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Influence of Student Councils' Socio-Demographic Dynamics on Management of Secondary School Students' Discipline in Kenya Sub-County, Kenya

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Although student councils are known to be vital in assisting school administration in management of student discipline, their presence in leadership has not fully controlled cases of student indiscipline. This study sought to examine the influence of student councils' socio-demographic dynamics on management of secondary school students' discipline in Kenya Sub-County, Kenya. The study was based on the Social Cognitive Learning Theory (SCLT), Trait Theory of Leadership (TTL) and the Red-Hot-Stove Theory (RHST) and employed descriptive survey design. The study utilized interview guide designed for SCDE to collect primary data. There were questionnaires for principals, deputy principals, teachers and Student Council Leaders (SCL) to collect both qualitative and quantitative data. A sample size of one hundred and twenty-six (126) respondents corresponding to thirty per cent (30%) of the target population (422) was used to select 13 principals, 13 deputy principals, 86 teachers and 13 students' council leaders. This study adopted a multi-stage sampling approach where stratified sampling was used to select schools while simple and purposive sampling was used to select respondents. The data was analysed based on the study objectives. Descriptive statistics were used to analyse quantitative data and the results were presented in form of frequencies, percentages, means, and standard deviations using tables, graphs, and charts. Qualitative data were analysed thematically based on the research objectives. The findings of this study indicate that the selected student councils' socio-demographic dynamics had infinitesimal influence on management of student discipline. The study therefore recommended that the ministry of education develop policies on how learners will vet their council leaders focusing on their selected leadership dynamics.

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INTRODUCTION

This study sought to examine the influence of student councils' socio-demographic dynamics on managing secondary school students' discipline in Kenyena Sub-County, Kenya. Many of the learners in secondary schools are in their adolescent stage, and several challenges are associated with this stage (Zhang, 2013). Louw and Louw (2007) assert that adolescence is characterized by significant cognitive, emotional, and social changes and that adolescents find it difficult to cope with the emotional and social demands that accompany this life change, often leading to substance abuse, self-harm, promiscuous sexual behaviour and other risk behaviours. However, this study did not point out how student councils' socio-demographic dynamics influence management of these indiscipline behaviours. According to Bean and Apple (1999) in Backman and Trafford (2007), democratic schools do not happen by chance. A school leader today works in more or less decentralized systems based on complex interplay of many autonomous partners.

In Africa, involvement of student councils in governance of schools to minimize cases of student indiscipline is no longer a new concept. Joubert and Prinsloo (1999) as cited in Dzivhani (2000) in his study in South Africa indicate that the provision that outlaws corporal punishment in schools elicited a negative outcry from different educators who used to administer corporal punishment freely. The study further adds that the abandonment of the corporal punishment has resulted in a collapse of discipline in many schools. Zubaida (2009) posits that discipline aims at providing conditions that enhance learning

and adds that most of the behavioural problems exhibited by learners include absenteeism, fighting, shouting, stealing, bullying, cheating, viewing pornographic materials and threatening teachers.

In Kenya, secondary school student councils (SSSCs) emanated from the prefecture system in schools in 2011 when the ministry of education in Kenya realized that cases of student indiscipline in many schools increased tremendously with time (KESHA, MOE & UNICEF, 2010). A study by Wango (2009) as cited in Murage *et al.* (2018) asserts that recognizing student leaders as critical stakeholders is grounded on the foundation of specific engagement, assignment and delegation of duties by the school administration geared towards realizing effective school management. Various challenges such as truancy (Afande & Mathenge, 2015; Kanga & Jagero, 2015), strikes (Wachira, 2010), cheating in examinations (Murori, 2016) that affect smooth running of schools have been researched and various measures of tackling suggested. Oyaro (2005) reveals that common methods of discipline that most schools use include school rules, punishment, and guidance and counselling. Wangai (1994) points out that in spite of the implementation of guidance and counselling in public secondary schools, indiscipline issues still exist and reveals that the youth often indulge in pleasure and luxury and that they have bad manners, contempt for authority, and disrespect for older people. However, the influence of student council factors in managing these issues in secondary schools has not been exhaustively examined.

Kaluoch (2010) maintains that to tame unrests, students should be allowed to choose their own leaders. According to Nyabisi (2012), conflict and indiscipline in schools is caused by misunderstanding caused by poor communication between students and the school administration. Onditi (2019) reveals that involving student council in decision making influences students' behaviour.

Although Okumbe (2001) believes that students have been involved in educational management in their own schools since time immemorial, the Kenyan government in 2001 set up a task force that was mandated to establish the causes of indiscipline in school and to find out ways of tackling the problem (Republic of Kenya, 2001).

King'ori (2013), in her study on students' demographic characteristics influencing their participation in public secondary schools in Narok County, Kenya found out that girls dropped out of schools due to early marriages and early pregnancies. The study further reveals that there are legal changes that allow girls' re-entry after getting pregnant or after being rescued from forced marriages. The study attributes this to the most parents and students not being aware of these changes.

Oyieyo (2012) asserts that indiscipline can be observed in many forms and his study findings concurs with the findings obtained by Mitambo (1986) and Ayieko (1988) that some problems encountered in most secondary schools are late coming, smoking, drinking, truancy, skipping lessons and strikes. Birgen (2007) as cited in Onditi (2019) puts it that moral depravity, drug abuse and violence have become major problems facing secondary schools in Kenya today.

Mbiti (2007) warns that discipline should not be associated with pain or fear, but rather be viewed as a system of guiding the students to make reasonable decisions. The causes of student indiscipline in secondary schools according to (Dondo, 2005) include peer pressure, lack of dialogue and communication, fear of exams, poor meals, and lack of role models among others.

Many researchers agree that discipline is an important component of human behaviour and that it helps organizations to function well towards the attainment of intended goals (Ouma, Simatwa & Serem, 2013; Wambui, 2015). A study by Ali *et al.* (2014) defines indiscipline as any form of misbehaviour which a student can display in several ways such as disobedience, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, lateness, being quarrelsome and use of abusive language.

Muchunku (2008) points out in his study that cultural factors affecting pupil's performance in KCPE in public schools in Chuka Sub-County included cultural practices like initiation that makes children feel that they are mature and they do not need to obey teachers and that early marriages and lack of community support were the main factors affecting the pupil's performance. Various studies conclude that involving student council in implementing school rules influences students' discipline as the councils ensure that the school rules are implemented effectively (MOE, 2009).

Despite all these studies, there is still little data demonstrating how student councils' socio-demographic dynamics such as the age and gender compositions of the student councils constituted in secondary schools in Kenyena Sub-County influence management of discipline in these schools. There is also minimal evidence of how student councils' level of study influences their management of student discipline. Inadequate research has been done; therefore, there is little knowledge linking the influence of student council socio-demographic dynamics and management of student discipline in Kenyena Sub-County. On this basis, this study was done to determine the influence of student councils' socio-demographic dynamics on management of student discipline in Kenyena Sub-County, Kenya.

LITERATURE REVIEW

Theoretical Literature

This study is based on the Social Cognitive Learning Theory (SCLT), Trait Theory of Leadership and the Red-Hot-Stove Theory. The SCLT expanded from the social cognitive and social learning theories (Bandura, 1999). The SCLT is a theoretical perspective that focuses on learning that occurs within a social context (Social-Cognitive Learning Theory: Definition and examples, 2012). The Social Cognitive Theory (SCT) as advanced by Albert Bandura in 1986 describes the influence of individual experiences, the action of others, and environmental factors on individual health behaviours. This theory holds that desirable behaviour can be modelled through dynamic and reciprocal interactions of the person, environment and behaviour (Betz, 2007). In this study, student council leaders are seen to model and influence desired behaviour which other students can emulate. The SCLT is suitable for this study since it provides a framework for understanding, predicting, and changing human behaviour (Green & Peil, 2009).

The Trait Theory of Leadership (TTL) suggests that certain inborn or innate qualities and characteristics make someone a leader. These qualities might be personality factors, physical factors, and intelligence factors (Brown, 2013). Trait theory is very similar to the Great Man theory and is founded on the characteristics of different leaders-both successful and unsuccessful. Scholars researching the trait theory try to identify leadership dynamics from different perspectives and focus on physiological attributes such as appearance, height, and weight; and demographics such as age, education, and familial background; and intelligence, which encompass decisiveness, judgment, and knowledge.

The Red-Hot Stove Theory of McGregor (1960) clearly illustrates how to impose disciplinary action without generating resentment. The Red-Hot Stove Theory draws an analogy between touching a hot stove and undergoing discipline. According to this theory, when you touch a hot

stove, your discipline is immediate, with warning, consistent, and impersonal. The reaction is immediate, consistent and without warning while the burn is immediate and the redness of the stove is a warning indicating danger. Consistency is demonstrated by this theory since the same burn is experienced as many times as the stove is touched. When students err either as a group or individuals, it means the red-hot stove has been touched. When the red-hot stove is touched, the reaction is immediate, consistent, impersonal and without warning (McGregor, 1960). In view of this, this study will be guided by the Red-Hot Stove Theory.

Empirical Literature

Student input improves behaviour, fosters leadership (Brasof, 2011). This is in agreement with the findings of many studies (Griebler & Nowak, 2012; Indimuli, 2012 & Mbiti, 2007) which reveal that student council involvement is of great importance to the school. Kamau (2017), on his study on the influence of students' council involvement in management of students' discipline in public secondary schools in Naivasha Sub-County concluded that it is important to have students participating in different school activities for great achievements of the school in matters like formation of school rules and regulations, school time keeping issues, administration of punishment and induction process.

A study by Mbelle and Kataboros (2003) further reveals that differences between regions and school locations are significant toward student participation in schooling and performance. Although Otieno & Abwere (2001) highlight the role of student councils in schools as; offering instructions to other students they lead, setting the pace of events for other students daily so as to attain these objectives, the student council factors that will enable them to carry out these roles so as to maintain effective student discipline has not been given due attention.

A study by Odhiambo, Kiaritha, & Momanyi (2017) established that there was a significant influence of discipline strategies on student academic performance based on the gender and

academic level of students. Kambuga and Omollo (2017) suggest that student leadership or rather councils give students opportunities, support and encouragement to express their voices pertaining their welfare.

A study by Kasili, Simotwo & Kikechi (2023) on the influence of student council involvement in punishment administration on discipline management in public primary schools in Trans Nzoia county, Kenya concluded that punishment administration had a significant effect on discipline management and recommended that student council in the county should make more attempts to embrace punishment administration in order to enhance discipline management. The study had a gap in that it did not point out the socio-demographic dynamics of the student councils involved in punishment administration and its influence on discipline management. The study also focused only on primary schools. However, all these studies did not point out how student councils' socio-demographic dynamics influence management of these duties to ensure student discipline is maintained.

MATERIAL AND METHODS

The study was done in Kenyena Sub-County and it employed descriptive survey design. This research design is appropriate for describing variables as they exist without any attempt to establish cause-effect relationship between variables (Creswell, 2009) According to Borg and Gall (1989), descriptive study is suitable in determining and reporting the way things are and commonly involves assessing attitude, opinions towards individuals, procedures, and organizations.

The study targeted a population of 422 respondents consisting of one (1) Sub-County Director of Education (SCDE), forty five (45) Principals, 45 Deputy Principals, two hundred and eighty six (286) teachers and forty five (45)

student Council leaders in Secondary Schools in Kenyena Sub-County. In descriptive studies, thirty per cent (30%) of the survey population is representative enough to generalize observed characteristics (Kerlinger, 1986). Thus, a sample size of 126 (30%) respondents comprising of one (1) SCDE, 13 Principals, 13 deputy principals, 86 teachers and 13 student council leaders was selected from the population of 422 respondents.

Before the actual administration of the research instruments, a pre-test of the instruments was conducted in two secondary schools within Kenyena Sub-County using 13 respondents constituting 10% of the study sample. The schools and respondents that were used in the pilot study were not included in the final survey. To ensure face, content and construct validity of the research instrument is attained, experts in the school of education scrutinized the research instruments and their suggestions incorporated in the instruments before final copy for data collection. The researcher used test-retest method to determine the reliability of research instrument. The research instruments were administered twice within an interval of two weeks and scores of each administration were recorded separately. The two sets of scores collected during the piloting exercise were then correlated using Pearson Product-Moment Correlation Coefficient.

The Independent variable in this study was student councils' socio-demographic dynamics while dependent variable was management of secondary school students' discipline. Questionnaires and interview guide were used to collect data. The questionnaires utilized a 5-point Likert scale where 5=Strongly Agree (SA), 4=Agree(A), 3=Neutral (N), 2=Disagree(D) and 1=Strongly Disagree (SD). Descriptive statistics were used to analyse quantitative data and the results were presented in form of frequencies, percentages, means, and standard deviations using tables, graphs, and chart.

Figure 1: Distribution of respondents by category

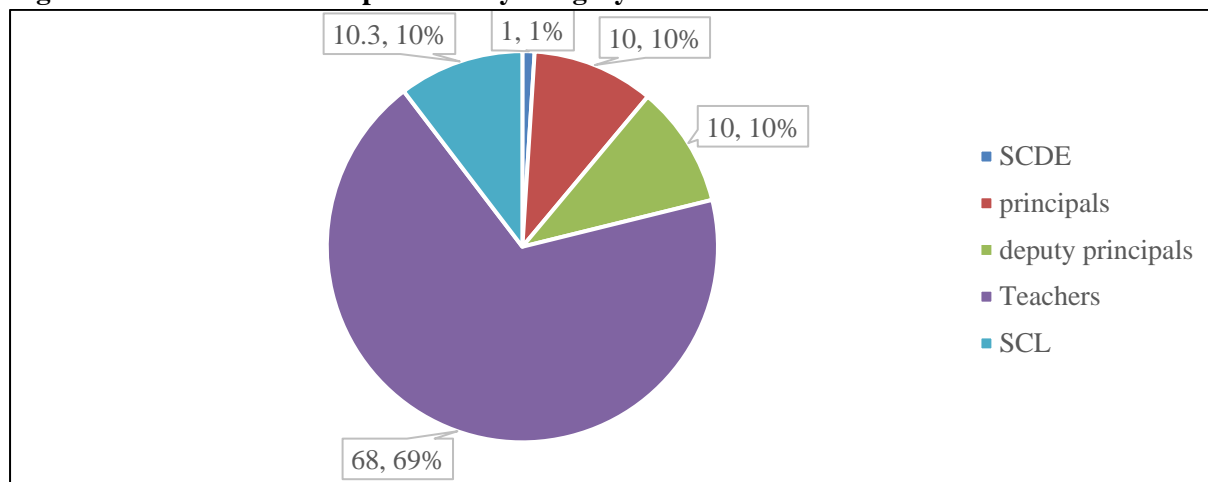


Table 1: Distribution of respondents (principals, deputy principals, teachers and SCL) by school type

School category	Frequency of respondents	Valid per cent	Cumulative per cent
Mixed Day	68	54.4	54.4
Mixed day/Boarding	26	20.8	75.2
Girls Boarding	12	9.6	84.8
Boys Boarding	19	15.2	100.0
	N=125	100.0	

Source: Researcher (2023)

RESULTS AND DISCUSSIONS

Student Council’s Socio-Demographic Dynamics and Management of Student Discipline

Table 2 shows that all the sampled principals (n=13) responded to all the research items concerning the influence of student councils socio-demographic dynamics on management of student discipline. The chronological age of student councils do not have any influence on their management of student discipline as indicated by majority of the respondents consisting of 46.2% of the principals disagreed and 23.1% who strongly disagreed with the statement while 7.7% agreed and another 7.7% strongly agreed with the statement and only 15.4% of the principals were non-committal. This led to the general opinion in cognizant with that of Mnubi (2015) that student council leaders’ age does not have a strong influence on management of student discipline.

Length of time in student leadership showed minimal influence on management of student discipline as indicated by a bigger cumulative

proportion (76.9%) of the principals who were of the contrary opinion comprising of 53.8% and 23.1% of them disagreeing and strongly disagreeing respectively with the statement and a small share of principals (15.4%) neither agreed nor disagreed with the statement while only 7.7% agreed. This led to the notion that length of time in student leadership does not strongly influence management of student discipline. Gender of student council leaders does not strongly influence management of student discipline. This is in cognizant with 46.2% and another 46.2% of the respondents who disagreed and strongly disagreed respectively with the statement while only few respondents (7.7%) were neutral.

Level of study of the student councils and its influence on the way they help ensure discipline is observed in school received mixed responses from the respondents with a majority, 38.5% and 30.8% strongly disagreeing and disagreeing respectively with the statement. About 15.4% of the respondents agreed and 7.7% strongly agreed with the statement while 7.7% were non-committal.

Physical appearance and body size of student council leaders are not strong factors that influenced management of student discipline. The two items attracted large shares of respondents that were in disagreement with the view that student council's physical appearances body heights influenced their ability to manage student discipline in secondary schools. In the former item, 46.2% and 30.8% respondents strongly agreed and agreed respectively with the statement while about 15.4% were undecided and only 7.7% agreed while in the latter item, 53.8% and 30.8% disagreed and strongly disagreed respectively while 7.7% were non-committal and the same score agreed with the statement. Religion is not a stronger factor influencing management of student discipline as evidenced by majority of the respondents comprising of 46.2% and 30.8% who strongly disagreed and disagreed respectively with the statement with only 23.1% being non-committal.

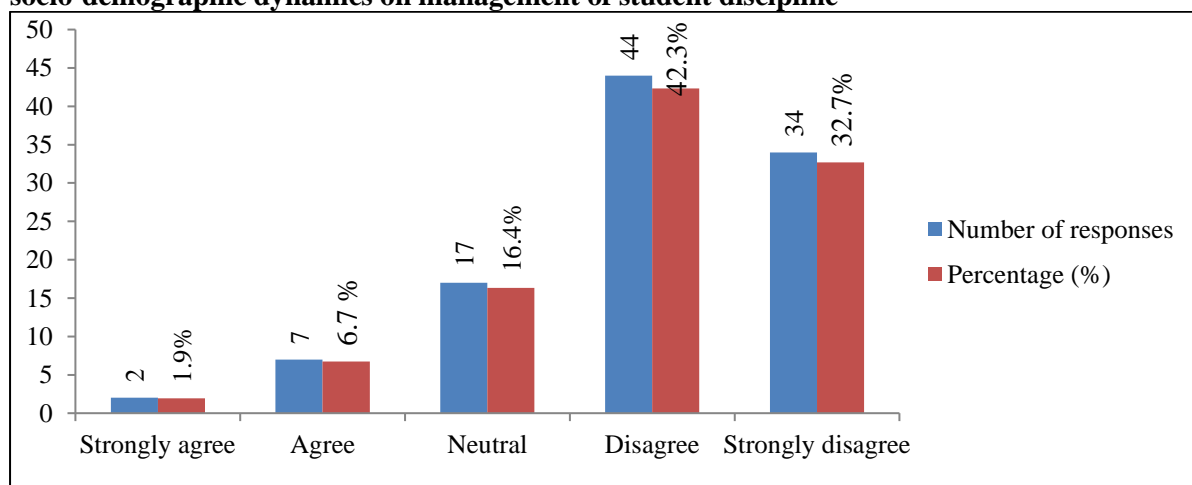
Regional background does not influence management of student discipline. This was indicated by whooping respondents, 46.2% who disagreed and another 38.5% who strongly disagreed with the statement. A small portion of the respondents, 7.7% of the principals agreed with the statement and the same score were non-committal. Generally, these results indicate that student council's socio-demographic dynamics

have insignificant influence on management of student discipline.

Table 2 indicates that all the sampled principals responded to all the items under study. All the items had their means which were less than three indicating that principals indeed were of the general opinion that student councils' socio-demographic dynamics rarely influenced management of student discipline. The age and level of study of student councils had greater standard deviations ($SD = 1.136$ and $SD = 1.310$ respectively) indicating that principals had divergent opinions about their influence on management of student discipline. The influence of gender on management of student discipline had the lowest mean with the lowest standard deviation ($M = 1.615$; $SD = .649$) indicating that principals believed that gender had insignificant influence on management of student discipline.

The overall mean ($M = 2.029$; $SD = .9653$) of the sample disagreed to the statement that student council's socio-demographic dynamics influenced management of student discipline. This indicates the opinion that socio-demographic dynamics of student councils rarely influenced management of student discipline. The greater standard deviation ($SD = .9653$) meant that some principals had diverse opinions about the statement. Figure 2 shows a summarized version of the results obtained.

Figure 2: Graphical illustration of overall principals' opinions of the influence of student council's socio-demographic dynamics on management of student discipline



The overall results in *Figure 2* show that a majority of the principal's responses (37.7%) indicated 'strongly disagree' and 42.3% disagreed that that student council's socio-demographic dynamics influenced management of student discipline while some 16.4% of the responses showed the principals were non-committal. Only 6.7% and 1.9% of the responses respectively represented principals who agreed and strongly

agreed respectively that student council's socio-demographic dynamics influenced management of student discipline.

This indicated a general view that student council's socio-demographic dynamics insignificantly influenced management of student discipline.

Figure 3: Deputy Principals' views on the influence of student councils socio-demographic dynamics on management of student discipline (n=13)

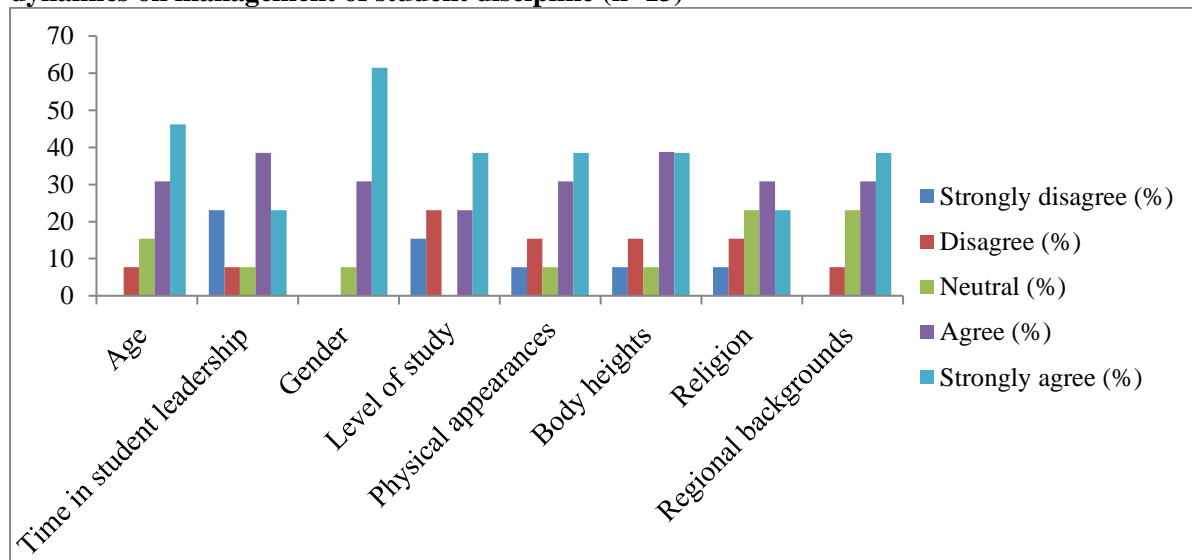


Figure 3 indicates that majority of the deputy principals either disagreed or strongly disagreed that the selected student councils' socio-demographic dynamic influenced management of student discipline. Particularly, the age, gender and regional backgrounds of student councils did not have any influence on their management of student discipline. This finding that leadership is not a function of one's age, gender or preserve of certain regional backgrounds correlates with the finding of Mnubi (2015) who filled a gap in literature around children and youth participation in school governance in favour of gender transformative practices.

On the other hand, student council leaders' religion, physical appearances and body heights, time spent in leadership and their levels of study showed minimal influence on management. Majority of the deputy principals were therefore of the opinion that the selected student councils' socio-demographic dynamics showed a minimal

influence on their management of student discipline. Generally, student councils' socio-demographic dynamics insignificantly influenced their management of student discipline.

Table 3 indicates that generally teachers were in disagreement with the opinion that student council's socio-demographic dynamics influenced management of secondary school students' discipline in Kenya Sub-County, Kenya.

Firstly, the ages of student councils rarely influence the way they handle cases of student discipline in school. This can be supported by 55.8% and 26.7% of the teachers involved in the study that strongly disagreed and disagreed respectively with the statement while only about 7.0% agreed and 10.5% neither agreed nor disagreed.

Student council's length of time in student leadership has insignificant influence on how they

manage student discipline. This is in view of the fact that only 4.75% and 2.3% of the teachers involved in the study agreed and strongly agreed respectively with that statement and a majority of teachers comprising of 88.4% ($D=23.3\%$ and $SD = 65.1\%$) who were in disagreement with the statement and only 4.7% who were non-committal. Gender of student councils insignificantly influenced on management of student discipline. A large share of teachers were in disagreement ($D=31.4\%$; $SD = 50.0\%$) with the item. About 11.6% were non-committal and only 7.0% agreed.

The level of study of student council leaders in teachers' opinion has insignificant influence on management of student discipline as majority of the teachers involved in the study disagreed ($D=29.1\%$) and strongly disagreed ($SD = 45.3\%$) with the item while only 1.1% and 2.3% strongly agreed and agreed respectively that student council's level of study has influence on the way they help to ensure discipline is observed in school. Only about 22.1% of the teachers neither agreed nor disagreed with the statement. On the same note, physical appearance and body heights of student council leaders showed insignificant influence on management of student discipline as in the two items, majority of the teachers, 67.4% strongly disagreed with each item and 24.4% disagreed. Only 3.5% of the teachers agreed to each of the two items and 4.7% were non-committal.

Majority of the teachers involved in the study were in disagreement ($D=30.2\%$; $SD = 59.3\%$) with the statement that student councils' religion influenced the extent at which they manage student discipline. About 9.3% were neutral and only 1.1% agreed to the statement. This indicated that religion of student council leaders had insignificant influence on management of student discipline. Finally, regional background of student council leaders does not have a significant influence on management of student discipline as indicated by 38.4% and 45.3% of the teachers who disagreed and strongly disagreed with the statement that student councils' regional backgrounds influence the extent at which they

manage student discipline. Only 2.3% of the teachers agreed and 14.0% were non-committal to the statement.

Table 3 shows that all the SCLs who were involved in the study responded to all the items in this section. The finding obtained is that the age of student councils rarely influenced the way they handled cases of student discipline in school, as a majority of the SCLs, 77.0% disagreed with the statement while only 23.1% were non-committal. The length of time in student leadership also insignificantly influenced how they managed student discipline, as supported by a total of 53.9% responses which were in disagreement while a total of 30.8% were in agreement and only 23.1% neither agreed nor disagreed. Gender does not influence management of student discipline as indicated by an aggregate of 84.6% responses in agreement and only 15% who were non-committal to the statement.

The level of study, physical appearances and body heights of student councils had infinitesimal influence on the way they manage student discipline in secondary schools with the items recording mixed responses from the SCLs. A total of 61.6%, 23.1% and 30.8% respectively were in agreement with the statements while 7.7%, 38.5% and 23.1% were non-committal while a total of 30.8%, 38.5% and 61.6% were in agreement with the respective statements. Thus, according to the SCLs, student council's level of study, physical appearance, and body heights may influence management of student discipline as learners tend to respect leaders in senior classes who may be noticed easily by learners due to his/her bigger posture. Learners tend to see them easily and restrain from infraction on school rules and regulations. However, leadership is not about physical appearances or body size, which accounts for the bigger responses, 23.1% and 15.4% who were in disagreement to the statements.

Table 2: Principals’ views on the influence of student council’s socio-demographic dynamics on management of student discipline (n=13)

Student Councils’	5	4	3	2	1	Mean	Std. Error	Std. Dev.
	(%)	(%)	(%)	(%)	(%)			
Age influences the way they handle cases of student discipline in school.	7.7	7.7	15.4	46.2	23.1	2.308	.3150	1.136
Length of time in student leadership influences how they manage student discipline	0.0	7.7	15.4	53.8	23.1	2.077	.2298	.8285
Gender influences student discipline in secondary schools.	0.0	0.0	7.7	46.2	46.2	1.615	.1733	.6249
Level of study has influence on the way they help to ensure discipline is observed in school.	7.7	15.4	7.7	30.8	38.5	2.231	.3633	1.310
Physical appearances have an influence on management of student discipline.	0.0	7.7	15.4	30.8	46.2	1.846	.2630	.9484
Body heights influence their ability to manage student discipline in secondary schools.	0.0	7.7	7.7	53.8	30.8	1.923	.2298	.8285
Religion influences the extent at which he/she manages student discipline	0.0	0.0	23.1	30.8	46.2	1.769	.2217	.7994
Regional backgrounds influence the extent at which he/she manages student discipline.	0.0	7.7	7.7	46.2	38.5	2.462	.2068	.7458
Overall mean						2.029	.2277	.9653

Table 3: Teachers’ and SCL’s opinions on the influence of student council’s socio-demographic dynamics on management of student discipline (n=86)

Student Councils’	Teachers					Student Council Leaders				
	5	4	3	2	1	5	4	3	2	1
Age influences the way they handle cases of student discipline in school.	0.0	7.0	10.5	26.7	55.8	0.0	0.0	23.1	30.8	46.2
Length of time in student leadership influences how they manage student discipline.	2.3	4.7	4.7	23.3	65.1	7.7	23.1	23.1	30.8	23.1
Gender influences student discipline in secondary schools.	0.0	7.0	11.6	31.4	50.0	0.0	0.0	15.4	23.1	61.5
Level of study has influence on the way they help to ensure discipline is observed in school.	1.1	2.3	22.1	29.1	45.3	15.4	15.4	7.7	38.5	23.1
Physical appearances have an influence on management of student discipline.	0.0	3.5	4.7	24.4	67.4	15.4	23.1	38.5	15.4	7.7
Body heights influence their ability to manage student discipline in secondary schools.	0.0	3.5	4.7	24.4	67.4	23.1	38.5	23.1	23.1	7.7
Religion influences the extent at which he/she manages student discipline	0.0	1.1	9.3	30.2	59.3	0.0	15.4	23.1	46.2	15.4
Regional backgrounds influence the extent at which he/she manages student discipline	0.0	2.3	14.0	38.4	45.3	0.0	7.7	30.8	46.2	15.4

Religion has insignificant influence on management of student discipline as reported by an aggregate of 61.6% ,23.1% and 15.4% who were in disagreement, non-committal and in agreement respectively to the item. Similarly, student council’s regional backgrounds insignificantly influenced management of student discipline as reported by a total of 61.1%, 30.8%

and 7.7% responses which indicated disagreement, non-committal and in agreement to the statement. However, there are minority of SCLs, 7.7% who felt that regional background played a role in influencing management of student discipline. Generally, student council’s socio-demographic dynamics influenced management of student discipline.

Table 4: Overall rating of the influence of student council’s socio-demographic dynamics on management of student discipline (n=126)

Rating	SCDE		Principals		D/Principal		Teachers		SCLs		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
SD	0	0.0	6	46.2	8	61.5	21	24.4	5	38.5	40	31.75
D	1	100.0	4	30.8	3	23.1	39	45.4	6	46.2	53	42.06
N	0	0.0	3	23.1	2	15.4	10	11.6	2	15.4	17	13.49
A	0	0.0	0	0.0	0	0.0	8	9.3	0	0.0	8	6.35
SA	0	0.0	0	0.0	0	0.0	8	9.3	0	0.0	8	6.35
Total	1	0.8	13	10.3	13	10.3	86	68.3	13	10.3	126	100.0

Key: SA-Strongly Agree; A-agree; N-Neutral; D-Disagree; SD-Strongly Disagree; f-frequency.

Results in *Table 4* reveal that 38.5% of the SCLs strongly disagreed and another 46.2% disagreed, making an aggregate majority of about 84.7% who disagreed that the student council’s socio-demographic dynamics influence student discipline management. About 15.4% of the SCLs were non-committal on the influence of student council’s socio-demographic characteristics on management of student discipline while 0.0% was in agreement that student council’s socio-demographic dynamics have an influence on management of student discipline.

Results on teachers’ opinions on the influence of student council’s socio-demographic dynamics on management of student discipline, 24.4% of the teachers strongly disagreed while 45.4% disagreed making a total of about 69.8% who were in disagreement. A portion of the teachers (11.6%) were non-committal while about 18.6% (9.3% agreed and 9.3% strongly agreed) were in agreement.

Results on deputy principals’ views on the influence of student council’s socio-demographic dynamics on management of student discipline indicated that 65.5% strongly disagreed and 23.1% disagreed, making an accumulated portion of 88.6% disagreeing with the statement. 15.4%

of the deputy principals were non-committal while 0.0% of them were in agreement that student council’s socio-demographic dynamics have an influence on management of student discipline.

Results further indicate that 31.75 % (n=40) and 42.06 % (n=53) of the respondents in the sample strongly disagreed and disagreed respectively that socio-demographic dynamics of student councils have an influence on management of student discipline while 13.49% of the respondents were neutral. Respondents representing 6.35% agreed and another 6.35% strongly agreed that student council’s socio-demographic dynamics have an influence on secondary school students’ discipline in Kenya Sub-County.

The overall results indicate that majority of respondents 73.81% (n=93) were in disagreement (strongly disagree=31.75% and disagree=42.06%) that student council’s demographic characteristics have an influence on management of student discipline while 12.7% (agree=6.35% and strongly agree=6.35%) agreed. Only 13.6% of the respondents were non-committal. This study therefore indicates that student council’s socio-demographic dynamics

rarely influenced management of student discipline.

The Kenya Sub-County Director of Education's responses to the interview items were analysed as follows: Effective management of student discipline in secondary schools is not influenced by student council's gender, as the SCDE was quoted; '...girls and boys can equally excel in student council leadership...'. Thus, both genders should be allowed to represent their fellow students through the students' council. This was from the SCDE's response;

'...in mixed schools, the proportion of male to female students in the council should show parity as this will reduce indiscipline cases as a result of perceived bias...'

Effective management of student discipline is not as a result of the influence of student council's physical attributes like body heights, size, and physical appearances, as quoted;

'...though students tend to fear tall, energetic leaders, these attributes do not influence much on success and effectiveness of management of student discipline in schools.'

Although student council's regional background does not greatly influence management of student discipline, regional balance plays a role in portraying a national image in leadership;

'...student leadership should consider embracing regional balance so as to promote a sense of national unity and to reduce conflicts and other indiscipline cases associated with regional disparities...'

Furthermore, student council leader's religion does not have influence on management of student discipline, but no religion should be discriminated against during election and vetting of student council leaders, '...one's religion does not bar him/her from executing his/her mandate as a student council leader...'

Learners in all forms should be given a chance to lead fellow students since success in management

of student discipline is not a function of student council leaders' levels of study,

'...when all levels of study are involved in student leadership, indiscipline cases are minimized, though one's level of study does not have influence on management of student discipline...'

CONCLUSION AND RECOMMENDATIONS

This study aimed to examine the influence of student council's socio-demographic dynamics on management of secondary school students' discipline in Kenya Sub-County. The results obtained yielded mixed opinions. Majority of student councils' socio-demographic dynamic influence student discipline, though the level of influence was infinitesimal. This study concluded that student council's socio-demographic characteristics had insignificant influence on management of student discipline. School administration should therefore allow students to participate in student council leadership in schools irrespective of the latter's socio-demographic dynamics such as age, level of study, regional background, religion, body size or general physical appearance, length of time in leadership or gender. This is in agreement with the findings of Mnubi (2015). The composition of student council should however portray gender parity, regional balance, fair distribution among all levels of study and there should be no discrimination of whatever kind during election of student council leaders by their peers as echoed by Kambuga & Omollo (2017) that student leadership or rather councils give students opportunities, support and encouragement to express their voices pertaining their welfare. This approach will ensure fairness in school governance thereby minimizing student indiscipline since all learners will feel better represented in the council.

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