bench marking, and induction. Further, a comprehensive determination of the

student leaders' effectiveness was accomplished by assessing their performance in the various assigned roles.

The analysis by Jepkemboi, Ogula, and Munyua (2019) on the role of students' council members in maintaining discipline in schools in Wareng Sub-County, Kenya, highlights the view that training the student leaders on their leadership roles enables them to associate their respective functions with the vision and mission of an institution. Through that, they are able to remind other students of the rules and regulations including what is expected of them. Some of the important skills to equip student leaders during training include public speaking and problem-solving skills. As per their research findings, the scholars recommend the need for the Ministry of Education in Kenya to integrate adequate governance systems in schools that enable the student leaders to take part in making decisions concerning school matters particularly by being involved in all important meetings (Jepkemoi et al., 2019). This is associated with the notion that the skills that students acquire through the training enable them to realize and commit to their roles of assisting in the management of the school operations. However, the study did not bring out the student councils' effectiveness in various aspects such as forestalling impending school unrests, mediation and management of conflicts among students, peer counseling on drugs and sexuality and others. The current study embarked on filling these gaps.

Malonza (2020) assessed the influence of principals' management practices on students' discipline in public secondary schools in Matungulu Sub-County, Machakos County, Kenya. The study found that most of the principals were supportive of students' mentorship programmes. Principals mentored students on good study habits, healthy living practices, adherence to the school and societal rules and regulations, and self-respect. The level of principals' support of mentorship programmes had a statistically significant influence on

the level of reduction of students' indiscipline cases (β = -12.370, t (199) = -7.082, p < 0.05). However, while Malonza (2020) study focused on the influence of mentoring on students' discipline, the current study embarked on comprehensive analysis of the relationship between the principals' capacity building of the student leaders in a broader sense and their effectiveness in accomplishing their various roles which includes pacifying students' indiscipline.

2.3.2 Student Leaders Involvement in School Management and Effectiveness of the Student Council

In a majority of Commonwealth and British schools, student councils have the power to manage school operations both within and outside the school environment. Also, most of the students are in the senior grades (Kiersch & Peters, 2017). The student leaders have delegated responsibilities, duties, and special rights where it is acceptable for them to punish other students when they defy school rules and policies. However, in complex situations, the punishment duty is left to the school administration.

In international schools in the U.S., student councils assist in supervising younger students when teachers are not around. They also function as their respective schools' diplomats or ambassadors particularly in events where they have the roles of welcoming guests and new students and showing them around the school environment (Castillo & Hallinger, 2018). The student councils also hold regular meetings to organize school events with reference to an academic year. The student leaders are also expected to function as role models, to abide by the discipline standards, and ascertain that all students fully obey school policies and rules (Castillo & Hallinger, 2018).

Kagendo (2018) opine that the recurrent student indiscipline in Kenyan secondary schools such as arson is a manifestation of the feeling of alienation rather than of ownership of the schools they attend. By striking and destroying property, the students may be expressing their demands for involvement in the running of the schools. According to the study by Orina (2020) in Matuga sub-county, Kwale County on the roles of the student council in ascertaining discipline in schools, involving students in the decision-making process on issues concerning the management of schools limits the occurrence of disciplinary cases. This also includes engaging the student leaders in the formulation and implementation of school regulations and policies. Another significant finding is that student leaders are capable of solving disputes between the students and the administration. Nonetheless, the scholar argues that further research is needed to examine the effect of training student leaders for them to adequately take part in processes concerning school management. This also includes further studies on the extent to which student leaders should be included in making decisions concerning discipline cases in the school environment (Orina, 2020). While the study focused on the roles of the student council in ascertaining discipline in schools, this study integrated a comprehensive analysis on the involvement of student leaders in school management based on aspects that include setting of rules and regulations, school time management, resolving conflicts among students, punishing offenders, maintenance of hygiene and sanitation in school, peer mentorship and setting school routine and diet.

A similar perspective is highlighted by Murage, Mwaruvie, and Njoka (2017) in their study on the impact of the student councils in managing discipline issues in secondary schools in Kirinyaga East District, Kenya. As per their research findings, schools had student leaders who performed their roles as expected. However, in certain schools, students did not follow

instructions given to them by student leaders as they felt that their election was not democratic and fair. The scholars recommend the need for free and fair elections for the student councils to function effectively (Murage et al., 2017). A significant limitation of the study is that it only examined the disciplinary roles of the student council. This study looked into disciplinary roles and other roles that include maintenance of hygiene and sanitation in school, peer mentorship and setting school routine and diet.

Katolo, Mungai and Kamola (2016) investigated the principals' leadership practices and their influence on students' discipline management in public secondary school in Makindu Sub County, Kenya. Among other things, the study found that most of the principals embraced open door policy, consulted with students on the school diet and dress code. In addition, most of the principals set aside some days of the week for an open discussion with students. Further, there was a very strong negative significant relationship between the principals' leadership practices and student discipline (r = -.961, $p < 0.05$). Katolo et al. (2016) recommended a collaborative approach where all the school stakeholders could come together and tackle the students' indiscipline issues. Additionally rules for the membership of the student council should be flexible and accommodative to all students. However, though the study dwelt on student leaders' involvement in management roles, the relationship between the principals' management practices and student council effectiveness was not analyzed. The current study embarked on establishing the relationship between the principals' management practices and student leaders' effectiveness in Kiambu Sub County.

Onditi (2018) in his research on using student leadership to manage student discipline in secondary schools in Nakuru County, Kenya, also puts emphasis on the involvement of the student council in managing discipline cases in the school environment. This is affiliated

with their roles in formulating school rules, issuing punishments to students who defy school regulations and rules, and resolving conflicts among students. It is through the student councils that discipline has improved in secondary schools in Kenya in terms of the level of strikes reducing, students being more responsible in performing their respective duties including a reduction in the number of suspension and expulsion cases (Onditi, 2018). Similarly, to the research by Murage et al., (2017), a significant limitation of the study by Onditi (2018) is that it only examined the disciplinary roles of the student council.

The research findings by Mukiti (2014) on the analysis of the role of student councils in the management of schools in Mwingi Central District, Kitui County, Kenya, depict the relationship between student leaders' involvement in the school management and the effectiveness of the student council. Some of the supervisory roles of the student council members include ascertaining that roles such as cleaning the classrooms and the school compound are performed as expected, supervising study areas including preps on behalf of the teachers on duty, ascertaining that all students are in the field during games time, supervising mealtimes and ensuring that all students follow the rules issued by the teachers and the school principal. Also, some of the representational roles of the student council members include voicing out issues and grievances of the other students to the school's administration and teachers, regularly holding council meetings on their own to discuss issues raised by students, and collaborating among themselves to develop solutions to the concerns raised by students (Mukiti, 2014). The basic view is that the various roles played by the student council members enhance their effectiveness when it comes to school management. While the study focused on examining the diverse roles of student councils in secondary schools, it did not put much emphasis on the roles of principals in facilitating the involvement of the student council in the management of the school environment. The

current study comprehensively examined the principals' involvement of student leaders in the school management and the effectiveness of the student council.

Nzioki (2015) examined the role of student councils in the management of schools in Kangundo Sub County. Among other findings, the study found that the involvement of students in diverse school roles such as establishing the school rules and policies, timekeeping issues, the organizing of co-curricular activities and the maintenance of proper sanitation and hygiene, results in easy management of operations by the school administration including improvements in the academic performance of a school. A significant limitation of the study by Nzioki (2015) is that it did not address the roles of principals in facilitating the involvement of the student council in the management of the school environment. This study comprehensively examined principals' involvement of student leaders in the school management and the effectiveness of the student council.

A study by Kamau (2017) investigated the influence of student councils' involvement on management of students' discipline in public secondary schools in Naivasha Sub County, Nakuru County, Kenya. The study found that the students' council involvement in formulation of school rules and regulations, assistance in time keeping, punishment administration and involvement in induction process influenced the students' discipline. However, Kamau (2017) study failed to use robust inferential statistics in ascertaining influence and thus, the findings remained at perceptions level. The current study embarked on use of robust inferential statistics in establishing the relationship between the principals' involvement of student council members in school management and their effectiveness in role performance in Kiambu Sub County.

Kagendo (2018) conducted a study at doctoral level which aimed at determining the influence of student participation in decision making on student discipline in secondary schools in Tharaka-Nithi and Nairobi counties, with a view of informing educational practices in Kenya. The study findings showed that most of the schools had put in place the student council form of student leadership. However, the councils had no representative in Parents and Teachers Association (PTA), staff meetings and Board of Management (BOM). The study also found that there were low levels of student participation in management of physical resources, school finances and human resource. Nonetheless, there was a moderate form of student participation/involvement in management of students' welfare issues and curriculum. The study concluded that student participation in management of students' welfare issues and curriculum had a moderate influence on students' discipline. Kagendo (2018) study, however, did not focus specifically on the role performance of the student councils as was the case of the current study.

A study by Karani (2019) investigated the extent of student council involvement in decision making in public secondary school programmes in Kwale County-Kenya. The study adopted descriptive research design and targeted a population of 924 executive student council members in the 77 public secondary schools of Kwale County. The study revealed that student councils members were not adequately involved in administrative, academic, co-curricular and guidance and counseling programs decision making. The study, however, did not investigate the relationship between the extent of involvement in decision making and the council members' effectiveness in execution of their roles.

2.3.3 Principals' Provision of Incentives to Student leaders and the Effectiveness of the Student Council

The members of the student council have a significant role in being the link between the students and the school administration. They assist in ensuring smooth running of curriculum and co-curricular programmes in the school. Nonetheless, regardless of the role, most of them are highly likely to discount their relevance when they are not validated or recognized for their respective roles especially by individuals who are considered as authority figures (Caracelo, 2016). The lack of recognition or incentives may demotivate the student leaders not to commit themselves to their respective roles. Incentives function as aspects that encourage individuals to engage in a particular task. They also aim at motivating individuals to improve their performance and to be innovative in their respective tasks (Caracelo, 2016).

From a general angle, rewards are associated with enhancing engagement and trust among individuals. According to the research by Victor and Hoole (2017) on the impact of rewards on work engagement and trust in South African organizations, organizations no longer depend on extrinsic rewards to motivate their workforce, but rather, rely on both intrinsic and extrinsic rewards to maintain their staff. As per their research findings, both extrinsic and intrinsic rewards positively influence the development of trust among the employees and enhance work engagement (Victor & Hoole, 2017). The same case applies to the school environment where both intrinsic and extrinsic rewards can be used to motivate the student leaders for them to effectively take part in managing various school activities (Mnubi, 2017). Some of the common incentives offered to student leaders include school trips, special privileges, special meals, material gifts such as books and watches, including recognition certificates. A significant aspect to note is that punishments and rewards tend

to function as collective action components. The reward incentives, in this case, are given to individuals who comply with the given rules while the punishment incentives are given to those who do not comply (Mnubi, 2017).

According to the study by Adebajo (2018) on the roles of incentives on the performance of teachers in public schools in Lagos, results show that monetary incentives lack a significant impact on the efforts of teachers and that non-monetary incentive can negatively affect teachers' efforts. The basic assumption is that issues concerning the productivity of teachers exceed accountability and remuneration issues. The associated view is that teachers tend to respond to rewards when faced with his stakes and that the performance of students increases due to stronger group rewards with reference to an increase in the efforts by teachers (Adebajo, 2018). While the study focused on the role of incentives in influencing the performance of teachers, the current study examined the relationship between the principals' provision of incentives to student leaders and the effectiveness of the student council.

Adongo, Ajowi and Aloka (2020) examined the relationship between school incentives and effectiveness of student councils in promoting discipline in secondary schools in Bondo sub-county, Kenya. The study adopted concurrent triangulation design within the mixed method approach and sampled 13 principals, 15 deputy principals, 86 teachers, 13 school captains and 491 prefects (student council members). Interview schedules were used to collect data from principals, deputy principals and school captains while questionnaires were used to collect information from teachers and prefects. Among other findings, the study found that the incentives accorded to prefects included certificates of recognition, material gifts, special privileges, and special meals during meetings and prefects' motivational trips. Material gifts came in form of new uniforms of a different colour, higher

quality ties sweaters of a different colour from the other students. Special meals during meetings included tea and bread, chicken and rice and others. Special privileges included use of a special table in the dining hall, exemption from queuing, and being allowed more time to pay school fees.

The student leaders were also issued with certificates of recognition each year by some principal. The incentives, however, varied from one school to another. The study found that there was a strong positive relationship between school incentives and effectiveness of student councils in promoting discipline in secondary schools ($r = .635$, $p < .05$). Thus, as the school provides incentives and rewards to the student leaders, the more effective they would be in promoting discipline. The Adongo et al. (2020) study, however, was not comprehensive since it did not consider other important factors namely capacity building and involvement of student leaders in the school management that would even overshadow the benefits acquired from providing incentives. The current study embarked on a comprehensive analysis of all these factors and their relationship of the student council effectiveness.

The study by Mukisu (2018) on the role of student councils in the management of discipline schools in Likoni Sub-County Mombasa County, Kenya, presents the view that offering student council members incentives and training, functions as a way of strengthening their capacities as leaders. The scholar states, “The rewarding system where incentives are offered for the services rendered would help motivate the students‟ council to perform their duties well as well as their classwork” (Mukisu, 2018, p.50). The statement depicts the relationship between the provision of incentives to student leaders and the effectiveness of the student council. The incentives, in this case, do not only influence the student leaders to commit to their roles but also to their academic work. While the study focused more on

the role of the students' council in managing discipline in the school environment, the current study comprehensively examined the link between the principals' provision of incentives to student leaders and the effectiveness of the student council.

Furthermore, Nandeke (2017) in the analysis of the impact of rewards on the managerial performance of students' council members in public schools in Teso North Sub-County, Busia County, Kenya, presents the notion that rewards are able to modify the conduct and behavior of a student, and thus, necessary to control their discipline. Most schools in the region are perceived to highly rely upon rewards to motivate their student leaders when compared to using punishments. The rewards, in this case, were perceived to significantly contribute to the management of discipline in the school environment by the student leaders (Nandeke, 2017). The main idea is to ensure that the student leaders feel valued and appreciated in their respective roles. A limitation of the study is that it did not comprehensively examine the types of incentives or rewards that can be used to enhance the effectiveness of the student leaders.

2.4 Summary of Literature and Research Gaps

The literature review has incorporated several scholarly works from international, regional, and local angles with reference to the research objectives. Most of the studies have focused on highlighting the significance of student councils in the management of schools. This includes their diverse roles such as supervisory roles, disciplinary roles, and representational roles.

Most of the studies done concerning the student council in Kenya have concentrated on the role of student council in school management and the influence of student council in discipline management in secondary schools (Achieng et al., 2017; Kamau, 2017; Mukisu,

2018; Muthui et al., 2018; Mutua, 2014; Nandeke, 2017; Nyaga, 2018; Nzioki, 2015; Orina, 2020). These studies mainly only listed the challenges hindering effectiveness of student councils such as lack of motivation, inadequate leadership skills, inability to handle issues like drug abuse, HIV/AIDS, homosexuality and teacher and student related conflicts. Thus, the studies lacked comprehensive examination of the relationship between the student leaders' capacity building in leadership, level of involvement, provision of incentives and effectiveness in accomplishing their roles. The current study aimed at filling the identified gaps by analyzing the principals' management practices in schools with seemingly functional and those with dysfunctional student councils in relationship to the student council effectiveness in Kiambu Sub County, Kiambu County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains and outlines the methodology that was used in achieving the objectives of the study. The chapter consists of the following subsections; research design, research site, target population, sample size and sampling techniques, data collection measures, pilot testing, validity and reliability of data collection instruments, data collection procedures, data processing and analysis, and legal and ethical considerations.

3.2 Research Design

Research design as defined by Lavrakas (2008), is the arrangement, or the plan, of research that directs the procedure of the research from formulation of the research questions and hypotheses to reporting the research judgment. The study adopted a correlational research design as the researcher aimed at investigating associations between variables without manipulating any. The researcher investigated possible relationship between each of the principals' management practices and student council effectiveness in accomplishment of their roles. Hence correlational research design was appropriate for this study.

3.3 Research Site

The research site is the actual geographical location of the study (Creswell, 2012). The research was carried out in Kiambu Sub County, Kiambu County. According to Kiambu County schools census report of 2019 (MOE, 2019), Kiambu sub county was singled out as one of the sub counties in Kenya that has relatively well behaved and well performing schools while on the other extreme there were schools that experienced constant student unrests and low performance in national examinations. The notable differentials in

students' behavior and academic performance were attributed to the level of effectiveness of student council in different schools.

3.4 Target Population

Babbie (2014) defines target population as a complete set of individuals, cases or objects with some common observable characteristics. According to Kiambu County schools census report 2019, there were 15 public secondary schools in Kiambu Sub County (MOE, 2019). The report further showed that there were 212 members of the student council and most of the school had five major departments namely, sciences, humanities, languages, games and guidance and counseling. Thus, the study targeted 15 principals, 212 student leaders and 75 Head of Departments (HODs). The three categories of respondents were found important in this study. Principals gave information regarding their management practices that were focused in this study while student leaders gave information concerning the execution of their roles as the link between the students and school administration. The five HODs from each school were targeted because being in leadership positions, they were bound to interact with student leaders and thus best placed to assess their effectiveness in their mandated roles.

3.5 Sample and Sampling Techniques

According to Cooper and Schindler (2011), a sample is a sub-group of the target population chosen in a way to ensure representation of the entire population. Orodho (2012) postulates that for a small target population, the researcher can sample the entire population. Similarly, Scheaffer, Mendenhall, Ott and Gerow (2011) posit that census survey is the approach where the population is equal to the sample. Thus, the researcher used census sampling technique in which all the 15 principals and 75 HODS from the 15 public

secondary schools in Kiambu Sub County were sampled to take part in the study. The researcher, however, used Yamane (1967) formula: $n = N / (1 + Ne^2)$ to get the sample n, of the student leaders from the targeted population N = 212. Thus,

$n = 212/ (1 + 212 \times 0.05^2) = 139$, where e = degree of precision (0.05)

There were four schools with relatively larger population of student leaders while 11 schools had relatively the same number. Therefore, the study sampled 10 student leaders from each of the larger schools and 9 students from the smaller schools to make a total of 139 students. Therefore, the sampling matrix for the study consisted of 15 principals, 75 HODs and 139 student leaders. Table 3.1 shows the sample size distribution.

Table 3.1: Sample Size Distribution

Category of Respondents	**Population**	**Sample**	**Proportion**	**Sampling Technique**
Principals	15	15	100.0 %	Census
Head of Departments (HODs)	75	75	100.0 %	Census
Student Leaders	212	139	65.6 %	Simple random
Total	**302**	**229**	**75.8 %**	

3.6 Data Collection Measures

According to Sekaran (2013), research instruments are tools which are used to gather information about the specific set themes of research objectives. The study employed the student leaders' questionnaire, questionnaire for HODs and interview schedule for principals.

3.6.1 Student Leaders' Questionnaire

Morse (2010) defines a questionnaire as a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The researcher

applied a self-designed semi-structured questionnaire to collect both quantitative and qualitative data from student leaders. The first section (A) consists of information on respondents' demographic profiles, while section B sought information on how the student council is prepared for the school leadership role. Section C gathered information on the extent to which principals involve student leaders in the school management. Section D collected information regarding the provision of incentives to student leaders by the principals. Additionally, the student leaders were required to rate the effectiveness of student council in various roles in their respective schools.

3.6.2 Questionnaire for HODs

The questionnaire for HODs is semi-structured in which respondents expressed their views in their own words in the open-ended questions while closed ended questions captured their factual responses. The questionnaire items were structured according to the study's three objectives. The last item in the questionnaire required the HODs to rate the effectiveness of student council in resolving conflicts among students, preventing student unrests, being good role models, maintaining hygiene and sanitation in the school, time management and other roles. This section constituted the study's dependent variable.

3.6.3 Principals' Interview Schedule

Use of interview schedule allows the researcher to pose probing questions to the interviewee and thus, generating more enriching data unlike the use of questionnaire (Fraenkel, Wallen & Hyun, 2012). Through the principals' interview schedule, the researcher aimed at gathering in depth information on capacity building of the student council, involvement of student leaders in the school management and provision of incentives to the student council.

3.7 Pilot Testing of Research Instruments

To ensure validity and reliability of research instruments, it is important to conduct pilot testing (Creswell, 2014). Through pilot testing the clarity of the language, duration, layout of the tools and the process of administering will be ascertained. According to Sahu (2013), it is prudent to use 10% of the study's sample size when conducting a pilot test. Thus, the study involved two principals, 10 HODs and 14 student leaders from two public secondary schools in the neighbouring Kiambaa Sub County. The participants were encouraged to comment and make suggestions geared to improve the various items. The pilot study enhanced validity and reliability of the data collection instruments.

3.8 Validity of the Data Collection Instruments

Validity refers to the correctness, meaningfulness of inferences and soundness of outcomes of conclusion, which are based on the research findings (Kothari, 2014; Saunders, Lewis & Thornhill, 2012). The researcher sought the expert opinion on content and construct validity. The questionnaire was availed to two Africa Nazarene university supervisors before and after piloting in order to review the items in the instruments. Comments solicited from supervisors were then used to enhance the research instruments before commencing data collection.

3.9 Reliability of Data Collection Instruments

Reliability is the degree to which a research tool gives consistent data or results after repeated trials (Babbie, 2014). When a research instrument meets the aforementioned criteria then it is said to be reliable. It can be used severally and give similar outcome irrespective of the environmental set up. The test-retest technique was used to measure the reliability of student leaders' questionnaire as well as questionnaire for HODs. During pilot testing, the questionnaires were administered to the respondents twice with a duration gap

of two weeks. The data from the two sets of questionnaires were correlated using Pearson Product Moments' correlation method. The student leaders' questionnaire yielded a coefficient of .78 while the questionnaire for HODs had a coefficient of .84. According to Cohen, Marion and Morrison (2012) reliability coefficient of 0.7 and above is considered sufficient for a research instrument in social sciences.

3.10 Data Collection Procedures

The researcher secured a letter of introduction from Africa Nazarene University. The introduction letter enabled the researcher secure research permit from the National Council for Science and Technology and Innovation (NACOSTI). The acquired permit was presented to Kiambu sub County Education Officer who then issue a clearance letter for data collection from the sampled schools. The researcher then visited the sampled schools and after presenting the official permission letters to principals and striking rapport, data collection commenced. The researcher self administered the questionnaires to the teachers and students leaders. Face-to-face interviews were conducted with the principals on the agreed dates. Before each interview, the respondents were requested to read and respond to the contents of consent form (Appendix V). The interview sessions were audio recorded using a smart phone and later transcribed by the researcher.

3.11 Data Processing and Analysis

Kombo and Tromp (2006) regard data analysis as the process of organizing the collected raw data in order to establish meaning or certain trends. The process started by editing the collected information to identify omissions and errors. After coding, the data from questionnaire was fed into the Statistical Package for Social Sciences (SPSS) version 22 software for analysis. The data collected were analyzed with respect of the study objectives

using both descriptive an inferential techniques. Descriptive statistics such as percentages, means and standard deviation were used while the three formulated null hypothesis were tested by determination of Pearson product moment correlation coefficients and the corresponding significant levels. Qualitative data was put into themes and where necessary converted into quantitative data. Some of data generated from head teachers' interview schedule were reported verbatim and used to augment the quantitative data.

3.12 Legal and Ethical Considerations

To ensure legal measures are observed, the researcher sought a letter of introduction from Africa Nazarene University, and which assisted the researcher to secure a research permit from National Council of Science, Technology and Innovation (NACOSTI). The NACOSTI permit enabled the researcher to secure research clearance from County Commissioner and County Director of education. A prior visit to the sampled schools enabled the researcher to strike rapport with both head teachers and teachers. To ensure ethical considerations, the respondents were assured of anonymity and utmost confidentiality. Interviewees were requested to fill a consent form. The consent form enabled the researcher to audio and visual record the interview proceedings. Respondents were assured of the right to withdraw from the data collection process at any stage without any consequences. They were also allowed to scrutinize the transcribed information and expunge any sections that might have not reflected what they meant. To observe copy rights and avoid plagiarism, the researcher acknowledged all the sources of information collected from peer reviewed journals articles, textbooks, unpublished and published dissertations and other research materials.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the analysis of the data collected in this study and interpretation of the findings. The chapter contains analysis and interpretation of demographic data as well as data collected in accordance with the three research objectives of the study. The purpose of the study was to examine the relationship between principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County, Kiambu County, Kenya. The study objectives were to find out the relationship between the principals' capacity building of student leaders and the effectiveness of the student council, to establish the relationship between the principals' involvement of student leaders in the school management and the effectiveness of the student council, and to establish the relationship between the principals' provision of incentives to student leaders and the effectiveness of the student council. Data were collected through student leaders' questionnaire, teachers' questionnaire and head teachers' interview schedule.

4.2 Demographic Characteristics of Respondents

The researcher gathered the background information of the respondents, which formed the basis under which some of the interpretations of the study findings were made.

4.2.1 Response Rate

The study targeted to collect data from 15 principals, 75 HODs and 139 student council members. However, the researcher managed to collect data from 13 principals, 70 HODs and 130 student leaders giving a response rate of 86.7 %, 93.3 % and 93.5 % respectively.

Creswell and Creswell (2017) recommend a response rate of 70% or more, and therefore, this response was considered sufficient for analysis.

4.2.2 Gender of Respondents

The researcher sought to establish the gender distribution of the respondents. Table 4.1 shows the finding.

Table 4.1: Gender Distribution of Respondents

Category of respondents	Gender	Frequency	Percentage
HODs	Male	42	60.0
	Female	28	40.0
	Total	**70**	**100.0**
Principals	Male	9	69.2
	Female	4	30.8
	Total	**13**	**100.0**
Student leaders	Male	**70**	**53.8**
	Female	**60**	**46.2**
	Total	**130**	**100.0**

As evident from Table 4.1, the ratio of male to female HODs is 3:2, showing the absence of gender parity in the appointment of HODs in Kiambu Sub County. Similarly, there were more male head teachers constituting 69.2 % than female. However, student leaders' gender was fairly distributed in which 53.8 % were male while 46.2 % were female.

4.2.3 Student Leaders' Academic Level

The study sought to establish the student leaders' academic level in terms of form one, two, three or four. Figure 4.1 shows the distribution of the sampled student leaders' year of study.

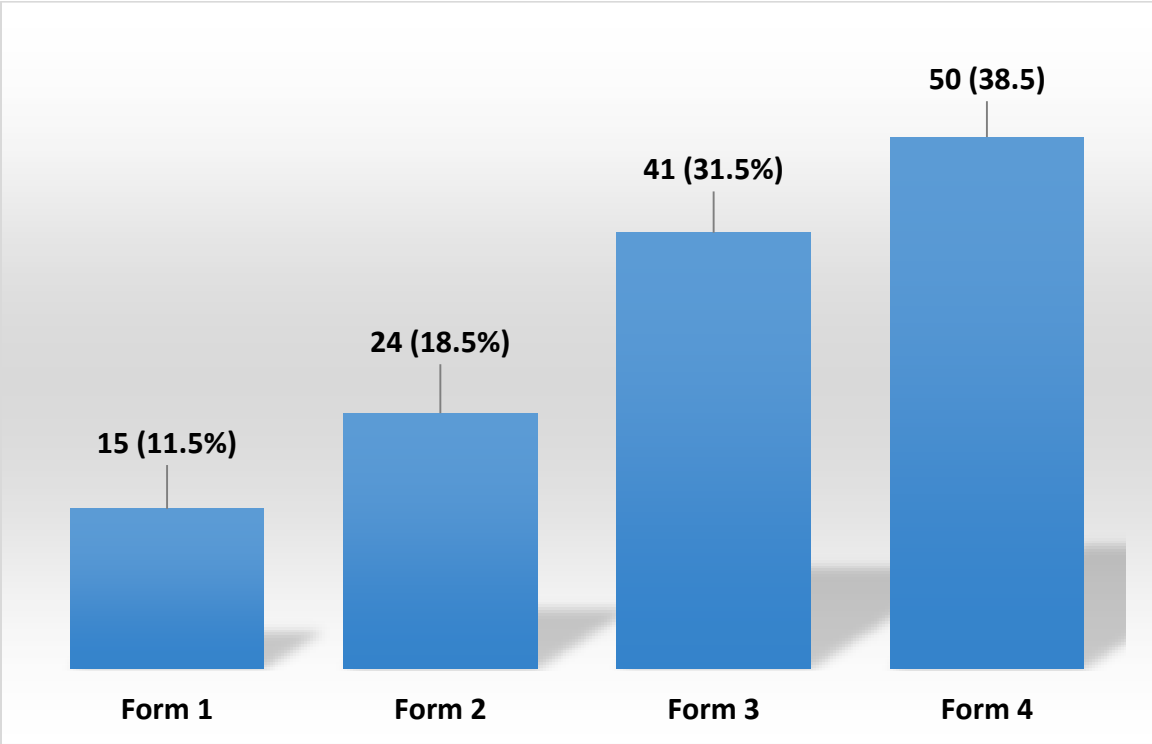


Figure 4.1: Student Leaders' Academic Level

As evident from Figure 4.1, the student councils were dominated by form three and four students constituting 63.0 %. The researcher established that the skewness in distribution was in line with the fact that students at form three and four were more mature both physically and mentally to manage areas such as games, dining hall, library, dormitories, and school environment. Nevertheless, the inclusion of 11.5 % form ones and 18.5 % form twos, demonstrated the fact that all academic levels were represented in the various student councils in public secondary schools in Kiambu Sub County.

4.2.4 Students' Duration in Student Council

The study set out to establish the duration various students had served in the student council. Students who had served for a longer period were more likely to give more in-depth information and thereby improve the internal validity of the current study. Figure 4.2 depicts the students' duration in student council.

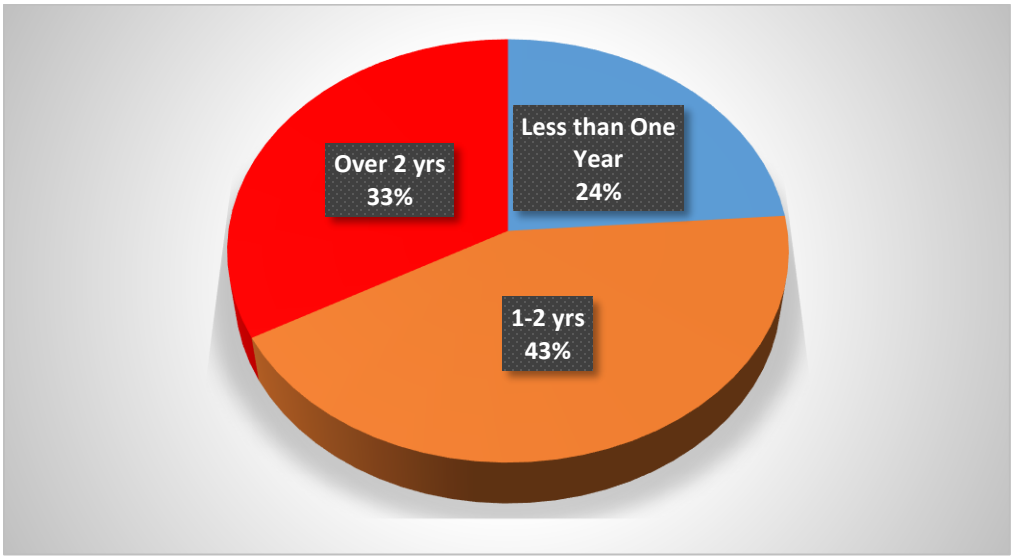


Figure 4.2: Students' Duration in Student Council

Figure 4.2 shows that 43.0 % of students had served as members of student council for one to two years while 33.0 % had served for over 2years. This implied that 76.0 % of student leaders had adequate experience as council members and therefore, would give a good account of how their principals managed the capacity building of student leaders as well as incentives and involvement in leadership.

4.3 Presentation of Research Analysis and Interpretation according to the Study Objectives

This section presents the analysis and interpretation of the data collected from the student leaders, HODs and principals.

4.3.1 Principals' Capacity Building of Student Leaders and their Effectiveness

The first objective of the study was to find out the relationship between principals' capacity building of student leaders and the effectiveness of the student council. To achieve the objective, a set of statements in form of a Likert scale were posed to the student leaders to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly

agree (SA) was rated number 5. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as depicted in Table 4.2

Table 4.2: Principals' Capacity Building of Student Leaders

Statement		SD	D	N	A	SA	Mean	S.D
Student leaders undergo induction process after appointment	f	13	12	20	35	50	3.7	1.1
	%	**10.0**	**9.2**	**15.4**	**27.0**	**38.5**		
My principal organizes leadership training for student leaders	f	41	36	14	21	18	2.5	1.0
	%	**24.6**	**27.8**	**10.8**	**16.2**	**20.8**		
Student leaders visit other schools for bench marking	f	38	48	9	20	15	2.4	1.1
	%	**29.2**	**36.9**	**6.9**	**15.4**	**11.5**		
My principal mentors student leaders occasionally	f	18	20	0	40	52	3.7	0.8
	%	**13.8**	**15.4**	**0.0**	**30.8**	**40.0**		
My principal facilitates mentors/resource persons from outside our school	f	17	28	13	38	34	3.3	0.8
	%	**13.1**	**21.5**	**10.0**	**29.2**	**26.2**		
Student leaders have been trained on how to guide and counsel students on use of alcohol, illegal drugs, and sexuality.	f	68	17	12	18	15	2.2	0.9
	%	**52.3**	**13.1**	**9.2**	**13.8**	**11.5**		
My principal encourages student leaders to mentor students in obeying rules and regulations in school and beyond	f	24	27	19	33	27	3.1	1.3
	%	**18.5**	**20.8**	**14.6**	**25.4**	**20.8**		
Overall Mean							**2.9**	**1.1**

N = 130

Table 4.2 shows that most of the student leaders comprising 65.5 % agreed that they undergo induction process after appointment. This implies that, they are guided on how to execute their new roles as well as how to surmount the challenges associated with their leadership tasks. The practice of inducting new student council members was echoed by both HODs and the interviewed principals. One of the principals noted:

> In my school, we take the student leaders' induction programme very seriously where each HOD, the deputy principal and the principal are expected to prepare well in advance on a specified topic. The initial induction programme runs for a week taking 2hours per day. We mainly impart the necessary soft skills for effective

> leadership. I can attest to the fact that, the induction programme enables my student council to commence their work with gusto and focus (Principal 8).

Another principal also noted:

> The induction programme for the newly elected council members does wonders in my school. Some of the seemingly timid and shy boys emerge as bold and assertive individuals who even command respect from bigger older boys. I wish we had more resources to conduct it in a different setting away from the school and invite various resource persons. (Principal 13).

Majority of student leaders constituting 70.8 % indicated that they are occasionally mentored by their principals. Further, 55.4 % of student leaders agreed that their principals facilitate mentors/resource persons from outside their schools. Mentorship as one way of enhancing the student council effectiveness featured prominently among principals and HODs. One of the principal observed:

> Even after induction, some of the student leaders lack the vital skills and courage to accomplish their roles. Occasionally, I receive a letter of resignation from a student council member who feels overwhelmed by the new duty and get concerned of her academic performance. Therefore, they need continuous mentoring and thereby allay their fears while instilling confidence in them gradually. (Principal 3).

The student leaders were also found to disagree with a number of statements. Over half (52.4 %) of the student leaders disagreed that their principals organize leadership training. Similarly, 66.1 % of student leaders indicated that they hardly visit other schools for bench marking. Additionally, majority of student leaders constituting 65.4 % disagreed that they have been trained on how to guide and counsel students on the use of alcohol, illegal drugs, and sexuality. Lack of formal leadership training in form of a workshop, lack of bench marking and lack of knowledge on how to deal with alcohol, drugs and sexuality were some of the serious gaps that were also cited by HODs. One of the HODs lamented:

> I think all principals should embark on sponsoring student leaders for seminars focusing on substance and alcohol abuse and sexuality as a matter of priority. These are some of the issues that current crop of students indulge and which eventually lead to unrests. Equipping the student leaders with such knowledge would enable them to be effective peer counselors. (HOD 18).

The statement that ‘my principal encourages student leaders to mentor students in obeying rules and regulations in school and beyond’ elicited varied response among the student leaders. This is because while 39.3 % agreed, 46.2 of student leaders disagreed (M = 3.1, SD = 1.3). As noted by one of the HODs, it is normally easier for students to reason with their fellow students on the importance of maintaining law and order.

Overall, principals’ capacity building of student leaders had a mean of 2.9 and standard deviation of 1.1 showing that in as much as some principals were proactive in capacity building, there were many others who were less keen on the same. This finding led to the question of whether there could be a relationship between the level of the principals’ capacity building and the student council effectiveness and which forms one of the basis of the current study.

4.3.2 Involvement of Student Leaders in School Management and their Effectiveness

The second objective of the study was to establish the relationship between principals’ involvement of student leaders in school management and the effectiveness of the student council. To achieve the objective, a set of statements in form of a Likert scale were posed to the student leaders to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1 while strongly agree (SA) was rated number 5. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as depicted in Table 4.3.

Table 4.3: Student Leaders' Involvement in the School Management

Statement		SD	D	N	A	SA	Mean	S.D
My school principal involves student leaders in setting and reviewing of school rules and regulations	f	28	33	12	30	27	3.0	1.4
	%	**21.5**	**25.4**	**9.2**	**23.1**	**20.8**		
My principal invites student leaders to participate in disciplinary committees	f	34	38	10	28	20	2.5	1.3
	%	**26.2**	**27.1**	**7.7**	**21.5**	**15.4**		
My school involves student leaders in management of peer pressure	f	18	25	11	39	37	3.4	1.1
	%	**13.8**	**19.2**	**8.5**	**30.0**	**28.5**		
Representatives of student leaders are sometimes invited in a staff meeting	f	56	38	8	14	14	2.2	0.7
	%	**43.1**	**29.2**	**6.2**	**10.8**	**10.8**		
Representatives of student leaders are sometimes invited in the school BOM meeting	f	63	40	9	8	10	2.0	0.8
	%	**48.5**	**30.8**	**6.9**	**6.2**	**7.7**		
Student leaders are entrusted in resolving conflicts among students	f	15	18	5	38	54	3.8	0.7
	%	**11.5**	**13.8**	**3.8**	**29.2**	**41.5**		
My principal involves student leaders in students' welfare such as entertainment	f	18	28	11	39	34	3.3	0.9
	%	**13.8**	**21.5**	**8.5**	**30.0**	**26.2**		
My principal involves student leaders in setting the school menu	f	37	43	12	25	13	2.5	1.0
	%	**28.5**	**33.1**	**9.2**	**19.2**	**10.0**		
My principal involves student leaders in setting the school routine	f	26	31	11	38	24	3.0	1.3
	%	**20.0**	**23.8**	**8.5**	**29.2**	**18.5**		
Student leaders are involved in identifying schools needs for budgeting purposes	f	38	48	15	18	11	2.4	1.1
	%	**29.2**	**36.9**	**11.5**	**13.8**	**8.5**		
Overall Mean							**2.8**	**1.0**

N = 130

As evident in Table 4.3, the student leaders had varied response regarding the extent to which school principals involved student leaders in setting and reviewing of school rules and regulations. This is due to the fact that while 43.9 % of student leaders agreed that principals involve them in setting and reviewing of school rules, 46.9 disagreed and 9.2 % were non-committal. The issue of involving students in setting school rules also elicited varied reaction from both HODs and principals. Some principals and HODs felt that as

much as involving students in setting rules and regulations enhanced the student ownership, most of the school rules in place have been sanctioned by credible stakeholders and therefore, fit to be observed for all students without further consultation. However, one of the HODs had a different opinion and wrote:

> To be honest, most of the school rules and regulations are set by the school administration without consultations with students and parents. Most of them are passed from one school to another. I normally find some of the rules archaic, oppressive and very punitive to both pupils and their parents. For instance, the rule that when a student molests another, both the offender and the victim are sent home for two weeks needs some consideration. I also feel that the rule that requires the parent to purchase 10 rolls of barbed wire in the event that a student sneaks through the fence is barbaric. (HOD 45).

Nevertheless, 58.5% of student leaders agreed that they are involved in management of peer pressure. Similarly, 70.7 % agreed that they are entrusted in resolving conflicts among students (M = 3.8, SD = 0.7) while 66.2 % agreed that their principals involved them in students' welfare such as entertainment. Some of the interviewed principals were very keen on involving the student leaders in assisting their fellow students deal with negative peer pressure and taking charge in entertainment. One of the principal, who had a great testimony of how letting the student leaders take charge in student affairs promoted peace and harmony among students, said the following:

> We used to have so many issues such as fights, altercations, vandalism, theft, pilferage, cases of depression among students, but the situation is now quite different. These vices were tackled by expanding the number of trained student peer counselors and encouraging students to share and solve their issues. We also allowed them to take charge of entertainment within the planned time. (Principal 7).

Over half of the student leaders (53.3 %), however, disagreed that their principals invite them to participate in disciplinary committees. Similarly, majority (72.3 %) of student leaders disagreed that their representatives are sometimes invited in a staff meeting while 79.3 % disagreed that representatives of student leaders are sometimes invited in the school

BOM meeting (M = 2.0, SD = 0.8). Absence of student leaders in both staff meetings and BOM was affirmed by most of the principals and HODs. Most of them emphasized that, although it was a recommendation by the Ministry of Education, they were yet to find a situation where a student's presence was required. In emphasis on the same, one of HOD explicated:

> As the word suggests 'a staff meeting' is meant for the staff and not the students and as such we can only allow students to be with us in special occasions and for a brief moment such as when dealing with disciplinary cases. This ensures that teachers' classified information is not leaked to the students. The same applies to the BOM. (HOD 19).

The statement that 'My principal involves student leaders in setting the school menu' was refuted by 61.1 % of student leaders, implying that most of the principals and school management body just impose the type of food and drinks served to the students. Conversely, most of the principals indicated that they seek opinions regarding the most preferred meal in the community as well as conducting constant review in order to be in line with the student needs. Further, most of the student leaders constituting 66.1 % indicated that they are not consulted in identifying schools needs for budgeting purposes. Overall, the principals' involvement of student leaders in the school management had a mean of 2.8 and a standard deviation of 1.1. This implied that on average, student leaders were not well involved in the school management.

4.3.3 Principals' Provision of Incentives to Student Leaders and their Effectiveness

The third objective of the study was to examine the relationship between principals' provision of incentives to student leaders and the effectiveness of the student council. To achieve the objective, a set of statements in form of a Likert scale were posed to the student leaders to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that strongly disagree (SD) was rated number 1

while strongly agree (SA) was rated number 5. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as depicted in Table 4.4.

Table 4.4: Student Leaders' Response on Principals' Provision of Incentives

Statement		SD	D	N	A	SA	Mean	S.D
My principal recognizes the work done by student leaders by praising them during the school gatherings	f	18	24	13	48	27	3.3	1.1
	%	**13.8**	**18.5**	**10.0**	**37.0**	**20.8**		
My principal motivates student leaders by offering them material rewards	f	25	27	9	39	30	3.2	1.3
	%	**19.2**	**20.8**	**7.0**	**30.0**	**23.1**		
Student leaders are occasionally granted recreational tours	f	24	27	8	38	33	3.2	1.1
	%	**18.5**	**20.8**	**6.1**	**29.2**	**25.3**		
Student leaders have the privilege of not queuing for services provided in our school	f	10	11	5	54	50	3.9	0.5
	%	**7.7**	**8.5**	**3.8**	**41.5**	**38.5**		
Students leaders have a preserved table in the dining hall	f	23	28	6	49	24	3.2	0.8
	%	**17.7**	**21.5**	**4.6**	**37.7**	**18.5**		
Student leaders can communicate to principal through cell phone and social media when out of school	f	27	30	21	28	24	2.9	1.4
	%	**20.7**	**23.1**	**16.2**	**21.5**	**18.5**		
Overall Mean							**3.3**	**1.2**

N = 130

Table 4.4 shows that over half of student leaders (57.8 %) agreed that their principals recognize their role by praising them during the school gatherings (M = 3.3, SD = 1.1). However, a considerable portion of students (42.3 %) who did not accept shows that 'praising' as a method of giving incentive was not practiced by some principals. Similarly, while 53.1 % of student leaders agreed that their principals motivate student leaders by offering them material rewards, 40.0 % disagreed. This implied that almost half of the

principals that took part in this study motivated their student councils by giving material rewards while the other half did not. Further, slightly more than half of student leaders (54.5 %) indicated that they are occasionally granted recreational tours while 56.2 % agreed that they have a preserved table in the dining hall. Ironically, all the interviewed principals, claimed to have motivated their student leaders through praise, recognition, giving them material rewards and issuing them with certificates of exemplary servant leadership. However, some HODs expressed their discontent about the way the student council members are sometimes handled when in the wrong. One of the HOD noted that:

> It is not fair to publically scold or shame members of student council whenever they err since they lose trust as well as self-efficacy. Instead, sparing them the shame builds confidence in their mentors. In my school, student leaders are hardly given some privileges or recognition and get punished as other students. In return, they become very ineffective and hardly command any respect from the school community. (HOD 22).

The statement that 'Student leaders have the privilege of not queuing for services provided in our school' was affirmed by majority of student leaders constituting 80.0%, showing that in most of the schools, this particular practice is the norm. However, the statement that 'Student leaders can communicate to principal through cell phone and social media when out of school' received quite a varied response (M= 2.9, SD = 1.4). While 40.0 % of the students agreed, 43.8% disagreed and 16.2 % were undecided. This showed that while some principals allowed the members of the student council to interact with them through the modern technology, some had reservations. One of the principals was categorical regarding communication with student leaders:

> My assumption is that all my students do not own phones and therefore, I don't expect any form of communication through electronic media. Any form of communication should happen through their parents. However, on emergency, I think I can accommodate phone calls but not WhatsApp, Facebook and others. (Principal 5).

On the contrary, another principal advocated for fully use of Information communication technology between him and the student leaders. The principal stated:

> I normally practice an open door policy and I don't mind the use of modern technology by my student council members either in school or when they are at home. My school is mixed day. It is through rapid communication that I have forestalled several planned unrests. I have also established rapport with my student leaders. (Principal 8).

Overall, the student leaders mean response on extent to which principals provide them with incentives was 3.3 with a standard deviation of 1.2. This implies that on average principals in the selected schools provided incentives in various forms.

4.3.4 Effectiveness of Student Councils as Rated by HODs

The dependent variable in the current study was student council effectiveness. In order to quantify the student councils' effectiveness in different schools, HODs were requested to rate the role performance of the student leaders in different tasks. The analyzed data was summarized in frequencies, percentages, means and standard deviations (S.D) as depicted in Table 4.5.

Table 4.5: HODs' Rating of the Student Council Effectiveness

Issue/Aspect		Poor	Below Average	Average	Good	Excellent	Mean	S.D
Resolve conflicts among students	F	5	9	26	20	10	3.3	1.1
	%	**7.1**	**12.9**	**37.1**	**28.6**	**14.3**		
Students observe time	F	15	27	11	10	7	2.5	1.0
	%	**21.4**	**38.6**	**15.7**	**14.3**	**10.0**		
Students convey their grievances to student leaders	F	6	8	21	22	13	2.8	1.1
	%	**8.6**	**11.4**	**30.0**	**31.4**	**18.6**		
The students council resolves issues before they get out of control	F	12	26	15	10	7	2.6	0.9
	%	**17.1**	**37.1**	**21.4**	**14.3**	**10.0**		
Teachers and students have cordial relationship	F	7	8	10	28	17	3.6	0.8
	%	**10.0**	**11.4**	**14.3**	**40.0**	**24.3**		
Students have acquired good character (honesty, integrity, empathy, humility, gratitude, forgiveness etc) as modelled by council members	F	15	23	11	12	9	2.7	1.3
	%	**21.4**	**32.9**	**15.7**	**17.1**	**12.9**		
Students show commitment in their studies	F	8	10	25	18	9	3.1	1.1
	%	**11.4**	**14.3**	**35.7**	**25.7**	**12.9**		
Students observe personal hygiene	F	4	8	18	24	16	3.6	0.9
	%	**5.7**	**11.4**	**25.7**	**34.3**	**22.9**		
Students maintain cleanliness in the school compound	F	11	17	19	15	8	2.9	1.2
	%	**15.7**	**24.3**	**27.1**	**21.4**	**11.4**		
	F	6	15	26	15	8	3.1	1.0

Student council commands respect from teachers and students	**%**	**8.6**	**21.4**	**37.1**	**21.4**	**11.4**		
Students are receptive to student leaders mentorship, guidance and counselling	F	10	19	18	14	9	3.0	1.2
	%	**14.3**	**27.1**	**25.7**	**20.0**	**12.9**		
Student council members have been good role models in adhering to school rules and regulations	F	11	13	18	17	11	3.1	1.4
	%	**15.7**	**18.6**	**25.7**	**24.3**	**15.7**		
Student council convey crucial and sensitive information to teachers in time	**F**	**12**	**21**	**15**	**13**	**9**	2.7	
	%	**17.1**	**30.0**	**21.4**	**18.6**	**12.9**		
Overall Mean							**3.0**	**1.1**

N = 70

As evident from Table 4.5, HODs' response on the effectiveness of their student councils in resolving conflicts among students was quite varied (M = 3.3, SD = 1.1). The largest percentage of HODs (37.1 %) rated the student council effectiveness as average, 28.6 % as good, 14.3 % as excellent, 12.9 % as below average and 7.1 % as poor. Thus, on average, the student councils were considered to be faring well on this particular aspect. Similarly, student councils were rated highly as being good (40.0 %) and excellent (24.3 %) for having brought about cordial relationship between teachers and students (M = 3.6, SD = 0.8). Most of the student councils were also rated as average (25.7 %), good (34.3%) and as excellent (22.9 %) regarding their influence on students' observance of their personal hygiene (M = 3.6, SD = 0.9). However, in most of the other aspects that were investigated, most of HODs rated their school councils less favorably (mean being less than 3.0).

HODs rated most of student councils' effectiveness as below average in influencing students in observing time (time management), students putting across their grievances, student councils' resolving issues before they get out of control, students' acquisition of good character (honesty, integrity, empathy, humility, gratitude, forgiveness and others), students' maintenance of cleanliness in the school compound and student councils' conveyance of crucial and sensitive information to teachers in time (all had a mean of less than 3.0). Nonetheless, most of HODs rated the student councils' effectiveness in their roles as average in influencing students to show commitment in their studies (M = 3.1, SD = 1.1), student council commanding respect from teachers and students (M = 3.1, SD = 1.0), students being receptive to student leaders mentorship, guidance and counseling (M = 3.0, SD = 1.2) and student council members being good role models in adhering to school rules and regulations (M = 3.1, SD = 1.4). Overall, HODs rated the student council effectiveness as average (M = 3.0, SD = 1.1) implying that though they recognized the great role they played in enhancing school management and administration, they were yet to accomplish the envisaged goals and targets.

4.3.5 Hypotheses Testing

The three formulated null hypotheses of the study were tested using Pearson product moment correlation coefficient analysis. The mean response values generated from the three independent variables were correlated with the corresponding mean response values generated from the dependent variable (student council effectiveness). Table 4.6 shows the Pearson correlation analysis output.

Table 4.6: Pearson Correlation Analysis

		1	2	3	4
1. Principals' capacity building of student leaders	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	130			
2. Principals' involvement of student leaders in the school management	Pearson Correlation	.418	1		
	Sig. (2-tailed)	.094			
	N	130	130		
3. principals' provision of incentives to student leaders	Pearson Correlation	.542	.334	1	
	Sig. (2-tailed)	.021	.176		
	N	130	130	130	
4. Effectiveness of the student council	Pearson Correlation	**.842***	**.753***	**.538***	1
	Sig. (2-tailed)	**.007**	**.013**	**.028**	
	N	130	130	130	130

*** Correlation is significant at the 0.05 level (2-tailed)**

The result in the Table 4.8 was used to test the null hypotheses as follows:

HO_1: There is no statistically significant relationship between capacity building of student leaders and the students' council effectiveness in public secondary schools in Kiambu Sub County

As evident from Table 4.5, there was a statistically significant and very strong positive correlation ($r = .842$, $p < .05$) between principals' capacity building of student leaders and students' council effectiveness in public secondary schools in Kiambu Sub County. Thus, the first null hypothesis was rejected. This meant that student leaders who go through induction, specific training in leadership, bench marking with other student leaders and get mentored by their principals, were more effective in their leadership roles.

HO_2: Principals' involvement of student leaders in the school management has no statistically significant relationship with the students' council effectiveness in public secondary schools in Kiambu Sub County

Table 4.5 shows that there was a statistically significant and strong positive relationship between the principals' involvement of student leaders in the school management and the effectiveness of the students' council in public secondary schools in Kiambu Sub County ($r = .753$, $p < .05$). Thus, the second null hypothesis was also rejected. This implied that student leaders whose principals involved them in the school management practices exhibited more effective leadership.

HO_3: Provision of incentives to students' leaders has no statistically significant relationship with the effectiveness of students' council in public secondary schools in Kiambu Sub County

In reference to Table 4.5, there was a statistically significant and moderately strong relationship between provisions of incentives to students' leaders and the effectiveness of students' council in public secondary schools in Kiambu Sub County ($r = .538$, $p < .05$). This implied that provision of incentives made the student council to be more effective in their leadership roles.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the results as per the research objectives, summary of the findings and conclusions derived from the findings and discussion. The chapter closes with the recommendations as per the objectives and suggestions of areas of further study. The purpose of the study was to examine the relationship between the principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County, Kiambu County, Kenya. The objectives of the study were to find out the relationship between principals' capacity building of student leaders and the effectiveness of the student council, to establish the relationship between principals' involvement of student leaders in the school management and the effectiveness of the student council, to examine the relationship between principals' provision of incentives to student leaders and the effectiveness of students' council in public secondary schools in Kiambu Sub County. Data were collected through student leaders' questionnaire, HODs' questionnaire and principals' interview schedule.

5.2 Discussion

This section discusses the results and analysis of data (in chapter four) as per the three objectives.

5.2.1 Relationship between the Principals' Capacity Building of Student Leaders in the School Management and the Effectiveness of the Student Council

The first objective of the study was to find out the relationship between principals' capacity building of student leaders and the effectiveness of the student council. In reference to section 4.3.1, 65.5 % of student leaders agreed that they undergo induction process after

appointment. The students' sentiments were supported by the information gathered from HODs and principals who emphasized on the need to guide the young leaders on how to execute their new roles amidst numerous challenges and at the same time pursuing their academic work. The finding was in line with Ogol and Thinguri (2016) who observed that although school managers are busy people, it is important that they take time for induction, to get to know the new student leaders in their school and establish working relationships with them by maintaining an open-door policy, being available for individual stewardship, and attending to new leaders' real and perceived needs.

The student leaders were also empowered to conduct their work through mentoring. Majority of student leaders constituting 70.8 % indicated that they are occasionally mentored by their principals. Mentorship as one way of enhancing the student council effectiveness featured prominently among principals and HODs. This finding was similar to Malonza (2020) who observed that mentorship programmes in secondary schools have become a common practice as a strategy for improving students' discipline. Similar sentiments were echoed by Wambua et al., (2017) who found that student mentoring was common among schools in Machakos County resulting to reduced cases of indiscipline.

Principals being the more experienced mentors are expected to share skills and knowledge with the persons under mentorship (mentees) who gradually modify their values, thinking and practices. Thompson (2015) emphasizes that teachers and principals should mentor learners and in order to provide them with emotional resilience to cope with feelings of frustration, anger and hopelessness that could arise from home and school contextual dynamics.

The student leaders were also found to disagree with a number of statements. Over half (52.4 %) of the student leaders disagreed that their principals organize leadership training. In a similar study in Tanzania, Kambuga and Omollo (2017) found that most of student leaders in secondary schools received no leadership training. Similarly, 66.1 % of student leaders indicated that they hardly visit other schools for bench marking. The finding was inconsistent with Omaali (2018) recommendation that it was important for the student leaders to attend benchmarking sessions in schools whose student councils experienced success in their management. Further, the study found that most of the student leaders were ill equipped to guide and counsel students on use of alcohol, illegal drugs, and sexuality. These findings were also echoed by some HODs. Cognate to the finding, Adongo et al. (2018) and Mukisu (2018) observed that most of the student council members knew very little on how to guide and council their fellow students in the use of alcohol, illegal drugs, and sexuality. Mukisu (2018) emphasized on the need to train the student council members after they have been elected to help them understand their roles and various intervention measures when required.

Overall, the student leaders' response on the part played by their principals in capacity building had a mean of 2.9 and standard deviation of 1.1. This implied that principals were yet to meet the empowerment needs of the student leaders. However, the study found that there was a statistically significant and very strong positive correlation ($r = .842$, $p < .05$) between principals' capacity building of student leaders and students' council effectiveness in public secondary schools in Kiambu Sub County. This meant that student leaders who go through induction, specific training in leadership, bench marking with other student leaders and get mentored by their principals, were more effective in their leadership roles. The study finding corroborates Malonza (2020) finding that principals' student leaders

mentorship had a statistically significant influence on the level of reduction of students' indiscipline cases (β = -12.370, t (199) = -7.082, $p < 0.05$). These findings further corroborate the assertions of Lewis and Sugai (2016) that a mentorship programme benefits students by helping them identify and set career goals, as well as guide them towards achieving these which greatly enhances students' career prospects. Further, these findings support the assertions of Slicker and Palmer (2016) that mentoring is key to the management of students' discipline and focuses on diverse needs of learners ranging from psychological, spiritual, professional, economic and educational needs. However, Mulwa (2014) cautions that teachers and principals should take upon themselves to mentor students frequently on crucial matters such as sexuality and drugs and alcohol abuse being the most frequent source of indiscipline.

5.2.2 Relationship between the Principals' Involvement of Student Leaders in the School Management and their Effectiveness

The second objective of the study was to establish the relationship between the principals' involvement of student leaders in the school management and the effectiveness of the student council in Kiambu Sub County, Kiambu County. In reference to section 4.3.2, 43.9 % of student leaders agreed that principals involve them in setting and reviewing of school rules, 46.9 disagreed while 9.2 % were non-committal (M = 3.0, SD = 1.4) depicting quite a varied response. Likewise, the issue of involving students in setting school rules elicited varied reaction from both HODs and principals advancing the argument that most of the school rules and regulations have been sanctioned by credible stakeholders and therefore, fit to be observed for all students without further consultation.

In a similar study, Nandeke (2017) found that students in most of the Teso North Sub County secondary schools were not fully involved in the periodic review of rules and

regulations. Further, the interviewed principals disclosed that rules and regulations were rarely revised and that in most cases all stakeholders were never consulted. Nandeke (2017) blamed lack of consultation in setting rules and regulations for the students numerous unrests and poor academic performance. Similarly, Lumanija and Mkulu (2020) study revealed that although students' council was highly involved in enforcing school rules and regulations it was relegated to the periphery when it came decisions on disciplinary matters and punishments in public secondary schools in Bariadi District, Tanzania.

Kamau (2017), however, found that student councils were involved in drafting rules and regulations as well as formulating the punishments in most of schools in Naivasha Sub County with positive results. Commenting on the same issue, Mukisu (2018) observes that although most of the schools in Likoni Sub County schools involved students in designing punishment, students never took punishment positively. Thus, it emerges that, since students have never been at ease with the issue of rules, regulations and punishment, each school administration should use their discretion on the extent to which they will involve the students.

Over half of the student leaders (53.3 %), however, disagreed that their principals invite them to participate in disciplinary committees. Similarly, majority (72.3 %) of student leaders disagreed that their representatives are sometimes invited in a staff meeting while 79.3 % disagreed that representatives of student leaders are sometimes invited in the school BOM meeting (M = 2.0, SD = 0.8). Absence of student leaders in both staff meetings and BOM was affirmed by most of the principals and HODs. Most of them emphasized that, although it was a recommendation by the Ministry of Education, they were yet to find a situation where a student's presence was required. The finding concurs with Kagendo

(2018) who established that majority of the schools had established student council form of student leadership, but were not represented in BOM, PTA and staff meetings.

The study also found that the food menu, quality and quantity were potential sources of conflict which sometimes culminated into unrests in secondary schools. It is therefore imperative for the school principal and management to seek consensus from the key stake holders on the food menu. Majority of the student leaders constituting 61.1% disclosed that they were hardly involved regarding their school food menu, implying that most of the principals and school management bodies just impose the type of food and drinks served to the students. Ironically, most of the principals indicated that they seek opinions regarding the most preferred meal in the community as well as conducting constant review in order to be in line with the student needs. Although, the studies reviewed by the researcher did not bring out clearly the issue of food, the issue of the students' welfare in general featured prominently. For instance, Kagendo (2018) and Jepkemboi et al. (2019), found that the involvement of student councils in the students welfare was moderate but with significant influence on discipline. Achieng et al. (2017) attributes increasing cases of violent student unrests in public secondary schools to the tokenistic student council participation in management resulting from inadequate school management support.

Further, 66.1 % of student leaders disagreed that they were consulted in identifying schools needs for budgeting purposes. The finding was similar to Karani (2019), Kagendo (2018) and Nandeke (2019) who found that students were hardly involved in school financial management, planning and construction of physical facilities, and employment of school workers. Lack of information regarding the expenditure of the school finance can easily invite suspicion and mistrust among the school community and students' unrests. Thus,

principals are expected to occasionally highlight to the student representatives about how the school finance has been spent.

Overall, the principals' involvement of student leaders in the school management had a mean of 2.8 and a standard deviation of 1.1. This implied that on average, student leaders were not well involved in the school management. However, the study found a statistically significant and strong positive relationship between the principals' involvement of student leaders in the school management and the effectiveness of the students' council in public secondary schools in Kiambu Sub County (r = .753, p < .05). This implied that student leaders whose principals involved them in the school management practices exhibited more effective leadership.

5.2.3 Relationship between the Principals' Provision of Incentives to Student Leaders and the Effectiveness of Students' Council

The third objective of the study was to examine the relationship between the principals' provision of incentives to student leaders and the effectiveness of students' council in public secondary schools in Kiambu Sub County. In reference to section 4.3.3, over half of student leaders (57.8 %) agreed that their principals recognize their role by praising them during the school gatherings (M = 3.3, SD = 1.1). Similarly, 53.1 % of student leaders agreed that their principals motivate student leaders by offering them material rewards, while 40.0 % disagreed. This implied that almost half of the principals that took part in this study motivated their student councils by giving material rewards while the other half did not. The gathered information from HODs and principals brought forward several themes regarding the incentives used in different schools. Some of these included recreational tours, material gifts such as special uniforms, special privileges such as no queuing and not

being punished before other students, special meals and being issued with certificates for recognition. The finding was similar to Adongo et al. (2020) who found that some of the incentives student leaders received in secondary schools in Bondo Sub County were included special meals during meetings, prefects' motivational trips, certificates of recognition, special privileges, and material gifts.

Further, slightly more than half of student leaders (54.5 %) indicated that they are occasionally granted recreational tours. According to the principals and HODs, capacity building and recreational trips were a major inceptive and the student leaders tend to become more committed to their duties in school. Normally after the trips, they feel very close to administration and hence become more effective in their leadership functions in school. However, as Adebajo (2018) cautions some of the pampering of the student leaders become source of dangerous envy amidst the other students and might be counterproductive. Therefore, principals and the other management team should use their discretion to decide the extent to which they extend the special treatment to the student councils. Mukisu (2018) supports the use of inceptives in influencing the student leaders to get more committed in their duties.

Ironically, all the interviewed principals, claimed to have motivated their student leaders through various methods, some HODs and students' comments alluded to a different scenario. They claimed some principals used harsh words and even punished the council members in public, thus lowering their self-esteem. Furthermore some never issued certificates or any rewards. This was contrary to Caracelo (2016) observation that rewards do not use intimidation, pain, yelling, degradation, humiliation, punishment, guilt, shame, or other things that can hurt a child, emotional growth, their self-esteem and wellbeing.

Overall, the student leaders mean response on extent to which principals provide them with incentives was 3.3 with a standard deviation of 1.2. This implies that on average principals in the selected schools provided incentives in various forms and which according to their observations had motivated the student leaders to accomplish their roles. The finding corroborates Nandeke (2017) finding that rewards are able to modify the conduct and behavior of a student, and thus, necessary to control their discipline. Analysis of the quantitative data showed that there was a statistically significant and moderately strong relationship between provisions of incentives to students' leaders and the effectiveness of students' council in public secondary schools in Kiambu Sub County ($r = .538$, $p < .05$). This implied that provision of incentives made the student council to be more effective in their leadership roles. However, it is noteworthy that provision of incentives accounts for only 28.9 % ($r^2 = .538^2 = .289$) of the student council effectiveness and therefore, should be provided in tandem with other factors. Cognate to the finding, Adongo et al. (2020) found a strong positive relationship ($r = .635$, $p < .05$) between school incentives and effectiveness of student councils.

5.3 Summary of the Study Findings

This section presents the summary of the study findings in accordance to the objectives of the study.

The study found that some principals are very keen in ensuring that the student council has been empowered to perform their assigned roles effectively. Thus, the student leaders go through induction, mentorship, bench marking and motivation tours in which they are formally taught public speaking and character education. However, it also came out that about half of the student councils are hardly exposed to such learning opportunities. Some of the students and HODs indicated that apart from the initial briefing after being

appointed, there have been no follow ups to ensure they have the essential skills to accomplish their tasks. This implies that their level of empowerment and motivation may constrain their effectiveness in discharge of their work.

The study also found that about half of principals in Kiambu Sub County hardly involved student councils in drafting rules and regulations as well as formulating the punishments. Further, most of principals were not involving student councils in setting the school food menu, setting the school routine and identifying school needs for budgeting process. Incidentally, most of the recurrent incidences of student indiscipline emanated mainly from undesired school routine, food issues, and school finance. Additionally, in almost all schools students were never represented in BOM, PTA and staff meetings. However, some council members were occasionally invited in the school disciplinary proceedings.

Most of the principals were found to provide student councils with various incentives such as recreational tours, material gifts such as special uniforms, special privileges such as no queuing and not being punished before other students, special meals, being issued with certificates for recognition and praise. However, in some schools, the special treatment of the student leaders inadvertently alienated them from the other students and consequently jeopardizing their work performance. Provision of incentives without capacity building and involvement of the student councils in the school management and administration was found to have a less impact on the student leaders' effectiveness.

5.4 Conclusion

From the study findings and discussions the following conclusions were made:

The principals' capacity building of student leaders has a very strong and significant correlation with the student council effectiveness in public secondary schools in Kiambu

County. As such principals who invest heavily in empowering their student councils with leadership skills are expected to less students' unrests, focus in academic work, conducive school environment and improved academic performance.

Principals' involvement of student leaders in the school management has a strong correlation with the student councils effectiveness in public secondary schools in Kiambu Sub County. However, although most of the principals in Kiambu Sub County involved student leaders to some extent in enforcing rules and regulations, class management, and maintenance of the cleanliness, they hardly involved them in crucial issues such as food menu, school routine and finance that were the source of frequent students' unrests.

Principals' provision of incentives has a moderately strong correlation with the student councils effectiveness in public secondary schools in Kiambu Sub County. The incentives worked well to motivate the student leaders and particularly the motivational trips, and issuance of appreciation letters.

5.5 Recommendations of the Study

The following recommendations were made based on the findings and conclusions made.

i. The study findings showed that there was a statistically significant and very strong positive correlation ($r = .842$, $p < .05$) between principals' capacity building of student leaders and students' council effectiveness in public secondary schools in Kiambu Sub County. Therefore, the school management should as a matter of priority, invest in capacity building of student leaders. This will ensure that the student leaders are more effective in student affairs management resulting to less conflicts and improved academic performance. The Kenyan Ministry of Education

should develop a manual for students councils training and mentorship for secondary schools

ii. The study findings showed that there was a statistically significant and strong positive relationship between the principals' involvement of student leaders in the school management and the effectiveness of the students' council in public secondary schools in Kiambu Sub County ($r = .753$, $p < .05$). Thus, the principals should put into practice the several research based findings on how student leaders are positively involved in the school management and administration.

iii. The findings of the study showed that there was a statistically significant and moderately strong relationship between provisions of incentives to students' leaders and the effectiveness of students' council in public secondary schools in Kiambu Sub County ($r = .538$, $p < .05$). As such, the principals in collaboration with the school management should draw a student council incentive plan in order to be consistent and ensure the student councils are properly motivated to carry out the various challenging tasks before them effectively.

5.6 Suggestions for Further Research

i. Apart from issues of capacity building, involvement and motivation, members of students' council might be facing many more challenges. Therefore, a study could be carried out to assess the challenges encountered by the student councils and their perceived solutions

ii. A study could be conducted to examine the extent to which disciplinary measures influence students' discipline in public secondary schools.

iii. In order to formalize and establish a comprehensive curriculum for student leaders training, a study could be carried out to determine the training needs of student councils in secondary schools in Kenya.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Dear Respondent,

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on: **INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON EFFECTIVENESS OF STUDENTS' COUNCIL LEADERSHIP IN PUBLIC SECONDARY SCHOOLS IN KIAMBU SUB COUNTY, KENYA,** as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent. Kindly answer the questions as candidly as possible. There is no right or wrong answer. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only. Thanks

Yours Faithfully,

LEAH NAILANTEI ROIKO

CELL PHONE: 0724398410

EMAIL ADDRESS: leahjoe12@gmail.com

APPENDIX II: QUESTIONNAIRE FOR STUDENT LEADERS

Indicate the correct option as honestly as possible by putting a tick (√) on one of the options where applicable. For the questionnaires that require your own opinion, fill in the blanks.

Section A: Background Information

1. Gender: Male [ ] Female [ ]
2. Class

   Form I [ ] Form II [ ] Form III [ ] Form IV [ ]
3. For how long have you been in school leadership?

   Less than one year [ ]

   1-2 years [ ]

   3-4 years [ ]

Section B: Principals' Capacity Building of Student Leaders

4. Please indicate by use of a tick [√] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

No.	Statement	SA	A	U	D	SD
		5	4	3	2	1
i	Student leaders undergo induction process after appointment					
ii	My principal organizes leadership training for student leaders					
iii	Student leaders visit other schools for bench marking					
iv	My principal mentors student leaders occasionally					
v	My principal facilitates mentors/resource persons from outside our school					
vi	Student leaders have been trained on how to guide and counsel students on use of alcohol, illegal drugs, and sexuality.					
vi	My principal encourages student leaders to mentor students in obeying rules and regulations in school and beyond					

5. How do you think the principal's capacity building of student leaders has influenced effectiveness of the students' council?

_____
_____
_____
_____
_____

Section C: Principals' Involvement of Student Leaders in School Administration

6. Please indicate by use of a tick [√] in the relevant column the extent to which each of the following statements applies in your school. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD)

No.	Statement	SA	A	U	D	SD
		5	4	3	2	1
i	My school principal involves student leaders in setting and reviewing of school rules and regulations					
ii	My principal invites student leaders to participate in disciplinary committees					
iii	My school involves student leaders in management of peer pressure					
iv	Representatives of student leaders are sometimes invited in a staff meeting					
v	Representatives of student leaders are sometimes invited in the school BOM meeting					
vi	Student leaders are entrusted in resolving conflicts among students					
vii	My principal involves student leaders in students' welfare such as entertainment					
viii	My principal involves student leaders in setting the school menu					
ix	My principal involves student leaders in setting the school routine					
x	Student leaders are involved in identifying schools needs for budgeting purposes					

7. How do you think the extent of your involvement in the above areas enabled the students' council accomplish its roles?

_____
_____

_____
_____
_____

Section D: Principals' Provision of Incentives to Student Leaders

8. Please, rate the extent to which your principal motivates peer counselors in your school using the following scale.

   Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**--Strongly Disagree

No.	**Statement**	**SA**	**A**	**U**	**D**	**SD**
		5	**4**	**3**	**2**	**1**
i	My principal recognizes the work done by student leaders by praising them during the school gatherings					
ii	My principal motivates student leaders by offering them material rewards					
iii	Student leaders enjoy recreational tours					
iv	Student leaders have the privilege of not queuing for services provided in our school					
v	Students leaders use their own table in the dining hall					
vi	Student leaders are free to communicate to principal through cell phone, WhatsApp and other media even when out of school					

9. State other ways in which your student council members are motivated

   _____
   _____
   _____
   _____
   _____

10. How do think principal's provision of incentives to student leaders has enhanced the student council effectiveness?

    _____
    _____
    _____
    _____
    _____

11. How would you rate your school student council effectiveness?

Not effective	[ ]
Moderately effective	[ ]
Effective	[ ]
Very effective	[ ]

Thank you for your cooperation

APPENDIX III: QUESTIONNAIRE FOR HEAD OF DEPARTMENTS (HODs)

You are expected to respond to all questions by ticking (√), commenting or providing information as requested

1. Gender: Male [ ] Female [ ]

2. How does your school prepare student leaders in order to accomplish their roles effectively?

3. How does the principal involve the student council in the school management?

4. What type of incentives does your school give to the student leaders?

5. Please indicate by use of a tick [√] in the relevant column the extent to which you think your school student council has been effective.

No.	Aspect/Issue	Poor	Below Average	Average	Good	Excellent
i	Resolve conflicts among students					
ii	Students observe time					
iii	Students convey their grievances to student leaders					
iv	The students council resolves issues before they get out of control					
v	Teachers and students have cordial relationship					
vi	Students have acquired good character (honesty, integrity, empathy, humility, gratitude, forgiveness etc) as modelled by council members					
vii	Students show commitment in their studies					

viii	Students observe personal hygiene					
ix	Students maintain cleanliness in the school compound					
x	Students have acquired self-discipline-good use of school property, respect other person items					
xi	Student council commands respect from teachers and students					
xii	Students are receptive to student leaders mentorship, guidance and counselling					
xiii	Student council members have been good role models in adhering to school rules and regulations					
xvi	Student council convey crucial and sensitive information to teachers in time					

Thank you for your cooperation

APPENDIX IV: PRINCIPALS' INTERVIEW SCHEDULE

The principals' Interview will be guided by the following questions;

1. How do you ensure that the student leaders have the capacity to accomplish their roles?
2. The more experienced members of student council are normally in a better position to guide the newly elected ones. How do you ensure the skills, knowledge and values possessed by the experienced ones has been passed to the novices?
3. How do you involve the students' council in the school management?
4. How do you motivate your student leaders in order to remain focused in their duties?
5. How would you rate the effectiveness of your students' council?
6. What do you think would be done to enhance the effectiveness of your students' council?

APPENDIX V: INTERVIEW RECORDING CONSENT FORM

I appreciate your participation in this research study, however, in order to protect your interests as one of the participants, kindly read through the interview recording consent form and confirm your consent by signing accordingly.

The researcher aims at gathering data through Principals' interview schedules. All data will be confidential and transcripts, observational notes and electronic files will be stored securely. You have the right to consent to digital audio recordings for the desired purpose of the study. You also have the right not to answer all the questions if you so wish. The audio-recorded information will be transcribed and analyzed to discover major themes that will have been discussed. You will be presented with a "smoothed narrative" version of the transcription - where false starts, repetitions, and paralinguistic utterances are removed to improve readability. You will be asked to check the transcription to clarify and add information, so as to construct the meanings and interpretations that become "data" for later interpretation by the researcher. You may delete anything you do not wish to be quoted within the study.

Participation is voluntary, and you may withdraw from this study at any time without fear of penalty or reprisal. If you choose to withdraw, the audio tape recordings, transcripts and interview data will be destroyed.

The results of the study will be disseminated in the researcher's Master of Education Thesis. Later, the study may be published as an article in a scholarly journal or presented at a conference. Your confidentiality and anonymity will be protected through the use of pseudonyms. If you have any questions about your participation or your rights as a participant within this study, you may contact the researcher at **leahjoe12@gmail.com** or Cell phone: **0724398410**. Thanks

I, _____, understand the guidelines above, agree to participate in the study and have received a copy of the consent form for my records.

Date: _____

Participant's signature: _____

Researcher's signature: _____

APPENDIX VI: KIAMBU SUB COUNTY PUBLIC SECONDARY SCHOOLS

NO	SECONDARY SCHOOL
1.	KANUNGA BOYS HIGH SCHOOL
2.	LORETO GIRLS SECONDARY SCHOOL-KIAMBU
3.	KIAMBU HIGH SCHOOL
4.	TING'ANG'A SECONDARY SCHOOL
5. .	NDUMBERI GIRLS SECONDARY SCHOOL
6. .	KIAMBU TOWNSHIP SECONDARY SCHOOL
7.	ST. ANNES –LIOKI GIRLS SECONDARY SCHOOL
8.	RIARA HIGH SCHOOL
9.	RIABAI BOYS HIGH SCHOOL
10.	ST. PETER NDUMBERI SECONDARY SCHOOL
11.	ST. JOSEPH RIABAI DAY
12.	KASARINI DAY SEC.SCHOOL
13.	KIU RIVER DAY SEC. SCHOOL
14.	TING'ANG'A DAY SEC. SCHOOL-HGM
15.	STS. ANN & JOAKIM

Source: *Kiambu County Education Office 2020*

APPENDIX VII: INTRODUCTION LETTER FROM AFRICA NAZARENE UNIVERSITY

AFRICA NAZARENE
UNIVERSITY

19th April, 2021

RE: TO WHOM IT MAY CONCERN

Roiko Leah Nailantei (**13J01CMED013**) is a bonafide student at Africa Nazarene University in the Education Department. She has finished her course work and has defended her thesis proposal entitled: - ***"Relationship between principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County, Kiambu County, Kenya".***

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

Regards,

Dr. Titus Mwanthi.
Ag. Deputy Vice Chancellor, Academics.

APPENDIX VIII: RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER, KIAMBU

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
COUNTY COMMISSIONER, KIAMBU

Telephone: 066-2022709
Fax: 066-2022644
E-mail: countycomkiambu@yahoo.com
When replying please quote

County Commissioner
Kiambu County
P.O. Box 32-00900
KIAMBU

Ref. No.ED.12 /1(A)/VOL.IV/165

7th July, 2021

Ms. Leah Nailantei Roiko
Africa Nazarene University
P.O Box 53067- 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter Ref No. NACOSTI/P/21/10243 dated 29TH APRIL, 2021.

You have been authorized to conduct research on "*Relationship between Principals' School Management Practice and Effectiveness of Student Council In Public Secondary Schools In Kiambu Sub-County.*" The data collection will be carried out in *Kiambu County for a period ending*
You are requested to share your findings with the County Education Office, Kiambu upon completion of your research.

FESTUS KIMEU
FOR: COUNTY COMMISSIONER
KIAMBU COUNTY

Copy to: The National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI

The County Director of Education
KIAMBU COUNTY

Deputy County Commissioner (*For information and record purposes*)
KIAMBU SUB- COUNTY

APPENDIX VIX: RESEARCH AUTHORIZATION LETTER FROM THE COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION

State Department of Early Learning and Basic Education

Telephone: Kiambu (office) 0768 970412

Email:directoreducationkiambu@yahoo.com
When replying please quote

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

KBU/CDE/DEPT/ 8/VOL.I

7th July, 2021

Ms. Leah Nailantei Roiko
Africa Nazarene University
P.O Box 53067 -00200
NAIROBI - KENYA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter Ref. No. NACOSTI/ P/21/10243 dated 29th April, 2021.

You have been authorized to research on **"Relationship between Principals' School Management practice and effectiveness of student council in public secondary schools in Kiambu Sub-County, Kiambu County, Kenya"** for a period ending 29th April, 2022

Please accord her the necessary assistance. You are requested to share with us a copy of your research findings when you conclude your research.

OFFICE OF THE COUNTY DIRECTOR OF EDUCATION ★ KIAMBU COUNTY ★ JUL 2021

AGNES THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

APPENDIX X: RESEARCH LICENSE FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 427888

Date of Issue: 29/April/2021

RESEARCH LICENSE



This is to Certify that Ms.. Leah Nailantei Roiko of Africa Nazarene University, has been licensed to conduct research in Kiambu on the topic: Relationship between principals' school management practices and effectiveness of student council in public secondary schools in Kiambu Sub County, Kiambu County, Kenya for the period ending : 29/April/2022.

License No: NACOSTI/P/21/10243

427888

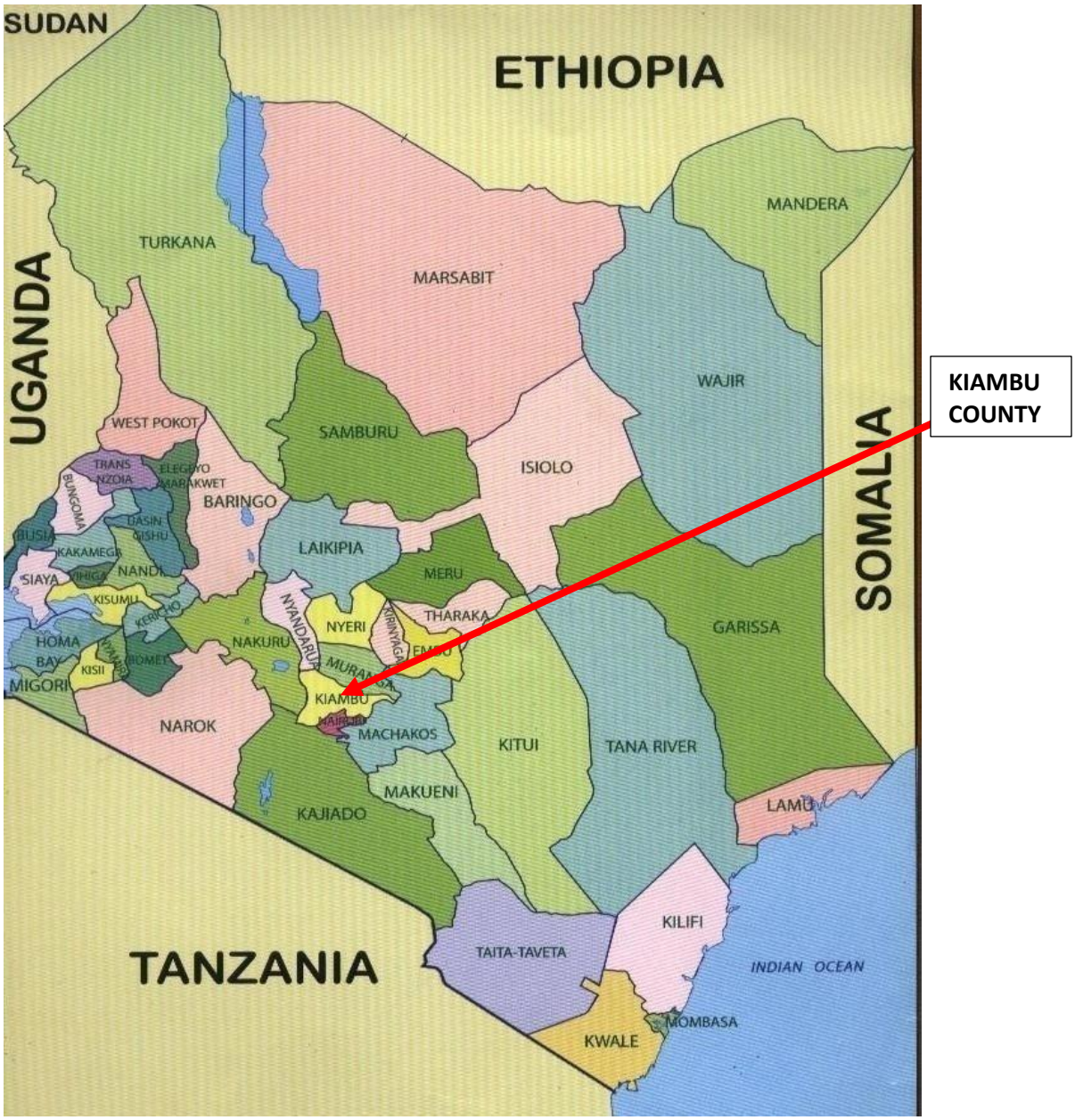
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

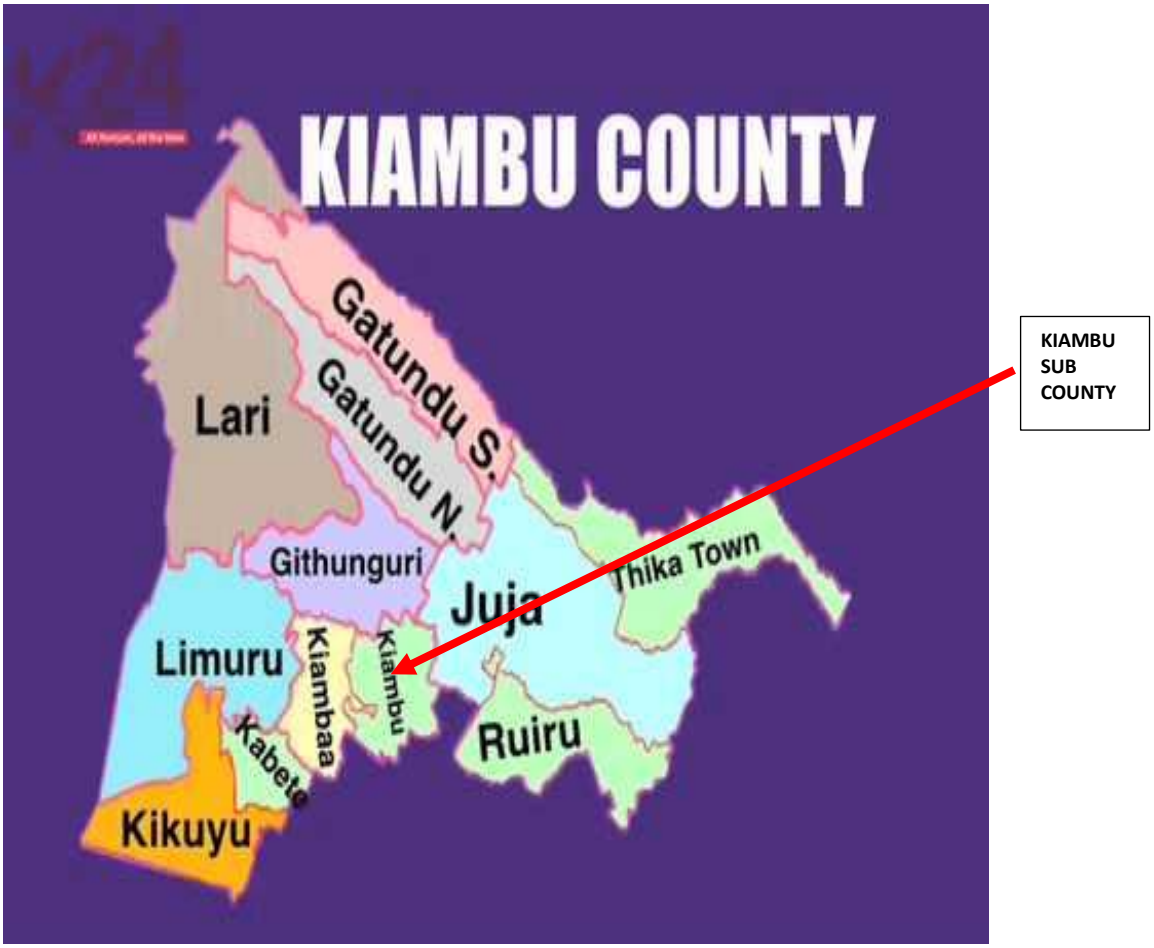
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APPENDIX XI: MAP OF KENYA SHOWING KIAMBU COUNTY



Source: *https://en.wikipedia.org/wiki/Counties_of_Kenya*

APPENDIX XII: MAP OF KIAMBU COUNTY SHOWING KIAMBU SUB COUNTY



Source:*https://www.kara.or.ke/index.php/2015-01-22-08-51-09/kara-news/236-legislation-kiambu-county-government-enacts-law-to-strengthen-collaboration-with-resident-associations*