

STUDENT LEADERSHIP INFLUENCE ON THE MANAGEMENT OF STUDENT DISCIPLINE IN PUBLIC DAY AND BOARDING SECONDARY SCHOOLS IN KALOLENI, KILIFI COUNTY, KENYA

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ABSTRACT

The creation of student councils in secondary schools in Kenya was expected to help teachers improve efficiency in school management. However, despite adopting student councils, student unrest and other forms of indiscipline were still experienced in secondary schools in Kaloleni Sub-County. This project research sought to first; determine the influence of student leadership in the boarding section on the management of discipline. Secondly, establish the influence of student leadership in classrooms on the management of discipline. Thirdly, assess the influence of student leadership in clubs and on the management of discipline, and finally, assess the available student leadership training and how effective it was in the management of discipline in public secondary schools in Kaloleni Sub County. House Path-Goal Theory was adopted to guide the study. The study employed a descriptive research design. A multistage sampling technique was used for sampling. In stage one; cluster sampling was used to identify the sampled schools. The study targeted 22 public secondary schools. A sample size of 8 schools representing 30% of the target population. In stage two, individuals were sampled. The study sampled 8 principals and 8 deputy principals. For student leadership, the study sampled 61 classroom leaders, 17 dormitory leaders, 24 leaders from clubs, and 32 leaders from faith-based societies, giving a total of 150 participants. The study employed the use of questionnaires in collecting data. The reliability of the data collection tool was determined by the pilot study which revealed a high internal consistency and reliability with a Cronbach's alpha value of 0.889. Data were collected from the sampled student leaders,

Principals, and Deputy Principals and were classified according to attributes and cross-frequency tables. The data were analyzed using descriptive statistics aided by the SPSS version 26 database and presented by the use of charts, graphs, and distribution tables. The study revealed most aspects of student leadership such as peer mediation, hinting appropriate behavior, and religious teachings had influence on management of students' discipline. However, the study revealed that the school administration's engagement of student leaders in making decisions affecting students' ratings was moderate. Dormitory or classroom meetings with students to discuss and establish dormitory rules and corrective actions were rated relatively low in the study and students in dormitories and classrooms had a low attitude when punished by student leaders. The rating for whether student leaders have sufficient training to carry out their leadership responsibilities was low. Regarding the ability to manage difficult or stubborn students and exposure to frequent leadership training seminars, the study observed relatively low ratings. The study concluded that student leadership domains (in classrooms, dormitories, clubs, and faith-based societies) positively and significantly influenced the management of discipline in secondary schools. The study further concluded that the student leadership training in discipline management was insufficient. The study recommended that four domains of student leadership; student leadership in the classrooms, dormitories, clubs, and faith-based societies ought to be integrated and the training should seek to address the gaps identified in the leadership abilities and competencies.

INTRODUCTION

Various forms of student leadership exist today, which include the student representative councils (SRC) or simply, student councils. The organization called the Student leadership finds its roots way back in the ancient academic institutions of Plato and Aristotle. Plato in 386 BC, an early philosopher gathered a class of young philosophers, who included Aristotle, and established his own "conservatory" where tutors and their students all owned and took care of the academy's property, churches, libraries, lecture rooms, and debating room and students' residence that belonged to the conservatory. The students conducted elections for their leader through secret ballot for 10 days. Later, Aristotle introduced a homogeneous academy which he called "Lyceum" where he introduced and promoted the integration of the concept of student participation, where the students did the election of their leaders conclude Oliech, Agalo, and Ong'ondo (2018). In schools across Kenya, there is a leadership structure in dormitories, classrooms, clubs, and societies.

Rou, Musa, and Khamis (2017) in a study in Malaysia, discovered that, Student Representative Council (SRC) is generally functional and has a beneficial influence on academic and social activities. The establishment of SRC effectively improved discipline. Furthermore, their research showed that SRC had a moderate degree of influence on student decision-making as well as responsible for identifying student problems and making suggestions to relevant departments (Rou et al., 2017). This study particularly sought to assess the influence of student leadership in classrooms and dormitory on discipline management.

According to Wanjohi, Kinyanjui and Gitimu (2019), a prefect system of student leadership existed in Kenya prior establishment of students' councils. The system was faulted for being undemocratic as prefects were teacher appointees in a period that was characterised by wide spread students. Investigations carried out observed that the conflict leading to student unrest result mainly from bullying, unresolved disputes, discord in classes, inadequacies in communication and lack of representation in decision making led to wide spread student unrest (KESSHA & UNICEF, 2010). With UNICEF support, Kenya's Ministry of Education introduced the student councils in 2009. The introduction of the Student council as a form of student leadership developed a democratic space among the students, which is attributed to relative peace and stability in schools. The rate of student unrest in Kenyan secondary schools fell from 7.4% in 2008 to 0.4% in 2011. The situation worsened in 2015 with approximately 1% of Kenyan secondary schools experiencing school unrest and strikes characterized by the burning of schools (Masese, 2015). Kaloleni Sub County is no exception. According to Kaloleni Sub County Secondary Schools Heads Association (2021), several schools in the Sub County have continued to witness students' unrest characterised by arson and strikes that have disrupted schools. The cause of continued unrests was still unknown hence need for research. Table 1.1 below shows statistical data that outlines examples of secondary schools that experienced student unrest over the past few years.

Table 1: Students' unrests cases in Kaloleni Sub County between 2018 - 2021

Year	School	Status	Indiscipline	Damages/effects
2018	Mariakani secondary school	Boys	Attempted arson	Case in court
2018	Mwijo Secondary School	Mixed	Riot/strike	Disrupted school
2019	Kizurini Secondary School	Mixed	Arson	Laboratory burnt
2019	St. Georges High School	Boys	Riot/strike	Dormitory burnt
2021	Chanagande Secondary School	Mixed	Arson	Dormitory burnt

Source: Kaloleni Sub County Secondary Schools Heads Association (2021).

The educational goal of fostering responsible citizens cannot be achieved in schools where discipline violations are common (Mossiori, Mokaya & Thinguri, 2015). The five schools shown in the table above represent 22.7% of schools in Kaloleni Sub County. It is worth noting that student riots have once again become a concern among education stakeholders, much like when the student councils were established in 2009. Riots are the form of indiscipline that is most easily noticed because most times they ultimately lead to loss of property, cause anxiety and panic, result in rape cases and injuries, and sometimes even loss of life. This trend is alarming hence the need for more studies to identify and fill gaps in literature.

Murage (2017) observed that student councils provide opportunities to enable students to take part in school management activities freely and fairly hence influencing the management of discipline. Ironically, cases of student unrest and arson still exist in secondary schools across the country despite the establishment of student councils. As students' councils seem not to achieve their intended goal of promoting conflict resolution in schools, Wachira (2015) observed that there was a lack of interest in student council activities and secondary schools had no budgetary considerations for student council activities including but not limited to training in Kilifi County. It is in the wake of neglect and the consequent inadequacy of the students' council, that there is a need for more research. This study seeks to assess the influence of student leadership in boarding areas (in the case of boarding schools) and classrooms, places where most conflicts in school setup undoubtedly arise. Furthermore, can leadership in school clubs and societies play a role in creating dispute resolution mechanisms, molding students' emotional, intellectual, moral, and social lives, and therefore increasing students' discipline? There were concerns about the effectiveness of the training program for student leaders in secondary schools and whether it was sufficient and effective to equip student leaders with the necessary skills to handle their increasingly challenging roles hence averting indiscipline problems such as riots that lead to disruption of the school calendar and property. It is in this context that this study shifted focus from the students' council to leadership at specific aspects of school such as boarding areas (in the case of boarding schools), classrooms, and clubs and societies that could have been crucial on schools' discipline.

Statement of the Problem

When the students' council, an element of student leadership, was introduced in Kenyan schools there was an expectation that students' participation in school administration would be

enhanced, and in this process, students' discipline could have improved (KESSHA & UNICEF, 2010). Contrary, notwithstanding the government's commendable gesture in the introduction of students' councils, statistics seemed to show that students' unrest in secondary schools in Kaloleni Sub County persisted, with 22.7% of schools in Kaloleni Sub County recording student unrest characterized by strikes and arson. Of great concern was that the reasons for continued conflict between school administration and students in Kenyan secondary schools, and Kaloleni Sub County in particular remained unknown, hence the need for more studies to identify and fill the gap in the literature. There have been numerous studies on the influence of student councils on discipline management, decision-making, and conflict resolution in secondary schools which have been undoubtedly significant. However, the influence of student leadership in classrooms, dormitories, clubs, and faith-based societies on the management of discipline in secondary schools, Kaloleni Sub County in particular has been inadequately assessed. It is worth noting that students spend most of their school time in classrooms and dormitories, where most conflicts undoubtedly arise, hence the need for studies on student leadership in this particular segment. Moreover, there has been a paucity of literature on the influence of student leadership in clubs and faith-based societies on discipline management in classrooms and dormitories. In part, this study sought to explore the student leadership training in Kaloleni secondary schools and its influence on the discipline management as it had been inadequately assessed.

Objectives of the Study

1. To assess the student leadership influence in boarding areas on the management of discipline in public boarding secondary schools in Kaloleni Sub County.
2. To establish the student leadership influence in classrooms on the management of discipline in public day and boarding secondary schools in Kaloleni Sub County.

LITERATURE REVIEW

Literature review looked at the theories on which the study is founded, empirical literature and the conceptual framework.

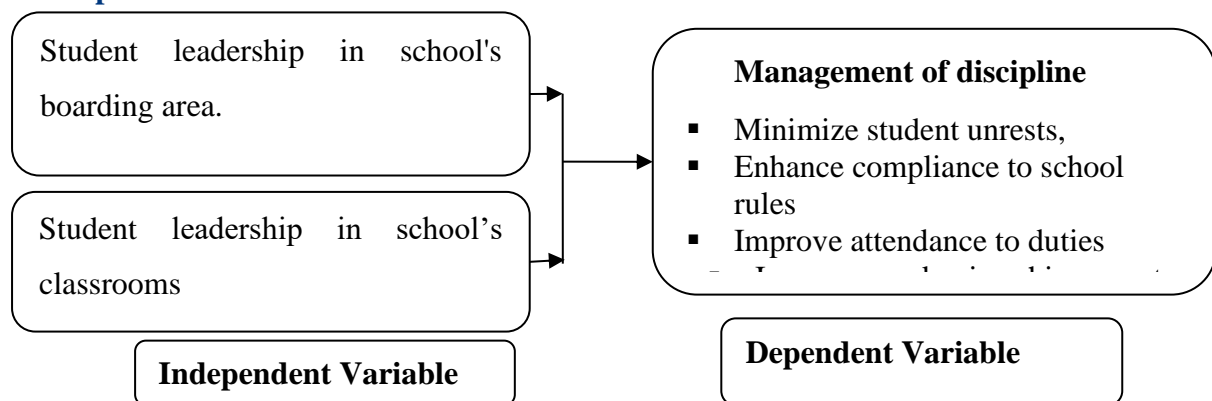
Theoretical and Conceptual Framework

Theoretical Framework

The path-goal model of leadership effectiveness commonly known as the Path-Goal theory put forward by Robert House in 1971 was adopted for this study. According to this theory, the behavior of the leader depends on the enthusiasm, satisfaction, and performance of the subordinates (Murage, 2017). Leaders define goals, clear the way, let the subordinates know which direction to go, remove the obstacles along the way that hinder their progress, and provide support by increasing rewards in the process. By increasing rewards, they can occasionally encourage or pave the way for goals conclude House (1996) as cited in Murage (2017). The Path-Goal theory showed that effectiveness in leadership includes the

determination of the most appropriate behavior of a leader in different circumstances. Kenya's secondary schools have students' leaders in different departments of schools such as boarding schools and classrooms, so the ability to recognize appropriate behavior in different circumstances is crucial, so their skills and training are crucial. Similarly, different student leadership positions require different behaviors. Student leaders can set high standards of discipline in the school and let their schoolmates follow to achieve a high level of discipline. If student leaders have the necessary skills, they can mitigate or eliminate obstacles such as bullying, drug abuse, and theft among others.

Conceptual Framework



The influence of student leadership in the boarding section on discipline management

There is a character crisis in schools evident in the form of school unrest. Communication failure makes conflict resolution difficult and can be considered the most significant factor leading to student unrest in schools. Obondo (2000), cited in Wanjohi, Kinyanjui and Gitimu (2019), observed that student leaders have the ability to minimize potential conflicts in schools. They can do this through regular consultative meetings with the school administration and by designing regular communication mechanisms to limit unnecessary conflicts among colleagues. Mukiti, (2014) suggests that school principals should avoid chest-thumping and making significant decisions that affect the lives of the students in schools without having consultations with them. According to Mossiori et al. (2015), most school managers feel the threat of cooperation with the student council and use their power to dictate the establishment of student leadership to serve in their favor and forget the interests of the students.

Obondo (2000) as cited in Wanjohi et al. (2019) observed that if students participate in making decisions on important issues related to their lives, the students develop a positive attitude regarding the goals and vision of the school. By doing so, students will feel trusted thus providing loyal support. Failure to do so will lead to the inevitable results of misunderstanding and malice. Omote et al. (2015) believe that students who are used by administrative staff to oppress their peers will not enjoy the support of their fellow students and would be considered traitors and will not enjoy the support of the rebellious students. This study however did not examine the influence of peer mediation in discipline management. This study sought to examine the influence of clubs and faith-based student leadership in boarding areas in schools

in Kaloleni Sub County and assess their influence on conflict resolution and maintenance of discipline.

Giulia (2010) views mediation-based strategy, promotion of communication, and active listening concepts enshrined in peer counseling as enabling student leaders to discuss the challenges they face as students and come up with solutions hence resolving minor conflicts before they escalate into major conflicts. It creates an atmosphere where finding solutions to a problem is seen as a part of the day-to-day life and resolving conflicts is regarded positively, not seen as complex or unpleasant.

Murage (2017) observed, in a study on the influence of student councils on student discipline management in Kirinyaga East district, the study found that student council members had a minor role in school governance; the councils had limited powers, and decisions were made without considering their opinions. As a result, it was evident that students lacked the chance and mechanisms to participate in school governance, and this situation created the conditions for student unrest. A gap exists in literature on how school administrators would engage with student leaders to design, refine, and implement a framework for developing, enhancing, and implementing a disciplinary culture based on positive behavior support and positive discipline practices, hence more studies are necessary. This study sought to assess the influence of student leadership on the management of discipline in boarding areas in secondary schools in Kaloleni Sub County.

Influence of student leadership in the classroom on the management of discipline

According to Lopes and Oliveira (2021), classroom discipline is necessary for effective teaching and learning, and failure to create standards and classroom norms creates a window of opportunity for increased classroom indiscipline. Since the facilitation of learning is the main goal of schools, a well-mannered and orderly classroom creates a conducive environment for learning (Lopes & Oliveira, 2021).

Several strategies for dealing with student discipline in schools have been proposed in the literature, both punitive and normative. Student leadership in managing discipline in schools is among the normative approaches to establishing discipline (Wanjohi et al., 2019). Lopes and Oliveira (2021) propose various variables in fostering classroom order: Establishing rules and procedures in classrooms is the first step in making sure that students are aware of the anticipated behaviour. The development of a routine of activities that enable students to engage in a range of self-regulated behaviors comes in second place, followed by the development of activities in a classroom through monitoring procedures, upholding a suitable pace, planning group lessons and seatwork, and overseeing transitions in a class environment (Lopes & Oliveira, 2021).

Disciplinary techniques used to promote discipline among students in Australia, Israel, and China are occasional punishment, recognition, discussion, and hinting, with discussion and hinting the most commonly used techniques according to Lewis, Romi, Katz and Qui (2008).

Lewis et al. (2008) show that both hinting and discussion techniques have achieved some degree of success in all three national settings. In this process, students' perspectives shall be explored, clarified, and confronted when necessary. Additionally, students should be encouraged to have consultative forums to explore more appropriate behavior in the classroom. From this perspective, it is very important to cultivate students' sense of responsibility in managing discipline in the classroom.

To cultivate classroom harmony, there is a need for student leaders to promote democratic principles. Being tolerant and engaging students through consultations increases their sense of belonging and responsibility thereby reducing inappropriate behavior (Mukiti, 2014). Moneva and Pedrano (2020) in a study in the Philippines showed that as the level of democracy in management improved, so did the level of time management attitude. Classroom leaders must explore increasing the level of participation and communication to ensure classroom discipline. Kambuga and Omollo (2017) in a study in Tanzania also observed that that it was essential for school administration to practice democracy in schools in a genuine way by facilitating elections of student leaders hence grooming future leaders. Kambuga and Omollo however observed that student leaders were seen as spies as they were not elected by them, but rather appointed by school administrators. There is a need to establish democratic principles if student leadership is to be meaningful in Kaloleni Sub County. Kambuga and Omollo did not specifically examine the student leadership in the classroom has influenced the classroom environment, behavior, and attitudes that are expected of other students concerning the management of discipline hence a gap exists in literature. This study aimed to fill that gap in literature. Using a descriptive survey research design, this study seeks to establish the influence of classroom student leadership on the management of student discipline in Kaloleni Sub County.

RESEARCH METHODOLOGY

Descriptive research design was employed for this study. Descriptive research design was considered appropriate because it provides valuable indications of which variables are worthy of quantitative testing. Researchers can explore and characterize a collection of existing behaviors using descriptive research design, which facilitates data collection from a wide population (Kothari, 2004). This study employed the use questionnaires to collect data. Quantitative methods were used for this study used as discussed later in this chapter.

This study took place in the Sub County of Kaloleni in Kilifi County. According to Kaloleni Sub County Secondary Schools Heads Association (2021), 22.7% of secondary schools in Kaloleni Sub County have experienced students' unrests in the period between 2018-2021 that have led to destruction of property and disruption of schools academic programs, hence the choice of this study location, as search for mitigation measures was necessary. The study targeted respondents were student leaders, Principals, and Deputy Principals in public secondary schools in Kaloleni Sub County. According to data acquired from the office of the Sub-County director, Ministry of Education, Kaloleni Sub County, Kaloleni Sub County had

22 public secondary schools of different categories. Therefore, student leaders in the 22 schools were targeted for this study.

A representative sample of 30 percent was selected giving eight (8) school. The study sampled 8 principals and 8 deputy principals. For student leadership, the study sampled 61 classroom leaders, 17 dormitory leaders, 24 leaders from clubs, and 32 leaders from faith-based societies, giving a total of 150 participants. Questionnaires were used to collect information for the study. Generally, a questionnaire comprises a list of questions arranged in a certain manner to prompt an inquiry over a matter under investigation (Orodho, 2012).

The data analysis involved verifying the validity and reliability of the questionnaire, verifying the consistency of responses, coding, entering data, and preparation of summary tables. To examine the information gathered, quantitative data was analyzed using descriptive research techniques such as frequency counts, percentages, means, and standard deviation. The data's characteristics were presented through pie charts, bar charts, and statistical tables.

RESULTS AND FINDINGS

A very good and satisfactory response rate was achieved with 110 of these surveys (or 73%) being fully completed and returned. The high return rate could have been caused by two things. The questionnaires were first physically delivered to the respondents. Second, personal contact was made with respondents in order to convince them to return their completed questionnaires. Forty (40) questionnaires were returned unanswered. The poor response rate to surveys targeting clubs and faith-based organizations was attributed in part to the lack of these clubs and faith-based societies in some of the schools.

On distribution of respondents according to School Category, 17 percent of the total number of respondents (n=110) came from boys boarding schools, whereas 27 percent came from girls boarding schools. Day schools accounted for 28 percent, while mixed day and boarding schools accounted for 38 percent. This illustrates that the distribution of respondents was slightly skewed toward boarding schools.

On gender distribution, 50% were male and 50% were female.

Data on the respondents' selection criteria for student leaders in the sampled schools indicated that 37 percent of the total number of respondents who participated in the survey (n=110) were elected, while 41 percent were vetted by teachers before being elected by students. Only 0.9 percent of respondents volunteered. According to the statistics, 28 percent came from girls boarding schools. Teachers-appointed student leaders represented 28 percent while a further 2.7 percent of respondents did not specify their selection criteria. These findings show that respondents' views on the criterion for student selection were slightly skewed toward elections, a component of democratic government in schools.

Data on respondents' leadership positions in schools indicated that 1.3 percent of the total number of respondents who participated in the survey (n=110) were principals, and another 1.3

percent were their deputies. According to the split, 47.3 percent were classroom leaders, while 13.6 percent were dormitory leaders. According to the figures, leaders in clubs and faith-based societies (Peace club, Peer counseling club Integrity club, Christian Union, SDA Association, Muslim Association, and Young Catholic Association) had a combined proportion of 24.5 percent. These findings showed that respondents' perspectives on the criteria for student selection were slightly skewed toward classroom leadership, a component of schooling where students actively spend the most of their time.

Dormitory Leadership and Management of Discipline

The first objective of the study sought to determine the influence of student leadership in the boarding section on the management of discipline in Kaloleni Sub-county, Kilifi County.

To address the above study objective, the mean scores of respondents' responses to the five-point Likert scale items were computed. Table 2 demonstrates the result of this computation. These results excluded respondents from all sampled day schools.

Table 2: Dormitory Leadership and Management of Discipline.

	Student leaders		Principals		D/principals	
	N=72		N=5		N=5	
Leadership attributes	Mean	SD	Mean	SD	Mean	SD
Student leaders recognize and appreciate well-behaved students in dormitories.	1	0.919	1.4	0.55	2.2	0.447
Student leaders in societies such as Christian Union or Muslim association can help achieve better discipline outcomes in classrooms and dormitories	1.56	0.767	1.6	0.55	1.8	0.447
Student leaders of peace club, integrity club and peer counseling can help to achieve discipline and order in dormitories	1.61	0.742	1.6	0.55	2	0
Student leaders are well-behaved and are good role models to other students.	1.56	0.648	2	0	1.8	0.447
The school administration actively listens to students' leaders and takes their views seriously	2.01	1.041	1.8	0.45	2	0
Student leaders clearly and firmly suggest the appropriate behavior to others to follow.	1.81	0.799	2	0.71	2.2	0.447

Students in dormitories have a positive attitude towards student leaders and give them support.	2.1	0.995	1.8	0.45	2	0
Student leaders create routine of activities which is easy to follow	2.15	1.122	2	0	2	0.707
Student leaders hold dormitory meetings with students to discuss issues affecting students.	2.07	1.012	2.2	1.1	2	0
Student leaders hold dormitory meetings with students to discuss and set dormitory rules.	2.32	1.098	2.4	0.89	2.2	1.095
Student leaders are involved by the school administration when making decisions that affect the students of the school.	2.75	1.275	2	0	2.4	0.548
Student leaders in dormitories hold meetings to discuss punishment to be taken in case rules are broken.	2.75	1.207	2.8	1.1	3	1
Student leaders hold meetings with students who break the set rules and agree on corrective actions to be taken.	2.67	1.233	3.2	0.84	3.2	1.095
Students in the dormitories have a positive attitude when punished by student leaders.	3.38	1.093	3	1	3	1

Source: Primary Data 2022

Examining dormitory leadership analyzed in Table 2 shown above, 14 constructs were presented revealing an overall mean score ranged between 1.4 and 3.38, giving an average mean of 2.39. This implies that the influence of student leadership influence in boarding on the management of discipline was high.

The study findings revealed that the influence of influence Christian Union / Muslim Association on the management of discipline in dormitories, the student leaders recorded a mean of 1.56, while Principals recorded a mean of 1.6. Deputy Principals recorded a mean of 1.8 giving an average mean of 1.65 suggesting that faith-based societies had the highest influence on the management of discipline in dormitories. These findings are consistent with Nyabwari, 2016; Sukung et al., 2020) who observed that religious education helps in shaping religious values, understanding their obligation to respect human rights, distinguishing between positive and negative behaviors, and connecting with others.

The student leaders who recognize and appreciate well-behaved students in dormitories had the second highest influence on the management of discipline in secondary schools in Kaloleni.

The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.0 while Principals recorded a mean of 1.4. Deputy Principals recorded a mean of 1.6 giving an average mean of 1.67. These findings showed that appreciation of good behavior had a positive influence on fostering discipline in dormitories.

Besides the influence of faith-based societies, the study also revealed that student leaders in the Peace Club, Integrity Club, and Peer Counseling had a high influence on the management of discipline in dormitories. Among the categories of respondents, the student leaders recorded a mean of 1.61, while Principals recorded a mean of 1.6. Deputy Principals recorded a mean of 2.0 giving an average mean of 1.74. These statistics showed that the clubs had the second highest influence on the management of student discipline. An unexploited opportunity lies in the integration of clubs in the management of discipline in dormitories. These findings were consistent with Mossiori et al., (2015) who observed peer mediation as a significant conflict prevention mechanism that can resolve minor problems before they escalate into major conflicts.

The study findings also showed that well-behaved student leaders provide good role models to other students. Among the categories of respondents, the student leaders recorded a mean of 1.56, while Principals recorded a mean of 2.0. Deputy Principals recorded a mean of 1.8, giving an average mean of 1.79 which showed that role modeling had a very strong influence on students' discipline.

The study also revealed that active listening to students' leaders and taking their views seriously had a high influence on the management of discipline in dormitories. The mean distribution among the categories of respondents showed that student leaders recorded a mean of 2.01, while Principals recorded a mean of 1.8. Deputy Principals recorded a mean of 2.0 giving an average mean of 1.93. With findings skewed towards agreeing, meaningful engagement of student leaders when making decisions on matters concerning students can influence discipline positively.

The study further revealed that student leaders who hint the appropriate behavior to others to follow achieve better discipline. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.81, while Principals recorded a mean of 2.0. Deputy Principals recorded a mean of 2.2 giving an average mean of 1.94. These results emphasize the role of student leaders in providing leadership to the other students in doing the right things at the right time. This is a fundamental aspect of attaining discipline in dormitories.

The study results further showed that students in dormitories had a positive attitude towards student leaders and gave them support. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.1 while Principals recorded a mean of 1.8. Deputy Principals recorded a mean of 2.0 giving an average mean of 1.97. These findings revealed the significant potential student leaders have in influencing the management of discipline in secondary schools in Kaloleni.

The study observed creation of a routine of activities that is easy to follow had a high influence on discipline management in dormitories. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.15, while Principals recorded a mean of 2.0. Deputy Principals recorded a mean of 2.0, giving an average mean of 2.05. These findings revealed the significant potential student leaders have in establishing routines for the management of discipline in secondary schools in Kaloleni.

The study observed that meetings aimed at discussing issues affecting students also had a high influence on discipline management in dormitories. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.07, while Principals recorded a mean of 2.2. Deputy Principals recorded a mean of 1.6 giving an average mean of 2.0. These findings emphasized the need for democracy in schools to promote discipline in secondary schools.

The study observed that dormitory meetings with students to discuss and set dormitory rules had a high influence. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.32, while Principals recorded a mean of 2.4. Deputy Principals recorded a mean of 2.2 giving an average mean of 2.31. With findings skewed towards agreeing, meaningful engagement of students through students' consultative forums popularly known as students' *barazas* is essential in bringing out matters that are of concern to students hence providing for mechanism to address them and influence discipline positively.

Regarding involvement of student leaders by the school administration when making decisions that affect the students had a moderate effect. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.75, while Principals recorded a mean of 2.0. Deputy Principals recorded a mean of 2.4 giving an average mean of 2.38. The study findings revealed that the participation of students in school decision-making was not fully achieved. To achieve discipline, all stakeholders, including students should purposefully ensure that students are involved. Obondo (2000) as cited in Wanjohi et al. (2019) was of the view that, if students participate in making decisions on important issues related to their lives, the students would develop a positive attitude regarding the goals and vision of the school. By doing so, students will feel trusted thus providing loyal support. However, this study revealed that the involvement of student leaders by the school administration when making decisions that affect the students in Kaloleni Sub County rating was moderate.

Regarding holding meetings to discuss punishment to be taken when set rules are broken was moderate. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.75, while Principals recorded a mean of 2.8. Deputy Principals recorded a mean of 3.0 giving an average mean of 2.85 which is relatively moderate. These findings indicate the need to ensure clarity and consistency in the administration of punishment so that fairness is ensured in a school community. This can help in achieving harmony in schools.

Regarding student leaders' meetings with students to set dormitory rules and corrective actions to be taken, the study recorded an average mean of 3.02. The mean distribution among the categories of respondents showed that the students' leaders recorded a mean of 2.67, while Principals recorded a mean of 3.2. Deputy Principals recorded a mean of 3.2. With such a moderate mean, the study revealed that the management of discipline was not fully participative. The study revealed the need to have forums to agree on standard practices to ensure the harmonious co-existence of students in dormitories. The study further observed the need for agreement on standard procedures for corrective action to minimize rebellion and enhance discipline.

Finally, the study revealed that, students in the dormitories attitude, when punished by student leaders, was the lowest. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 3.38, while Principals recorded a mean of 3.0. Deputy Principals recorded a mean of 3.0 giving an average mean of 3.12, which was a relatively low score. These findings are consistent with Omote et al. (2015) who observed rebellion against student leaders. That particular study revealed the belief that students who are used by administrative staff to oppress their peers will not enjoy the support of their fellow students and would be considered traitors and will not enjoy the support of the rebellious students.

Classroom leadership and management of discipline

The second objective of the study sought to determine the influence of student leadership in classrooms on the management of discipline in Kaloleni Sub-county, Kilifi County.

To address the second study objective, the mean scores of respondents' responses to the five-point Likert scale items were computed. Table 3 below demonstrates the result of this computation. This analysis included all respondents from all sampled schools.

Table 3 Classroom leadership and management of discipline.

	Student leaders		Principals		D/principals	
	N=94		N=8		N=8	
Classroom leadership attributes	Mean	SD	Mean	SD	Mean	SD
Student leaders in Christian Union or Muslim association can help achieve better discipline in classrooms.	1.63	0.829	1.5	0.54	1.63	0.518
Student leaders of peace club, integrity club and peer counseling can help to achieve discipline and order in classrooms.	1.65	0.772	1.63	0.52	1.75	0.463
Student leaders are well-behaved and are good role models to other students.	1.55	0.633	2	0	2.13	0.835

The school administration actively listens to students' leaders and takes their views seriously.	2.03	1.01	1.75	0.46	1.88	0.35 4
Student leaders clearly and firmly suggest the appropriate behavior to others to follow.	1.76	0.799	2	0.54	2.13	0.35 4
Student leaders recognize and appreciate well-behaved students in dormitories.	1.99	0.898	1.63	0.52	2.38	0.74 4
Student leaders create routine of activities which is easy to follow.	2.12	1.066	1.88	0.35	2.13	0.99 1
Students in classrooms have a positive attitude towards student leaders and give them support.	2.09	0.991	1.88	0.35	2.25	0.70 7
Student leaders hold classrooms meetings with students to discuss issues affecting students.	2.13	1.05	2.25	0.89	2.13	0.83 5
Student leaders are involved by the school administration when making decisions that affect the students.	2.71	1.215	2.13	0.35	2.5	0.75 6
Student leaders hold classrooms meetings with students to discuss and set classrooms rules.	2.3	1.014	2.38	0.74	2.25	1.16 5
Student leaders in classrooms hold meetings to discuss punishment to be taken in case rules are broken.	2.81	1.238	2.88	0.84	3.13	0.83 5
Student leaders hold meetings with students who break the set rules and agree on corrective actions to be taken.	2.73	1.22	3.25	0.71	3.38	0.91 6
Students in the classrooms have a positive attitude when punished by student leaders.	3.32	1.099	3	0.93	3.13	0.83 5

Source: Primary Data 2022

Examining Table 3 presented above the study findings revealed that the overall mean score ranged between 1.5 and 3.32. This implies that the influence of student leadership influence in classrooms on the management of discipline varies.

The study findings reveal that Christian Union or Muslim association leaders had a high influence on management of discipline. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.63, while Principals recorded a mean of 1.5. Deputy Principals recorded a mean of 1.58 giving an average mean of 1.59. These statistics showed that faith-based societies had the highest influence on the management of students' discipline.

Student leaders in the Peace Club, Integrity Club, and Peer Counseling had the highest influence on the management of discipline in classrooms. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.65, while Principals recorded a mean of 1.63. Deputy Principals recorded a mean of 1.6 giving an average mean of 1.75. These statistics showed that an unexploited opportunity lies in the integration of clubs in the management of discipline in dormitories.

The study findings also revealed that well-behaved student leaders provide good role models to other students. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.55, while Principals recorded a mean of 2.0. Deputy Principals recorded a mean of 2.13 giving an average mean of 1.89. These findings revealed that role modeling strongly influenced discipline in schools. There exists a major potential for student leaders through role modeling in influencing discipline in secondary schools in Kaloleni.

The study also observed that school administrations' active listening to students' leaders and taking their views seriously had a high influence on the management of discipline in dormitories. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.03, while Principals recorded a mean of 1.75. Deputy Principals recorded a mean of 1.88 giving an average mean of 1.4. If well embraced, active listening can be an important tool in conflict resolution in schools hence minimizing indiscipline. This finding was consistent with Giulia (2010) who observed that mediation-based strategy, promotion of communication and active listening concepts enshrined in peer counseling enable student leaders to discuss the challenges they face as students and come up with solutions hence resolving minor conflicts before they escalate into major conflicts. Peer mediation strategy creates an atmosphere where finding solutions to a problem is seen as a part of day-to-day life and resolving conflicts is regarded positively, not seen as complex or unpleasant (Giulia, 2010).

The study further revealed that student leaders who hint the appropriate behavior to others to follow achieve better discipline. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.76, while Principals recorded a mean of 2.0. Deputy Principals recorded a mean of 2.3 giving an average mean of 1.96. These findings revealed student leaders' role modeling has a significant influence on student discipline in secondary schools. It is of the view that student leadership training should be geared toward producing student leaders who are good role models.

Student leaders who recognize and appreciate well-behaved students in classrooms positively influence classroom discipline. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.99, while Principals recorded a mean of 1.63. Deputy Principals recorded a mean of 2.38 giving an average mean of 2.0. By appreciating and recognizing good behaviour, discipline would be enhanced in schools.

On the creation of a routine of activities that is easy to follow the study recorded a mean of 2.04. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 1.12, while Principals recorded a mean of 1.88. Deputy Principals recorded a mean of 2.13 showing a high influence on the management of discipline in classrooms. Lopes and Oliveira (2021) found that creating routines that enable students to engage in a range of self-regulated behaviors and orchestrating classroom activities through monitoring procedures, upholding a reasonable pace, planning group lessons and seatwork, and managing classroom transitions had a substantial influence on classroom discipline management.

The study results also showed that students in classrooms have a positive attitude toward student leaders and give them support. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.09, while Principals recorded a mean of 1.88. Deputy Principals recorded a mean of 2.13 giving an average mean of 2.04. These findings revealed that, by creating a student leadership that is approachable and earns student confidence, a school can develop high levels of discipline

Classroom meetings aimed at discussing issues affecting students. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.13, while Principals recorded a mean of 2.25. Deputy Principals recorded a mean of 2.13 giving an average mean of 2.17. These findings revealed the need for the involvement of student leadership in establishing democracy in schools. Through this, students become part and parcel of finding solutions to problems in schools.

Involvement of student leaders by the school administration when making decisions that affect the students had a positive influence on discipline. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.71 while Principals recorded a mean of 2.71. Deputy Principals recorded a mean of 2.5 giving an average mean of 2.27 showing a high influence on the management of discipline in classrooms. With findings skewed towards agreeing, meaningful engagement of student leaders when making decisions on matters concerning students can influence discipline positively. These findings were consistent with Moneva & Pedrano (2020) in a study in the Philippines that revealed that as the level of democracy in management improved, so did the level of time management attitude.

The research findings also revealed that the influence of classroom meetings with students to discuss and set classroom rules had a high influence on the management of discipline. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.3, while Principals recorded a mean of 2.38. Deputy Principals recorded a mean of 2.25 giving an average mean of 2.28 showing a positive influence on the management of discipline in classrooms.

Regarding having meetings to discuss punishment to be taken when set rules are broken, the study revealed a mean of 2.73 which was relatively low. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.73, while

Principals recorded a mean of 3.25. Deputy Principals recorded a mean of 3.38 giving an average mean of 3.12 showing a low influence on the management of discipline in classrooms. The study revealed a potential in ensuring students' accountability when student leaders agree on corrective actions in situations where the rules are broken.

Student leaders holding meetings with students who break the set rules and agree on corrective actions to be taken had a moderate influence. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 2.73, while Principals recorded a mean of 3.25. Deputy Principals recorded a mean of 3.38 giving an average mean of 3.12 showing moderate influence on the management of discipline in classrooms. There is a need to develop a mechanism to enforce agreed rules without creating tension. These findings were consistent with the assertion made by Lopes and Oliveira (2021) that rules and procedures must be set to ensure that students understand what actions are expected of them in the classroom.

Students' attitudes when punished by student leaders in classrooms recorded the lowest mean. The mean distribution among the categories of respondents showed that the student leaders recorded a mean of 3.32, while Principals recorded a mean of 3.0. Deputy Principals recorded a mean of 3.13 giving an average mean of 3.15 relatively low influence on the management of discipline in classrooms. According to Moneva and Pedrano (2020), classroom leaders must explore increasing the level of participation and communication to ensure classroom discipline.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The overall purpose of the study was to determine the student leadership influence (i.e., in dormitories and in classrooms,) and its influence on discipline management. The basic assumption was that the domains of student leadership can influence the management of discipline in secondary schools. The study aimed to validate these assumptions.

This study concludes that student leadership domains (in classrooms, dormitories, clubs, and faith-based societies) positively and significantly influenced the management of discipline in secondary schools.

The study also concludes that the engagement of student leaders by the school administration in making decisions that affect students influenced the management of discipline in secondary schools. Dormitory or classroom meetings with students to discuss and establish dormitory rules and corrective actions influenced the management of discipline in secondary schools positively.

The study comes to a further conclusion that the student leadership training in discipline management was insufficient. The rating for whether student leaders have sufficient training to carry out their leadership responsibilities was comparatively low. The score was rather lower in terms of the ability to manage difficult or stubborn students. The study showed low scores

on exposure to frequent leadership training seminars. The study reveals the need for enhancement of training for student leaders for effective discipline management in secondary schools.

Recommendations

Considering the results of this research work and the findings drawn from the study made the following recommendations.

- i. Regarding classroom and dormitory leadership, as opposed to a single-person leadership, this study recommends a leadership group comprising of the elected classroom or dormitory leaders alongside representatives from clubs such as peace club, peer counseling club, integrity club, and societies such as Christian union or Muslim association which can enhance efficiency in promoting a culture of dialogue in conflict resolution hence enhance discipline in schools.
- ii. The study observed that students in the dormitories and classroom attitude when punished by student leaders, scored lowest. Given this, the study recommends a shift of approach to a leadership group as recommended in (i) above where student leadership should be geared toward establishing consensus in disciplinary corrective actions.
- iii. Since the involvement of student leaders by the school administration when making decisions that affect the students had a moderate effect, the study recommends that school administrators should involve the student leaders in making decisions in classrooms, dormitories, and the school in general. This is essential as it helps promote democratic governance.
- iv. Since dormitory and classroom meetings with students to discuss and set rules and corrective actions to be taken scored low in the study, school principals are encouraged to develop a culture where students are involved in setting up rules and corrective actions to be taken in case the rules are broken.

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