INFLUENCE OF STUDENT COUNCILS IN CURBING FREQUENCY OF STUDENT UNRESTS IN PUBLIC BOYS BOARDING SECONDARY SCHOOLS IN ELGON SUB-COUNTY, KENYA

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A Research Thesis Submitted to the Institute of Postgraduate Studies of Kabarak University in Partial Fulfillment of the Requirement for the Award of Degree of Master of Education in Education Management and Leadership

KABARAK UNIVERSITY

October, 2018

DECLARATION

I declare that this is my original work, and has never been presented in this university

| r any other university for award of any degree. | |
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To the Institute of Postgraduate Studies:

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ABSTRACT

The Government of Kenya, through the Ministry of Education, established Student Councils in Secondary Schools in 2009 to assist schools to manage student affairs. Yet, student unrests which are manifested in strikes, go-slows, rioting, burning of school property and violent behaviors still continue unabated. During the period 2014-2017, schools in Bungoma County, Kenya, witnessed an unprecedented rise in incidences of student unrests leading to destruction of property and loss of life. The problem this study sought to address was the rising number of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. Therefore, the purpose of this study was to assess the influence of student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. The study was based on Social Systems Theory. In the conceptual framework, the frequency of student unrests depends on roles played by student councils namely: decision making, communication, disciplinary and guidance and counseling roles. The study adopted a descriptive survey design. There are only 3 Public Boys Boarding Secondary Schools. Therefore, purposive sampling technique was used to sample the three secondary schools. Proportional sampling technique was used to sample respondents of students and members of student councils. The target population for students was 750 while that of members of student councils was 78. Using Krejcie and Morgan Table of determination of sample size, 254 Students and 66 Student Council members constituted the sample size. Simple random sampling technique was used to sample respondents according to the predetermined sample sizes. The study used Likert type Students' Questionnaire and Questionnaire for Members of Student Councils as research instruments. Descriptive statistics namely, means, frequencies and percentages were computed. Inferential statistics was derived from the data. The instruments were piloted and tested for reliability using test-re-test method. Validation was done by experts. Results were presented in tables and diagrams. The study revealed that there exists a negative, strong and statistically significant relationship between decision making roles played by student councils and the frequency of student unrests (r= -0.809**; p<0.01). The study reported a negative and statistically significant relationship between communication roles played by student councils and the frequency of student unrests (r= -0.848**; p<0.01). Similarly, there existed negative and statistically significant relationship between disciplining roles played by student councils and the frequency of student unrests (r= -0.758**; p<0.01). It was found out that there is a negative and statistically significant relationship between guidance and counseling roles played by student councils and frequency of student unrests (r= -0.646**; p<0.01). Based on the findings of this research study, it is concluded that if student councils participate in decision making, peer guidance and counseling, communicate student problems to school management and assist in disciplining of other students, frequency of student unrests will be curbed in Public Boys Boarding Secondary Schools in Elgon Sub-county. The study recommends that student councils be thoroughly prepared in their roles through seminars, workshops and regular meetings with the principals. Suggestions made by student councils on students' grievances should be given a lot of weight and importance. The schools under study should carry out continuous benchmarking with schools of excellence who have managed to handle the problem of students' unrests.

Keywords: Student Councils, Student Unrests, roles played by student councils.

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LIST OF ABBREVIATIONS AND ACRONYMS

BoM: Board of Management

CDE: County Director of Education

KESSHA: Kenya Secondary School Heads Association

KSSSC: Kenya Secondary Schools Student Council

MoE: Ministry of Education

MoEST: Ministry of Education Science and Technology

SCDE: Sub-county Director of Education Officer

SCs: Student Councils

SPSS: Statistical Package for Social Sciences

UNICEF: United Nations Children Education Fund

USA: United States of America

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OPERATIONAL DEFINITIONS OF KEY TERMS

For the purposes of the study, the following key terms are defined as follows:

Student Councils: A body of student leaders in Public Boys Boarding Secondary

Schools in Elgon Sub-County, Kenya.

Student unrests: Any form of disruptive behavior that interferes with the smooth

running of Public Boys Boarding Secondary Schools in Elgon

Sub-County, Kenya. Its indicators are strikes, go- slows, and

rioting, disobedience and burning of school property.

Indiscipline: Non-conformity to school rules and code of behavior in Public

Boys Boarding Secondary Schools in Elgon Sub-County,

Kenya.

Communicating students' issues: Presenting issues raised by students to school

management in Public Boys Boarding Secondary Schools in

Elgon Sub-County, Kenya.

Guidance and Counseling roles: Organized sessions with students aimed at assisting

them to handle issues they are facing in Public Boys Boarding

Secondary Schools in Elgon Sub-County, Kenya.

Participating in Decision Making: Seeking the opinions of student leaders on

actions to be taken to solve students' problems in Public Boys

Boarding Secondary Schools in Elgon Sub-County, Kenya.

Student Disciplining Roles: Involving students' leaders in executing punitive

measures to errant students in Public Boys Boarding Secondary

Schools in Elgon Sub-County, Kenya.

Public Boys' Secondary School: Is a type of school where boys reside in school and

funded by the government.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A Students council is a body where students in a public secondary school can be able to participate in the affairs of the school, cooperating with the school management, teachers and their parents for peaceful co-existence in the institution (Woods, 2002).

In the United States, Canada, Australia and South Africa they are variously referred to as Student Council, Student Government, Student Activity Council or Student Council Association respectively. Irrespective of the name, student councils represent students' interests and grievances to school management authorities with a view to improving their welfare and harmony in school (Norman, 2015). Student councils do report, punish, communicate students complain to the management and represent the views of the students like lack of water, poor meals, poor light in school and teachers missing lessons (Glover, 2015).

In Jamaica, Student Councils are responsible for student welfare, leading and guiding to create a good learning atmosphere in schools. They act as facilitators to an end or mediators to effectively manage student unrests (Craig, 2013). In Jamaica student Councils began as a policy by the government of Jamaica in 1973 (Craig, 2013). In 1975, student councils were participating in the decision making processes. In the U.S.A student councils operate on different structures, are representative based and loosely modeled on the structure of the United States of America government (Miller, 2004). Consisting of the president, vice president, secretary, treasurer and reporter. They share students' ideas, interests and concerns with school managements thus creating cohesion and harmony in learning institutions (Mutua 2014).

In Singapore, student councils play a vital role in school management by performing functions such as giving direction, monitoring, supervising and communication. They lead and set the pace in schools. Student councils in Singapore act as ambassadors and role model through their conduct on a daily basis. During whole school events, they give speeches to make sure that rules and regulations are followed (Green, 2009)

The research studies mentioned above did not consider the influence of student councils in curbing the frequency of student unrests in schools. The roles of student councils in Australia vary from one institution to another. Their roles are recognized formally within the school community. Student councils are responsible for representing their schools in functions and events; they organize student-based activities, helpful staff with co-curricular activities and maintenance of school routines to make a school a better place for students (Neuman, Demaster, Skinner, 2009).

Research in New Zealand reveals that there are numerous benefits of involving more students in the governance of schools. The interactions between students and staff are strengthened; students cultivate new talents and assist with the smooth running of schools (Anderson, 2016). This research, however, does not show the influence of student councils on curbing the frequency of student unrests in schools.

In Ireland, Student Councils are representative bodies concerned with students' affairs. Student councils handle student welfare and work with school management bodies for the benefit of a school and students (National Youth Council

of Ireland, 2002). Though Student Councils were embraced in Ireland, their roles in managing student unrests in schools are not clearly outlined.

Maitles and Deuchar (2006), participation of student councils in decision making in the United Kingdom was moving towards a democratization of leadership. These student councils have authority and power to effectively run and manage students in classrooms and outside the class with duties, responsibilities, and special rights to punish students. For example, at the Lincoln Minster School, student councils make a valuable contribution to the wider school community by taking part in leadership roles, assisting and supporting both staff and pupils, liaising with prospective parents and pupils and other visitors and act as excellent role models for their peers and younger pupils (Norman, 2015).

In Nigeria, it is reported that student unrests were attributed to lack of effective decision making by school management. Students resorted to violence to vent their frustrations and disagreements (Arekenya, 2012). Therefore student councils facilitate discussion of issues raised by students before they resort to violence.

In Zambia Sandra and Hall (2011), carried out a case study on student councils. The findings showed that all respondents expressed that they were satisfied with the student councils, the way they are organized and operated to address student unrests and student councils have structures and encouraging student participation at all levels of the school.

Studies in Kenya show that Student Councils began with the appointment of prefects to assist school administrations to manage complaints raised by students (Indimuli, 2012). Schools began to embrace Students Councils which are bodies

consisting of students elected and given responsibilities of promoting and creating good learning environment (Mutua, 2014). In some cases, students feel that their rights are being violated. Accordingly, in the study entitled The Child Friendly School Manual, UNICEF (2010), stated that violation of students' rights leads to student unrests.

The Kenya Secondary Schools Heads Association and United Nations Children Education Fund in 2008 came up with an initiative to enable Student Councils to participate in school management activities such as decision making, disciplining students, representing and communicating issues concerning student's welfare in schools. This was as a result of student unrests of 2007 and 2008 (Tirop, 2014). In the KSSHA/UNICEF (2010) report, school principals were blamed for not incorporating student's in decision making. School Principals concur that student bodies were used by school management teams to suppress students' opinions and that whenever students' opinions are not shared or addressed, unrests served as the preferred avenue of venting their frustrations and anger (Indimuli, 2012).

The Ministry of Education, United Nations Children Education Fund and the Secondary Schools Heads Association in the year 2008 formed the Kenya Secondary Schools Student Councils (UNICEF, 2011). Its main aim was to find a long-lasting solution to unceasing student unrests in schools. Article 1 section 11 part (4) of the KSSSC constitution stipulated that students' councils should be committed to the constructive management of indiscipline by reducing student unrests (KSSSC, 2009).

KSSSC (2009) observed that there are advantages in incorporating student councils in administration, improving staff and student relationship, reduction in

indiscipline cases, student unrests in school and improved performance in academic and co-curricular programmes. Yet, student unrests continue unabated.

Vundi, Majanga & Odollo (2014), conducted a study in Kenya to look at the effects of socializing student council leaders on conflict management in secondary schools. The study found out that student councils effectively manage conflict in schools and their competence in resolving conflicts was through formal training. It can be argued therefore that student councils in Kenya can be used to curb the frequency of student unrests in school.

Obiero (2012), also conducted a study on the influence of university administration on the involvement of student council leaders in the governance of the university. In the study, a relatively long period of tranquility prevailed in Kenyatta University after satisfactory discussions between the student councils and University Administration. No such study has been undertaken in the public boys' secondary schools in Mount Elgon, Kenya.

In 2016, secondary schools in Kenya experienced many cases of student unrests which led to the burning of school dormitories, school buses, libraries and school administration buildings (Owino, 2016). Many teachers and students were arrested. In the same year, more than 126 schools were involved in student unrests resulting in the destruction of properties worth millions of Kenya shillings (Ouma & Muinde 2016). This occurred despite the existence of Student Council in secondary schools. Therefore, the study would like to establish the influence of the roles played by various student councils and frequency of student unrests. In Bungoma County, cases of student unrests have been witnessed as depicted on the Table 1.

Table 1: Frequency of Student Unrests in Schools in Bungoma County, 2014-2017

| Schools | Frequency of student unrests |
|---------------------------|------------------------------|
| Bungoma High School. | 6 |
| Teremi High School. | 4 |
| Kimungui Secondary | 5 |
| Milo Secondary | 7 |
| Kabula Boys High | 10 |
| Kaptama Boys | 6 |
| Kapsokwony High School | 7 |
| Cheptais Boys High School | 8 |
| Kimang'eti Boys | 5 |
| Khasoko Boys High School | 8 |
| Chebosi Secondary School | 5 |

Source; County Director of Education, Bungoma County.

1.2 Statement of the Problem

This study sought to address the problem of student unrests in public boys' secondary schools in Elgon Sub-county, Bungoma County, Kenya. This problem is widespread in Bungoma County, Kenya as shown in Table 1. Despite schools having functional student councils, many schools in Elgon Sub-county were particularly affected by the wave of student unrests which led to the loss of property during the period 2014- 2017. In 2016, three public schools from Elgon Sub-county experienced student unrests, burnt dormitories and boycotted joint exams leading to closure of schools (County Education Office, 2016).

In particular, public boys' boarding schools in Elgon Sub-county were affected in 2016. Boys' schools in Elgon Sub-county, still grapple with the problem of student unrests even though they have put in place student councils. Elsewhere in Kenya, the problem of student unrests was reported by research studies conducted by Mukiti (2014), Nzioki (2015), and Kinyua (2015). Over 800 secondary schools in Kenya experienced student unrests between 2007 and 2010 (Owino, 2016). This study therefore, focuses on the efficacy of student councils in addressing the perennial

problem of student unrests. If this problem is not solved, schools will continue to lose millions worth of property. Student unrests also cause wastage in the form of high dropout and low graduation rates. Could there be a link between roles played by student councils and frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Bungoma County, Kenya?

1.3 Purpose of the Study

The purpose of this study was to establish the influence of student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya.

1.4 Objectives of the Study

This study sought to address the following objectives:

- To establish the influence of decision making roles played by student councils
 in curbing the frequency of student unrests in Public Boys Boarding
 Secondary Schools in Elgon Sub-county, Kenya.
- To establish the influence of communication roles played by student councils
 in curbing the frequency of student unrests in Public Boys Boarding
 Secondary Schools in Elgon Sub-county, Kenya.
- iii. To assess the influence of disciplinary roles played by student councils in curbing the frequency of student unrests in Public Boys Boarding Secondary Schools in Elgon Sub-county, Kenya.
- iv. To determine the influence of guidance and counseling roles played by student councils in curbing the frequency of student unrests in Public Boys Boarding Secondary Schools in Elgon Sub-county, Kenya.

1.5 Research Questions

- i. What is influence of decision making roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya?
- ii. What is influence of communication roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya?
- iii. What is influence of disciplinary roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya?
- iv. What is influence of guidance and Counseling roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya?

1.6 Justification of the Study

The study may create awareness of the role of student councils in managing student unrests in schools. The findings of this study could be used by educational institutions and the Ministry of Education to formulate and implement policies to address the perennial problem of student unrests in secondary schools in Kenya. The study findings will sensitize principals and BOM on the importance of addressing the needs of the students. This will enable the student councils to carry out their roles effectively, which may in turn improve discipline and academic performance. The study findings may give the student councils more insight regarding their role in curbing the frequency of student unrests in public boys secondary schools. Research findings could also inspire further research.

1.7 The Scope of the Study

The study was conducted in Elgon Sub-county, Bungoma County, Kenya in Boys' Boarding Public Secondary Schools. The study handled four roles of student councils namely: Decision Making; Communicating Student Grievances; Disciplinary; and Guidance and Counseling.

1.8 Limitations of the Study

Descriptive survey design does not lend itself to manipulation of variables making controlling difficult. In order to address this inherent weakness, a large enough sample was used in the context of census of all boarding schools. It is also as a study which limits itself to a sub county, which then has implications on generalizability of findings. However, since student councils in the county operate within the same legal framework, it's assumed that the findings could be generalized to other boys schools in the country.

1.9 Assumptions of the study

The study was based on the assumption that all respondents were sincere and that they provided accurate responses. It was also assumed that roles played by student councils had an influence on the frequency of student unrests.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the influence of roles played by Student Councils on curbing the frequency of student unrests in Public Boys Boarding Secondary Schools. This chapter contains the following sub-topics.

2.2 The Role of Student Councils in Addressing Student Unrests

Muli (2012), in a research study clearly shows that the causes of unrests in secondary schools have been generalized as caused by strict rules in school, poor communication channels, autocratic leadership, negative impact of mass media, poor diet, incitement by teacher and ineffective guidance and counseling.

The elected student councils help to modify behavior, character and improve students discipline in school by adhering to set rules and regulations (UNICEF, 2013). According to Mutua (2014), most school administrations appoint student councils with or without student participation. School principals give Ministry directives, laws and school policies to student councils. These provides the student councils with the information required to manage the frequency of student unrests in schools (Okonji, 2016). This implies that student councils are oriented on how to conduct their roles to manage the frequency of student unrests in schools.

In Jamaica, student councils are responsible for serving, solving conflict, guiding and advocating on behalf of students to address student unrests in schools. They are largely facilitators to an end or mediators in a process of student unrests in Jamaica (Jamaica Education Act, 2013). A well-constituted student councils should be able to fully represent students and create a comfortable learning environment so as to manage student unrests (Chemutai & Chumba, 2014). According to Chemutai &

Chumba (2014), they report on issues such as quality of meals, poor facilities, unfair policies and rules, poor hygiene, lack of water and teachers missing lessons with a view to reducing student discontent.

In Cameroon, there has been an increase in indiscipline problems such as stealing, truancy, sexual offense, vandalism and cheating in an exam as destructive practices (Ponfua, 2015). The role of student councils was to report such vice to the school management. This has been successful as the student councils report such vices to curb student unrests in schools through decision making, communicating student's needs, disciplinary, guidance and counseling.

Discipline in form of punishing a group is done in ordinary level in secondary schools which involve both corporal punishments and verbal punishment or any one of the two. Punishment as a school management tool has however resulted to some violent incidents of student's unrests in some schools in Tanzania (Kambuga and Omollo, 2017). This was agreed by Simatwa (2012), in his study on the management of students discipline in secondary schools that revealed that caning, physical punishment, detention, reprimanding, expulsion; suspension has caused a lot of unrests in schools. Therefore student councils are needed to communicate student's grievances to the management to reduce the frequency of student unrests in schools.

Student councils play an important role in addressing student unrests, they play various roles like communicate student welfare to the management, coordinate co-curricular activities in the school, supervising preps in the morning and evening. They also check students' attendance in such activities as manual work and monitor indiscipline students in the school to address student unrests (Nzioki, 2015). The role of the student councils in school is to attend to all responsibilities that have been

delegated by teachers to make sure that students adhere to set rules and regulations to be able to prevent any form of student unrests. Mukiti (2014) found out that student councils makes sure that students attend to their duties of cleaning the school compound including areas like in front and behind the office, sweeping and washing classroom, toilets, collecting and burning liters.

Mutiki (2014), found out that student councils are always involved in disciplinary roles such as punishing minor indiscipline cases like making noise, using mother tongue to communicate in school, slow response to bells, failure to queue for meals, use of abusive languages to fellow students and student councils, petty theft and sneaking out of school. This shows clearly the need for student councils in ensuring high discipline is maintained in the school and that minor offense does not go unpunished, this go all the way to curb the frequency of student unrests in schools.

The students agreed that the student council body is a good tool to represent student's interest in the school management (Messa, 2012). This is due to that fact that student councils are always at the grass route level to understand, discuss and know issues affecting students as they interact with students each passing day. This was credence by the research done by Kyalo, Konari & Njagi (2017), who found out that schools, where student councils were not involved in representing student interest and implementing of school rules, were characterized by high levels of indiscipline leading to student unrests than those schools that involved students in representing their interest and implementing of school rules and regulations.

Chemutai and Chumba (2014), found out in their study that student councils play a good role in solving student unrests in terms of interclass unrests and dormitory unrests, monitoring and supervision of school programmes like preps,

cleaning, reporting on teachers as wells as students lessons attendance and reporting on indiscipline students to the management for further action to be taken against students.

Student participation in the management of their affairs in school enables them to have a good experience to find a lasting solution in a challenging situation that requires setting a good example for others to follow, looking ahead to the future, taking initiative to change the status quo, building teamwork and trust and encouraging others to succeed. This entails distributing authority to different students who have good leadership skills and are in the position to solve and manage student unrests in schools (Kamau, 2017).

2.2.1 Role of Student Councils in Africa

Student councils have always been involved in educational administration. This has been due to the fact that student councils are close to their colleagues and have been trusted with the management of students in school (Mukiti, 2014). They give directions to students, they set the pace for other students in order to attain the set objectives, and they also motivate and inspire other students to ensure good performance in all school activities.

Student councils in South Africa is a body that represents every learner and which they participate in (Naidoo, 2005). The main objective for its establishment was to create a sense of co-responsibility in learners. It provides, an opportunity for learners to participate in decision making regarding the school management. It must liaise and communicates with learners, professional, management and the school. The student councils foster a spirit of mutual respect, good manners and morality amongst learners and most important it must promote and maintain discipline among learners in school.

In South Africa, student councils are also in charge of promoting quality education for all students. They have influence over school decision-making roles and participate in school activities and governance (Duma, 2011). The scholar notes that student councils struggle for educational transformation throughout the country by representing students concerns and welfare on all matters of education. The efforts put in place by student councils are meant to curb the frequency of student unrests in schools.

Student councils in Nigeria are trained through courses and seminars on leadership to be able to manage student unrests (Sabitu 2014). They are trained on effective maintenance of school discipline to curb student unrests. Sabitu (2014) avers that constant leadership seminars for student leaders should be inbuilt in programs which make their administrative skills to be further sharpened. This happens when school principals and student councils meet in an open forum to discuss the roles of student councils in the school. This was corroborated by Kinyua (2015) where it was revealed that common patterns across Scotland schools showed that student councils meet once a month for training on their roles. This study however does not show the influence of student councils on curbing the frequency of student unrests in schools.

In Ghana, student councils ensure and safeguard the general welfare of students by acting as the voice of students, airing their grievances in order to create a conducive academic environment (Alexia, 2014). Student councils in Tanzania are charged with advisory and supervisory roles. For example, the chairperson of the student council is supposed to advise Heads of schools on matters concerning students' affairs and maintenance of discipline. In classes, student leaders control noise and maintain the general hygiene. Outside the class, they control activities such as games, clubs and societies, supervise communal work within the compound,

oversee the organization and life of students in dormitories and ensure that meals are served well and on time (Kambuga & Omollo, 2017). Nzioki (2015) found out in her research that student councils assists in the maintenance of school hygiene and sanitation. School administrators stipulate clearly that student councils have an influence on school management as far as maintenance of hygiene and sanitation is concerned in the school.

In Uganda research shows that fifty students of Blessed Sacrament Kimanya Secondary School in Masaka District were expelled for academic crime and criminal indiscipline such as gambling, smoking marijuana and sneaking out of school to go to the dance halls (Bindhe, 2012). Seventy students in Brainstorm High school were expelled following unrests between the students and teachers overnight roll calls (Kushaba, 2012). This was because teachers had stormed their hostels with canes, whipping them which lead to students defending themselves as they were resisting the roll call taken by teachers after it was reported by student councils of some students sneaking out of school. This implies that student councils were tasked to curb the frequency of student unrests in schools.

Research further has it that in Uganda student councils play dynamic roles where students are allowed to participate in the administration of their own affairs. They control on the punishment of students by teachers and reduce congestion of students in staffroom by representing and communicating students' needs. They also empower students to instill morals amongst themselves by arbitrating cases, in the school court before being referred to the disciplinary committee (Mukiti, 2014).

2.2.2 Role of Student Councils in Kenya

Students' involvement in management is likely to lead to better decisions, to strengthen communication and to understand democracy leadership to better protect

student's welfare and grievances. A study by the United Nations Children's Fund (UNICEF) and the Ministry of Education in Kenya in 2006 revealed that student participation in the daily running of the school was directly linked to better academic performance and less school student unrests in schools (Karanja, 2010). It is out of these benefits and pressures that the government through the policy on devolution ought to involve students in the management of schools (Education Act, 2013). Students are not just the beneficiaries of the school programmes, but they are co-interested parties in raising the quality of their academic programmes.

According to UNICEF and Kenya Secondary Schools Heads Association, a student Council refers to a student body appointed or elected in a school educational institution to be able to represent students' interests and welfare to the school management (KESSHA & UNICEF, 2013). Therefore participation of students in issues that affect them like decision making roles played by student councils should be clearly defined to be able to manage indiscipline in schools (Indimuli, 2012). Simatwa (2012), in his study on the management of student discipline in secondary schools in Bungoma County, Kenya found out that schools witness a varied range of indiscipline problems quite frequently but he doesn't explain how student councils play their roles on curbing the frequency of student unrests in schools.

The idea of student council was born in 2008 when the Ministry of Education, United Nations Children Education Fund and Kenya Secondary Schools Heads Association established Student Councils in schools. The aim was to involve students in decision making on matters that affected them (Cabinet Secretary Education, 2016). The Cabinet Secretary further states that the Ministry will allocate a budget fund for the student councils as they play a critical role in schools. The Ministry of Education developed the Sessional paper no. 14 (2012) and the Basic Education Act

(2013) which stipulated the role of student councils in the management of their institutions. Student councils voice students' grievances, participate in decision-making process, guide and counsel students under drug abuse, and represent students. All these efforts were geared towards managing student unrests in schools.

The Kenya Secondary School Student Council of 2009 empowered student councils to; represent views of students, promote good communication, contribute to the development of policies, link students with management and participate in decision making (KSSSC, 2009). The representation role played by student councils involves airing grievances on matters affecting students. Mukiti (2014), found out that it is important to democratize the running of schools and decision making. School management should avoid chest thumbing and making a decision that has a very major impact to the students without consulting and involving them, meaning that if student councils are effectively involved in school management there will be good discipline and behavior in schools hence smooth running of the school.

Murage (2014), in her study found out that the functions of the student councils according to students were to represent the views of students, to organize events for students, help students to settle in and take on special projects such as improving lockers facilities, involvement in an anti-bullying structure and assisting students with special needs in school.

According to Mutua (2014), the main concerns of students are lack of entertainment, poor meals, poor hygiene, strict rules and regulation, teachers missing lessons and poor lighting in schools. Although Student Councils have been embraced student unrests still continue. It is on this basis that the researcher sought to establish

the influence of roles played by student councils in curbing the frequency of student unrests in public Boys Boarding Secondary Schools in Elgon sub-county, Kenya.

2.3 Decision Making Roles Played by Student Councils in Relation to Student Unrests

Student participation in decision making refers to the effort of student representative bodies such as school council, student parliament and prefectural body. It encompasses all aspects of student life like decision-making, communication and where students have a say, informally through personal negotiation as well as formally through purposely created structures and mechanisms (Kyalo, Konari & Njagi, 2017).

In the United Kingdom, student councils link school administration with students as they have authority over learners in decision-making (Arekenya, 2012). This view is corroborated by Wambulwa (2004) who states that the involvement of student councils in school management, through decision making results in an improved school environment. They participate in decision making by giving views, negotiation and collective dialogue between students and administration (Nzioki, 2015). The link between learners and school administration leads to good decision making and upholding of discipline because learners give opinions about how they should be disciplined.

Fitzpatrick (2006) maintains that the skills in collaboration, participation, initiative, expression, listening to and understanding many voices and many cultures, inherent to the emerging democratic, post-industrial societies often are neglected in schools. Research indicates that students prefer participative decision-making and want to contribute meaningfully to the generation of the school code of conduct, structures and issues concerning school magazines (Schimmel, 2003). No study has

been conducted to establish the influence of decision making roles played by student councils on curbing the frequency of student unrests in schools.

Okonji (2016) explored areas that relate specifically to the involvement of student councils like the student's ability in the mediation process. Whenever there is conflict in schools, student councils have the ability to understand the school process and conduct themselves appropriately having developed emotional maturity to represent students. Okonji (2016) found out that 75% of schools agreed that student councils ensure that rules are followed. Therefore, they should participate in formulating rules and regulation, governing dressing within the school, the performance of manual work and sitting arrangement in class.

Student participation in decision making is hampered by fear of intimidation from administrators, delays in effecting student suggestions, lack of avenues where students can effectively participate and that some administrators blamed student councils for creating student unrests in schools (Kinyua, 2015). In Kenya, Simatwa (2012), notes that student councils in Bungoma County should have opportunities to represent students beyond student-related issues and extend to wider concerns like rules and regulations. No study has been conducted to establish the influence of decision making roles played by student councils on curbing the frequency of student unrests in schools.

Huddleston (2007), was of the opinion that there is a propensity among teachers and school managers to define issues affecting students narrowly without taking into consideration student concerns. Student's negotiation and decision-making are always limited to aspects of school life that affect students only and which have no immediate impact on them, such as playgrounds, toilets and lockers. This implies

that student councils are always left out of decision making process and no study has been conducted to establish the influence of decision making roles played by student councils on curbing the frequency of student unrests in schools.

Student councils participation in school management requires active involvement in school-based decision making process. This means that students actively participate in the operations and management of the schools. If decisions are made closer to the users, better decisions are made and greater achievements are realized (Nzioki, 2015). Nzioki (2015) further observes that student participation refers to collective decision making at school or class level and to negotiation between students and other decision made. Effective participation of all management members of school lead to high performance in all levels of management but when students are left on their own without being involved in decision making there will be a lot of student unrests in schools.

2.4 Communication Roles Played by Student Councils in Relation to Student Unrests

Communicating student grievances refers to the process where student councils gather and present views of their fellow students to school management. Glover (2015) noted that student councils hold forums with principals periodically to address issues affecting students in the respective schools. The forums are strictly for student council members and principals. They help in communicating student interest like poor meals, lack of entertainment in school, lack of pavement in schools, lack of water, poor coverage of syllabus and leaking roofs. Okonji (2016), in the study of the influence of institutional factors on student councils involvement in public secondary school management in Emuhaya Sub-county, Vihiga County Kenya found out that student councils use suggestion boxes, bulletins, assembles, school magazine, class

meeting, house meeting and open forum with principal as communication channels to air student concerns.

Effective principals have learned to use student councils as a vehicle to share their vision for school and expectation. Student councils effectively communicate principals' goals to students (Glover, 2015). The essence of student councils is therefore to communicate with principals and students. Student councils create structures and mechanism to represent student views and that representing student welfare matters will create a good working environment suitable for learning which may in turn reduce cases of student unrests in schools (Nzioki, 2015). Arekenya (2012) noted that student councils play a good communication role in making sure that students' welfare is taken care of. For example, student councils ensure that students get permission to be out of class during lessons whenever they are sick or are engaged in other activities like cleaning of the school. No study has been conducted to establish the influence of communication roles played by student councils in curbing the frequency of student unrests in schools.

A major limitation for effective and meaningful students' participation in communication has been the lack of appropriate structures. The students' councils are the leadership structures established in secondary schools, where students have been given a voice to communicate complaints and be heard to be able to manage students in schools (Mulwa, 2011).

According to NACADA (2008), students in Nyeri High School attacked and killed members of the student council in 1999. This is because they suspected that student leaders would communicate to the principal the role they played in causing student unrests. KSSHA/UNICEF (2010), reported that student councils help in

projecting student voices and opinions to school management which promote the general welfare of the students at the school level. It further points out that student councils interact more with students and know their needs best and that this helps the school to act fast in meeting the demands of students. No study has been conducted to establish the influence of communication roles played student councils in curbing the frequency of student unrests in schools.

Schools should build necessary frameworks and Communication opportunities where student councils can develop. This school administration should put in place good communication method in schools to ensure a smooth two-way flow of information to all student councils, students, and teachers and support staff (Muli, 2012). Kiprop (2012) found out that limited communication between students and the management is the main cause of indiscipline case. This was affirmed by Kyalo, Konari & Njagi (2017), who found out that lack of student's involvement in the formulation of school rules and regulations in schools is regarded as a total problem to the administration, teachers, parents and the entire society. This is because student council are seen as immature and lack awareness to handle student welfare.

2.5 Disciplinary Roles Played by Student Councils in Relation to Student Unrests

Gorton & Alstan (2009), asserts that student councils play a key role in resolving conflicts among learners and promoting cohesion among students for peaceful learning environment be it in the dormitory, classroom, field, library or dining hall. This is corroborated by MoE (2010), which maintains that student councils should be used to detect any bullying alongside other small crimes in school.

Mutua (2014), notes that discipline molds behavior, character and expectation for students to adhere to the occasional correction and to reform behavior. This is done by reporting and punishing students who participate in acts of indiscipline. Such

students are punished by asking them to clean toilets, wash dining hall, sweep classrooms, weed the compound, kneel or collect liter.

Jeruto and Kiprop (2011), argue that student councils participation in school management through communicating student needs, representation and participation in decision making on issues affecting students in schools. Student councils play a key role in effecting disciplinary actions like punishing latecomers, making indiscipline students to kneel or collect litter in the school compound. In Kenya, Kinyua (2015), found out that student councils can be said to effectively manage student unrests in schools when they successfully iron out problems, make recommendations and to change things like uniforms, break times, meals, harsh policies and poor hygiene in schools. KESSHA (2013), however found out that most principals rarely respond to students demands and student activism; instead they do call in the police officers, criminalizing student leaders, arresting them or banning of the student bodies instead of allowing dialogue.

However, student councils used by the school managements to oppress other student will not be supported by students; they will be considered as traitors and ineffective (Ogol & Thunguri, 2017).

Simatwa (2012), noted that student councils have a chance to play a part in disciplining students. They improve student welfare through formulation and implementation of guidelines in schools. In his view, this will give learners an opportunity to adhere and conform to school rules and regulations. Kirera (2015), observed that student councils disciplinary actions create efficiency and orderly operation in schools as it improves communication, discipline and guidance and counseling in schools. He further points out that these student councils give guidelines

to the rest of the students by setting objectives and proposing what should be done in order to meet the set rules and regulations. MoE (2010), reports that student councils have special roles like punishing of minor offenders, manning queues during meal time, maintaining order in the hostel, library, recovering lost items and during school functions. No study has been conducted to establish the influence of disciplinary roles played by student councils in curbing the frequency of student unrests in Kenya.

Mukiti (2014), found out that those principals who involved student councils in several representational obligations like reporting student's grievances to the management; supervising preps around the study areas such as the library and laboratories, areas for group discussion, classrooms and other common halls often experience minimal student unrests.

According to Ogol and Thunguri (2017), most principals are threatened by student councils. Some consider members of student councils as lesser beings, not worthy reasoning with. Student councils are seen as immature. They lack awareness to handle student welfare.

2.6 Guidance and Counseling Roles Played by Student Councils in Relation to Student Unrests

Guidance and counseling is the power in education along with instructions which is an integral part of the educational system. Guidance and counseling programmes for students are intended to address the physical, emotional, psychological and educational difficulties experienced by any adolescent student which complements learning in a classroom and enhance the academic performance of students (Mikaye, 2012). Discipline is part of a very long belief that may have been from the beginning of human existence. It is through guidance and counseling that school administration can manage student discipline. Discipline is an ingredient that

plays a fundamental role in the school system and insists on upholding the moral values of students. It is expected to suppress, control and redirect behavior in a school system, all students must be aware of the rules before disciplining action can be taken against them.

Guidance and counseling began in America as a reaction to changes in the industrialized society (Nduthuh 2015). Padilla (2012), is of the view that guidance and counseling is a positive procedure that emphasizes and rewards good behavior, instead of punishing bad behavior. This service helped students overcome challenges experienced at school. Student Councils also guide and counsel students who misbehave before they are reported to the school administrations. According to Kirera (2015), the success of student councils in managing student unrests can be solved when school principals support student councils by dedicating an advisor who would induct them on how to carry out peer counseling so that they can understand their responsibilities and roles.

Guidance and counseling are regarded as a substitute method of dealing with indiscipline of the students who are in adolescent stage rather than punishing and whipping, which is characterized by identity crisis, rebellion against authority and tending to deny within, this causes them to respond to peer pressure (Mikaye, 2012). This was agreed by Murage (2014), who said student headship at the secondary school level is of critical significance. High school students mainly consist of adolescents and thus it is important for teachers and stakeholders to understand the behavioral impulse associated with the stage.

The importance of having peer counselors in each class is to give direction to the rest of the students and to support them where necessary. Although student councils are expected to give peer guidance and counseling, instead of policing students, most of them have inadequate knowledge and skills in counseling and as such are not well equipped in handling issues like drug abuse, HIV/AIDS, hatred, isolation and open criticism from other students leading to student unrests in schools (UNESCO, 2012).

In Kenya, guidance and counseling was recommended in the Gachathi Report of 1976, Kamunge Report of 1988, Presidential Committee on Students' Unrest and Indiscipline in Kenya Secondary School of 2001 all of which suggested that universities should establish relevant courses to help teachers to acquire knowledge in guidance and counseling. These reports were implemented and student councils were given roles to play in guiding and counseling students as a way of managing student unrests in schools (Kiprop, 2012). No study has been conducted to establish the influence of guidance and counseling roles played by student councils on curbing the frequency of student unrests in Kenya.

The Kamunge Report (1988), The Report of the Presidential Workshop Party on Education and Manpower Training emphasized the importance of guidance and counseling of students in secondary schools which is essential in helping students in identification of their individual interests and the correction of behavior to enable them to have awareness of how to face realities of life.

KSSHA/UNICEF (2010), noted that student councils tackle indiscipline, unrests and bullying by inculcating good morals in students through their leaders. Student councils act as peer teachers and that they guide and counsel students who are not following set rules and regulations. Muli (2012), notes that in the adolescent stage, growth and development creates confusion. Students at this stage will explore the

world around them. They will begin to smoke, drink alcohol and abuse drugs, strike and give in to peer pressure. Muli (2012), further notes that student councils are used as peer teachers so as to advise and direct students who are involved in drug and substance abuse. They create self-esteem and respect among students. No study has been conducted to establish the influence of guidance and counseling roles played by student councils in curbing the frequency of student unrests in Kenya.

Good management practice demands that part of the responsibility of guiding and counseling students be delegated to student councils as a way of preparing them for their roles as future leaders (Kirangari, 2014). It can be inferred that assigning this role would then free teachers to attend to other serious duties while empowering student leaders to be responsible and accountable for the welfare of their colleagues.

Karanja & Bowen (2012), asserts that student councils that undergo peer counseling are more likely to be confident in handling students and tend to be more skillful and persuasive as they relate to students. They also identify learners with problems and refer them to the teacher counselor like stress, depression, sneaking and bullying.

Peer counseling has many advantages for students, student councils and the whole school community. This is due to the fact that the counselee is given the opportunity to emulate someone whom she/he reached out to. The student councils or students are given the opportunity to develop coping skills. This also enhances the clients feeling of self-worth, affiliation, recognition as well as raising their level of information since they are able to identify with a counselor who listens and empathizes with them (Yambo & Akinyi, 2015).

According to NACADA (2008), schools are affected by trafficking of drugs like bhang, cocaine and heroin and these students are being used in this trade. Many adolescents take drugs out of curiosity or due to peer influence. It is therefore important to get peers to influence them against doing the same. Student councils should act as peer counselors. However, no study has been conducted to establish the influence of guidance and counseling roles played by student councils in curbing the frequency of student unrests in Kenya.

2.7 Theoretical Framework

2.7.1. Social System Theory

The research adopted the Social System Theory of Alexander and Stanley (1998). It is the interdisciplinary study of systems in general, with the objective of elucidating values that can be applied to all categories of systems at all points. Social system theory explains, predicts and describes organizational behavior in an institution which has different units interacting and inter-dependent in carrying out their roles to achieve a common course. A "system" may be described as a complex of interacting components together with the relationships among them that permit the identification of a boundary-maintaining entity or process Alexander and Stanley (1998). Institutions like schools are organizational systems that have students, teachers and non-teaching staff who form sub-system and managed by supra-system like principal and Board of Management. All these sub-systems perform unique but complementary roles to attain common goals like transforming the input (students) into finished products with skills, knowledge and values. Kinyua (2015), noted that sub-systems play unique and complementary roles to attain the goals of the same system. The Principal occupies a higher rank while student councils occupy lower ranks but they all play a role in the system.

Mutua (2014), notes that schools are essentially living systems and that they can't survive without people. Schools have different departments, committees and student councils who interact and are inter-dependent. Social systems ensure that the organization is working to maintain an equilibrium which is attained through interaction and interdependent of its members. The malfunctioning of one system leads to negative effects on another system for instance if student councils can't effectively play their role on curbing student unrests, it may lead to the destruction of school property, student unrests and loss of life (Fish, 2005). It can be inferred that school Principals play the roles of coordination, planning, communication, supervision and facilitating of activities of the entire system. Clear roles and goals should be defined to achieve set objectives in schools. Principals have a duty to delegate some of the responsibility to student councils to curb student unrests. Discipline transforms behavior and creates conformity to the rules of a system and advantage of systems theory is its potential to provide a trans-disciplinary framework for a simultaneously critical and normative exploration of the relationship between our perceptions and conceptions and the worlds they purport to represent (Alexander and Stanley, 1998). This shows that schools as systems have to instill discipline, skills, values and knowledge to enable students to conform so as to reduce student unrests. Schools are social systems with subsystems such as the Student Councils must perform their roles effectively for the entire system to be functional.

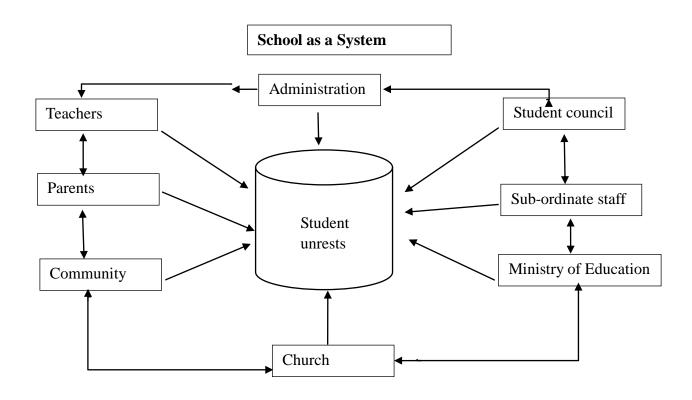


Figure 1: The Social Systems Theory (Source; Alexander & Stanley, 1998)

2.8 Conceptual Framework

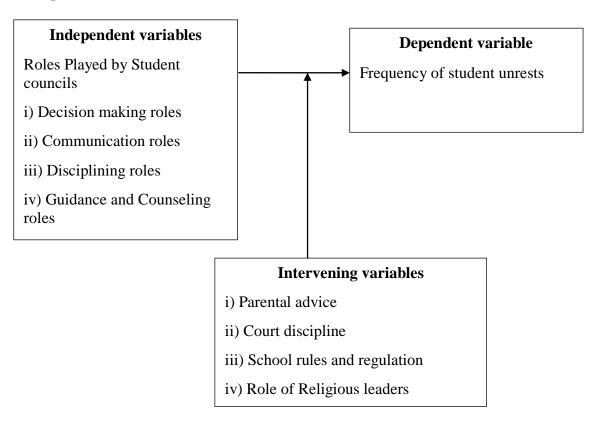


Figure 2: Influence of Role played by Student Councils in Relation to Frequency of Student Unrests in Secondary Schools

The conceptual framework outlines the dependent, independent and intervening variables as discussed in the literature review. Student councils have to manage student unrests by communicating student needs. They also discipline students how do not adhere to set rules and regulations. They guide and counsel student to follow set rules and regulations. They participate in decision making by representing students in policymaking. The dependent variable is the frequency of student unrests. Independent variables are roles played by student councils in communicating welfare concerns, disciplining, decision making and guidance and counseling.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the research design, location of the study, study population, sample size and sampling technique, instrumentation, pilot study, validity and reliability of the instrument, data collection procedure and methods of data analysis. It also presents ethical considerations.

3.2 Research Design

This study adopted a survey research design where the researcher interacts naturally with respondents and records observation without undue influence (Kothari, 2011). A survey is a method of collecting information by interviewing or administering questionnaire to a sample (Kothari, 2011). The descriptive research outlines the state of affairs as it exists. The researcher has no control over any variable but reports what happens in the field of study. It is a method for collecting information about peoples' attitudes, opinions, habits or any social issues that form part of the objectives of the study (Mugenda & Mugenda, 2012). This design was suitable for this study because the data collected was not manipulated.

3.3 Location of the Study

The study was conducted in Elgon Sub-county, Bungoma County, Kenya. Major topographical features of the Sub-county include; rivers, valleys and arable soils with mixed farming of cash crops, subsistence farming and dairy farming. Elgon sub-county boarders Uganda on the north and western side while Trans Nzoia County is on the East and Bungoma town on the South. The sub-county occupies a total area of 936.75 km2 with Mt. Elgon forest covering 609.6 km2 (IEBC 2017). Elgon sub-county experiences equatorial climate with long rains between March and September,

short rains occur from October to December. Elgon Sub-county has 30 secondary schools; 3 boy's boarding schools, 3 girl's boarding schools, 7 mixed boarding school and 17 mixed day schools (Sub-county Education Officer, 2017). Elgon sub-county was selected because of the high numbers of student unrests reported in the public boys boarding secondary schools.

3.4 Population of the Study

The population of a study refers to the number of people, events and objects to which the researcher wishes to generalize its findings on (Kiio, 2015). The population of the study was 30 secondary schools in Elgon Sub-county (SCDE, Statistic Department, 2017). The study targeted 828 respondents (750 students and 78 members of student councils).

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling Procedures

Sampling is the process of selecting subjects in order to draw conclusions about the entire population (Orodho, 2012). The study used multistage sampling technique. From the onset, purposive sampling method was used to pick the three public boys secondary schools because they are the only public boys boarding secondary schools in the sub-county (SCDE, Statistic Department, 2017). Proportional sampling technique was then used to sample respondents from the categories of students in forms 3 and 4 who have been in school for a long period and members of student councils.

3.5.2 Sample Size

Brook (2013) and Jwan (2010) observe that a descriptive study should sample between ten to thirty percent of the population. The study used purposive sampling to select respondent from the three (3) public boys boarding secondary schools that were

involved in student unrest in Elgon Sub-county. Student councils should be composed of 24 student leaders (UNICEF/KSSHA, 2013). The sample sizes were: 254 students and 66 student council members with the help of Krejcie and Morgan Table. There were a total of 320 respondents. The actual proportion for each school was arrived at using the proportional sampling technique. School A had 85 students and 22 members of student councils. School B had 81 students and 20 members of student council. Finally, School C had 88 students and 24 members of student council. This is presented in table 2.

Table 2: Sample Size

| Population. | Target population. | Sample size. | Percentage. |
|-----------------|--------------------|--------------|-------------|
| Students. | 750 | 254 | 34% |
| Student council | 78 | 66 | 85% |
| members. | | | |
| TOTAL | 828 | 320 | |

Table 3: Actual Proportional Allocation of Respondents

| School | Students | Members of student councils |
|----------|----------|-----------------------------|
| School A | 85 | 22 |
| School B | 81 | 20 |
| School C | 88 | 24 |
| TOTAL | 254 | 66 |

3.6 Instrumentation

Orodho (2012) defines a questionnaire as an instrument to collect data which measures for or against a particular point of view. The study generated Students' Questionnaire and Questionnaire for Members of Student Councils as research instruments. Questionnaires take a short time to fill, to analyze and allow uniformity and comparability (Kothari 2011). Closed-ended items with Likert items of a 4-point

response scale were used to collect information. The figures were represented as follows: 4- Never, 3- Sometimes, 2- Frequently and 1- Always. The Questionnaire had five sections: Biodata section, section A which addressed decision making roles played by student councils; section B which looked at communication roles played by student councils; Section C which focused on disciplinary roles played by student councils; Section D which assessed guidance and counseling roles played by student councils and Section E that focused on frequency of student unrests in schools.

3.6.1 Pilot Study

This involves administering research instruments to a small representative sample, identical to the actual sample. Questionnaire was administered to 20 students and 20 members of student councils in Lugari Sub-County and Kakamega County who had experienced student unrests and but were not part of the sampled population. Piloting was done to show deficiencies, unclear directions, wrong phrasing and vague or ambiguous items which were then corrected before the actual study.

3.6.2 Validity of Instrument

Validity refers to the degree to which an instrument measures what it is supposed to measure. It ensures that research instruments are relevant to the study objectives. According to Jwan (2010), validity refers to the degree to which the empirical measure or several measures of the concept accurately measure the concept. Experts in the area of education management subjected the items to scrutiny to eliminate items which were irrelevant to the content. Supervisors were instrumental in scrutinizing the instruments to ensure high levels of content validity.

3.6.3 Reliability of Instrument

Reliability is the measure of the degree to which a research instrument yields same results after repeated administration (Orodho, 2012). To determine the reliability

of the instruments of a study, Fraenkel & Wallen (2012) and Bryman (2012) agree that the number of items on the test, the mean and the standard deviation be tested for reliability. A test is reliable if it yields consistent results when administered repeatedly to the same persons. A reliability coefficient of 0.7 and higher is acceptable to reflect internal reliability of the instrument (Kothari, 2011).

In this study, the researcher used test retest method of determining reliability of research instrument. A test was given to the same individuals on two occasions and correlation was made. The formula for PPMCC was:

$$r_{xy}=n \frac{(\sum x \ y) - (\sum x) \ (\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2 \times n(\sum y^2)) - (\sum y)^2]}}$$

Where: n = number of scores

= sum of y scores

 $\sum x_{=\text{sum of x scores}}$

 $\sum xy_{=\text{sum of paired scores products}}$

 $\sum x^2$ = sum of squared x scores

 Σy^2 = sum of squared y scores

To measure the internal reliability (consistency of data) the researcher used Cronbach's alpha test (K-R20) formula.

$$\alpha = KR20 = k (S^2 - \Sigma s^2)$$

$$S^2 (k-1)$$

Where k = number of items in the instrument; S2 = variance of all scores; s2 = variance of individual items. The advantage of using Cronbach's alpha formula of assessing the reliability of instrument is that it enables the researcher to correlate the

variables under study. Bryman (2012) adds that reliability is fundamentally concerned with issues of consistency and stability of measures. This shows that the respondents' scores on any one indicator tend to be related to their scores on the other indicators. A computed alpha coefficient will always vary between 1 (denoting perfect internal reliability) and 0 (denoting no internal reliability). A reliability coefficient of 0.7 and higher is preferred to reflect internal reliability of the instrument (Kothari, 2011).

After two weeks the researcher re-administered the same questionnaires to the same group to establish the degree to which the same result could be obtained with a repeated measure of accuracy. The scores obtained from the first and second test were analyzed using SPSS version 21 and presented in the table 4.

3.6.4 Test-re-test Reliability of instruments

To measure for external reliability of the instruments, Test-re-test was computed and presented in Table 4.

Table 4: Test Re-Test Reliability

| Variable | N | Pearson (r) | <i>p</i> -value | Decision |
|--|----|-------------|-----------------|----------|
| Decision making roles played by student councils | 32 | 0.766** | 0.000 | Reliable |
| Communication roles played by student councils | 32 | 0.832 | 0.000 | Reliable |
| Disciplinary roles played by student councils | 32 | 0.743** | 0.000 | Reliable |
| Guidance and counseling roles played by student councils | 32 | 0.761** | 0.000 | Reliable |
| Frequency of student unrests | 32 | 0.796** | 0.000 | Reliable |

It can be noted that 32 respondents were used in piloting exercise. The Pearson correlation was conducted to determine external reliability. The findings in Table 4 shows that items related to Decision Making Roles, Communication Roles, Disciplinary Roles, Guidance and Counseling roles and the Frequency of student unrests were all reliable. Bryman (2012) adds that reliability is fundamentally

concerned with issues of consistency and stability of measures. This shows that the respondents' scores on any one indicator tend to be related to their scores on the other indicators.

3.6.5 Cronbach Alpha Reliability

To measure for internal reliability of the instruments, Cronbach alpha method was used. The findings are presented in Table 5.

Table 5: Cronbach Alpha Reliability

| Variable | No of items | Cronbach alpha | Decision |
|---|-------------|----------------|----------|
| Decision making roles played by student | 10 | 0.743 | Reliable |
| councils | | | |
| communication roles played by student | 10 | 0.734 | Reliable |
| councils | | | |
| Disciplinary roles played by student | 10 | 0.713 | Reliable |
| councils | | | |
| Guidance and counseling roles played by | 10 | 0.709 | Reliable |
| student councils | | | |
| Frequency of student unrests | 7 | 0.858 | Reliable |

Cronbach reliability produced a value above 0.7 implying that the instruments were reliable for data collection data. A reliability coefficient of 0.7 and above is preferred to reflect the internal reliability of the instrument (Kothari, 2011).

3.7 Data Collection Procedure

The researcher obtained a letter from the Institute of Postgraduate Studies of Kabarak University and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Thereafter, the researcher obtained permission from the County Director of Education Bungoma (CDE) and Sub-county Director of Education Officer (SCDE) in Elgon sub-county to undertake the study. With these documents, the researcher further visited schools to seek permission from head teachers to administer questionnaires before actual data collection. The researcher personally administered and collected the questionnaire from students and members of student council after a day of administering.

3.8 Data Analysis

Data analysis is the process of systematically arranging data collected by instruments from the field with the aim of increasing understanding of the phenomenon under investigation and for answering research questions (Orodho, 2012). Data obtained from the questionnaire was analyzed using tools in the Statistical Package for Social Science (SPSS) version 21. Descriptive Statistics namely; means, frequencies and percentages were computed. Pearson Product Moment Correlation Coefficient was use to show extent and nature of relationships between the variables. Results were presented in tables. Table 6 summarizes statistics that were computed.

Table 6: Statistical Analysis Table.

| • | ision making roles | Frequency of | PPMCC, t -statistics |
|------------------------------------|---------------------------------|------------------------------|--|
| | red by SCs | student unrests | and f -statistics |
| | nmunication roles red by SCs | Frequency of student unrests | PPMCC, t -statistics and f -statistics |
| | ciplinary roles ved by SCs | Frequency of student unrests | PPMCC, t- statistics and f- statistics |
| Research Question Guid 4 cour by S | nseling roles played | Frequency of student unrests | PPMCC, t- statistics and f- statistics |

Data were analyzed using quantitative methods. Quantitative data from close-ended questionnaires were coded and entered into electronic spreadsheets with the help of tools in the Statistical Package for Social Sciences Computer Program. An analysis was done to compute descriptive and inferential statistics. Analyzed data were presented in the form of the tables.

3.9 Ethical Considerations

Ethics in research gives guidelines on how the researcher should create rapport with the respondents during a research process (Kiio, 2015). These guidelines ensure that the research is carried out in the best interest of the respondents. Informed consent was obtained from the respondents. This is because respondents should have full authority to choose to either participate or not in the study after clarifying the purpose of the study (Silverman, 2011). Besides, confidentiality gives participants the right to privacy (Cohen & Morrison, 2000). This was achieved where respondents anonymously responded to the questionnaires, they did not write their names on the questionnaire. The researcher explained any possible risk involved in participating in the study and assured respondents of confidentiality in the treatment of information obtained from them.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents the findings, data analysis, interpretation and discussion according to the objectives. The purpose of this study was to establish the influence of student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya.

4.2 General and Demographic Information

4.2.1 General Information and Response Rate

The questionnaire was distributed to 66 student council members and 254 students of Forms Three and Form Four in all the three schools. Analysis revealed that 318 questionnaires were returned, constituting a response rate of 99.0%. This response rate was sufficient. Creswell (2009) observes that a response rate of more than 75% was adequate for analysis.

4.2.2 Demographic Data

The study sought to know the distribution of demographic information of students and members of student councils which included respondents, creation of student councils and frequency of student unrests. The information was useful in order to know the type of respondents the researcher was dealing with.

4.2.3 Student Respondents

Responses from students about their role were duly analyzed and shown in Figure 3.

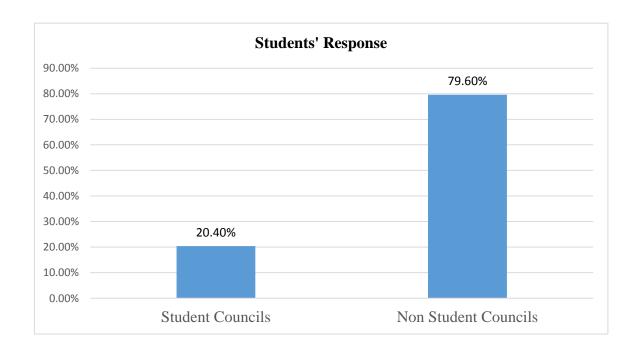


Figure 3: Student Responses

It was observed that the responses from the student councils were 20.4% while the majority, the non-student council members were 79.6%. Despite their small number, student councils had the task of presenting students' interests to school administration. They also act as role models, promote ethics and maintain standards of discipline in schools (Ndung'u & Kwasira, 2015).

4.2.4 Creation of Student Councils

An analysis was conducted to determine how student councils were created in schools. Table 7 illustrates the findings.

Table 7: How Student Councils were created in Schools

| Variable | Frequency | Percent |
|----------------------------|-----------|---------|
| Appointed by the principal | 34 | 10.7 |
| Appointed by teachers | 148 | 46.5 |
| Elected by student | 136 | 42.8 |
| Total | 318 | 100.0 |

Table 7 indicates that 46.5% of the respondents maintained that student councils were appointed by teachers; 42.8% affirmed that Student Councils (SCs) are elected by students; 10.7% reported that they were appointed by the principals. The

results revealed that student councils were largely appointed by teachers. Students should be given chance to participate in electing their leaders as the country is governed by democratic and participatory leadership. Elsewhere, Messa (2012) notes that student leaders should not be appointed by head teachers. This means that members of student councils should be elected by other students. According to the respondents (57.2%), members of student councils in Elgon Sub-county are either appointed by teachers or principals. Appointing student leaders is done according to their ability to represent students' interest to the school management (Keziah, 2013)

4.2.5 Frequency of Student Unrests during the Last Three Years in the Schools under Study (2014-2017)

The study sought to get information from respondents regarding frequency of student unrests in the three schools during the period 2014-2017. The results are presented in the Table 8.

Table 8: Frequency of Student Unrests Reported in All Schools

| Variable | Frequency | Percent | | |
|-------------|-----------|---------|--|--|
| 1-2 | 42 | 13.2 | | |
| 3-4 | 87 | 27.4 | | |
| 5-6 | 114 | 35.8 | | |
| 7-8 | 49 | 15.4 | | |
| 9 and above | 26 | 8.2 | | |
| Total | 318 | 100.0 | | |

Table 8 shows that 35.8% of respondents experienced 5-6 student unrests in their schools during the period 2014-2017. Others unrests were as follows: 3-4 times (27.4%); 7-8 times (15.4%); 1-2 times (13.2%) while 9 times and above were 8.2% of the respondents. Five to six student unrests reported by 35.8% indicate that unrests are too many in Elgon Sub-county. From the findings it can be observed that all public boys boarding secondary schools in Elgon Sub-county experienced numerous indiscipline problems, such as the burning of school property, public demonstration,

boycott attending lessons, boycott eating meals, refuse to do manual duties and boycott joint exams as forms of student unrests.

4.3. Decision Making Roles Played by Student Councils on Curbing the Frequency of Student Unrests

The first objective of this study was to establish the influence of decision making roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon sub-county, Kenya. Ordinary students and student council members were asked to indicate the extent to which they agree with statements related to student councils participation on decision making roles in schools. There was a Likert scale 4- Never, 3- Sometimes, 2- Frequently and 1- Always.

Analyses were conducted to determine students' perceptions of decision making roles played by student councils in their schools. Table 9 presents the findings.

Table 9: Descriptives for Decision Making Roles played by Student Councils

| A | F | S | N | Mean | SD |
|-------|--|--|---|---|--|
| 2 2% | 17.6% | 2.5% | 77 7% | 3 56 | 0.86 |
| 2.2/0 | 17.070 | 2.5 /0 | 77.770 | 3.30 | 0.00 |
| | | | | | |
| 0.6% | 0.3% | 1.3% | 97.8% | 3.96 | 0.23 |
| | | | | | |
| | | | | | |
| 0.3% | 0.9% | 2.8% | 95.9% | 3.94 | 0.30 |
| | | | | | |
| | | | | | |
| 1.6% | 18.9% | 39.0% | 40.6% | 3.19 | 0.79 |
| | | | | | |
| | | | | | |
| 2.5% | 0.3% | 39.0% | 58.2% | 3.53 | 0.64 |
| | | | | | |
| | | | | | |
| 3.5% | 0.0% | 18.9% | 77.7% | 3.71 | 0.64 |
| | | | | | |
| | | | | | |
| 2.2% | 0.3% | 77.4% | 20.1% | 3.15 | 0.52 |
| | | | | | |
| | | | | | |
| 0.9% | 56.9% | 19.8% | 22.3% | 2.64 | 0.84 |
| | | | | | |
| | | | | | |
| 0.6% | 0.0% | 19.5% | 79.9% | 3.79 | 0.45 |
| | | | | | |
| | | | | | |
| 1.6% | 0.0% | 20.4% | 78.0% | 3.75 | 0.53 |
| | | | | | |
| | | | | | |
| | | | | 3.42 | 0.34 |
| 318 | | | | | |
| | 2.2% 0.6% 0.3% 1.6% 2.5% 2.2% 0.9% 0.6% 1.6% | 2.2% 17.6% 0.6% 0.3% 0.3% 0.9% 1.6% 18.9% 2.5% 0.3% 3.5% 0.0% 2.2% 0.3% 0.9% 56.9% 0.6% 0.0% | 2.2% 17.6% 2.5% 0.6% 0.3% 1.3% 0.3% 0.9% 2.8% 1.6% 18.9% 39.0% 2.5% 0.3% 39.0% 3.5% 0.0% 18.9% 2.2% 0.3% 77.4% 0.9% 56.9% 19.8% 0.6% 0.0% 19.5% 1.6% 0.0% 20.4% | 2.2% 17.6% 2.5% 77.7% 0.6% 0.3% 1.3% 97.8% 0.3% 0.9% 2.8% 95.9% 1.6% 18.9% 39.0% 40.6% 2.5% 0.3% 39.0% 58.2% 3.5% 0.0% 18.9% 77.7% 2.2% 0.3% 77.4% 20.1% 0.9% 56.9% 19.8% 22.3% 0.6% 0.0% 19.5% 79.9% 1.6% 0.0% 20.4% 78.0% | 2.2% 17.6% 2.5% 77.7% 3.56 0.6% 0.3% 1.3% 97.8% 3.96 0.3% 0.9% 2.8% 95.9% 3.94 1.6% 18.9% 39.0% 40.6% 3.19 2.5% 0.3% 39.0% 58.2% 3.53 3.5% 0.0% 18.9% 77.7% 3.71 2.2% 0.3% 77.4% 20.1% 3.15 0.9% 56.9% 19.8% 22.3% 2.64 0.6% 0.0% 19.5% 79.9% 3.79 1.6% 0.0% 20.4% 78.0% 3.75 3.42 |

Key: A=Always; F=Frequently; S=Sometimes; N=Never; SD=Standard Deviation

Only 17.6% reported that student councils frequently participate in decision making on matters regarding bullying in school. It was noted that 77.7% of respondents maintained that student councils never participated in decision making

regarding bullying in schools (mean of 3.56 and a standard deviation of 0.86). This implies that student councils have minimal participation in decision making on matters regarding bullying in schools. This could have an influence on student unrests.

Additionally, 97.8% asserted that student councils never participate in decision making regarding the number of exams administered in school with only 1.3% reporting that student councils sometimes participate in decision making on numbers of exams administered (mean of 3.96 and a standard deviation of 0.28). According to the Education Act (2013) only school teachers and Quality Assurance Officers (QASO) are charged with the specific roles of conducting assessment in schools, oversees examination (both internal and external), syllabus coverage, curriculum development and implementation.

Similarly, 95.9% of respondents averred that student councils never participate in decision making regarding easing of congestion in dormitories in school. Only 2.8% reporting that student councils sometimes participated in decision making on matters related to congestion in dormitories (mean of 3.94 and standard deviation of 0.30). It can therefore be concluded that members of student councils rarely participate in decision making on matters related to congestion in dormitories leading to the high number of student unrests in Elgon Sub-county. Kamau (2017) states that student participation in management of their affairs in school enables them to have a good experience to find a long-term solution to challenging situation in schools to be able to prosper in academics. It's important that students are involved in the decision-making process to curb the frequency of student unrests in schools.

Furthermore, only 39.0% of respondents noted that student councils sometimes participated in decision making on the matter of time of provision of meals

in school. 40.6% reported that student councils never make decisions on time of provision of meals in school (mean of 3.19 and a standard deviation of 0.79). This could cause high frequency of student unrests in schools.

Up to 58.2% reported that student councils never participated in decision making on matters regarding nonattendance of lessons by teachers. Only 39.0% of respondents reported that student councils sometimes participated in decision making on the same matters (mean of 3.53 and standard deviation of 0.64). Lack of chance to participate on such decisions could lead to student unrests in Elgon Sub-county. Aggrawal (2007) in another research study also found out that student councils did not participate in matters related to the conduct of examinations, evaluation of students performance, the appointment of teachers and teacher lesson attendance, which made students to resort to unrests. This could prompt students to resort to unrests in schools.

The findings in table 9 further shows that student councils sometimes participate in decision making on matters regarding lack of sanitation services (77.4%). Up to 20.1% of the respondents were of the opinion that student councils never participated on decision making on matters related to provision of sanitation (means of 3.15 and standard deviation of 0.52). In these schools, students feel that they are part of the solution to the problem of poor sanitation. To that extent, Nzioki (2015) recommends that student councils should assist in maintenance of school hygiene and sanitation.

In Table 9, 22.3% of the respondents noted that student councils never participated in decision making on matters related to lack of water. Similarly, 19.8% of the respondents were of the view that student councils sometimes makes decisions on matters related to lack of water in the schools. Respondents stated that student

councils never participated in decision making on matters regarding excessive punishment meted by teachers on students (77.7%). Only 18.9% of the respondent agreed that student councils sometimes participated in decision making on matters regarding excessive punishment meted by teachers (means of 3.71 and standard deviation of 0.64). Contrarily, Mukiti (2014) noted that student councils should control punishment meted out to students by teachers.

Owino (2016) found out that punishing students lead to class withdrawing, frustration, anxiety, discipline and fear of school subjects especially when the same punitive teacher teaches subjects to the same person. This could sometimes lead to student unrests in schools. Simatwa (2012), further notes that punishing students led to poor lesson attendance, school dropout and conflicts between teachers and students. Muli (2012) further cautions that student unrests do not just happen due to a single issue which has not been solved, but because of several long-standing issues which the school authorities have either ignored or given unsatisfactory response. This implies that inclusion of student leaders in addressing issues affecting students could be a better way of addressing the frequency of unrests in schools.

Nzioki (2015) concurs by observing that factors that lead to student unrests include autocratic styles of leadership and lack of adequate facilities and resources in the schools. School management should take into consideration student opinions in establishing policies, which directly affect program, activities, privileges and other areas of students concern. Student councils are on duty at all times during their stay in school as they interact more with students (Kyalo, Konari & Njagi, 2017). This could help in curbing the frequency of student unrests experienced in most schools.

This study further revealed that student councils never participated in decision making on matters regarding poor quality of meals in schools (78%). Only 20.4% of

respondents agreed that student councils sometimes participate in decision making regarding poor quality of meals (means of 3.75 and standard deviation of 0.53). When students are not involved in the decision-making process in the school, they could resort to unrests. They feel that their concerns have not been taken care of by the school management. The findings of this study suggest that this could be the situation in schools in Elgon Sub-county where student leaders reported that they are largely not involved in decision making.

Majority of the respondents were of the view that student councils never participated in decision making on matters regarding provision of textbooks in school (79.9%, Mean of 3.79 and standard deviation of 0.45). When students do not participate in decision making on matters which affect them, they may resort to student unrests. These findings are corroborated by Fitzpatrick (2006) who maintains that the skills in collaboration, participation, initiative, expression, listening to and understanding many voices and many cultures, inherent to the emerging democratic, post-industrial societies often are neglected in schools, therefore students resort to unrests when they are not engaged in formulation of policies that affect them in schools.

Chemutai and Chumba (2014), in another study found out that student councils were excluded from key decision-making areas of the school, such as curriculum issues and administrative tasks of the school rules, discipline of students and deciding on the nature of punishment. It implies that when students have no say on matters related to the number of exams and grading system they resort to unrests.

4.3.1. Differences in the Means of Decision Making Roles Played by Student Councils across Schools A, B and C

An ANOVA test was conducted to investigate whether decision making roles played by student councils across the three sampled schools differed significantly. Table 10 shows the findings.

Table 10: Decision Making Roles Played By Student Councils across Schools A, B and ${\bf C}$

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 0.082 | 2 | 0.041 | 0.355 | .701 |
| Within Groups | 36.421 | 315 | 0.116 | | |
| Total | 36.503 | 317 | , | | · |

The results of the ANOVA test show that the differences in the means of decision making roles played by student councils across school A, B and C was not statistically significant at the 0.05 level, F (2, 315) = 0.355, p> 0.05. This implies that students' perception of decision-making roles played by student councils did not vary significantly across the selected schools A, B and C. Therefore, the decision making roles played by student councils in curbing the frequency of student unrests in the three schools were similar. That explains why we had high frequency of unrests in all the three schools.

4.3.2. Influence of Decision Making Roles Played by Student Councils on Frequency of Student Unrests

Correlation analysis was conducted to determine the influence of decision making roles played by student councils on frequency of student unrests. Influence of decision-making roles played by student councils on frequency of student unrests was analyzed and presented in Table 11.

Table 11: Correlation between Decision Making Roles Played by Student Councils and the Frequency of Student Unrests

| | | Frequency of Student |
|--------------------------|---------------------|----------------------|
| | | Unrests |
| Decision Making Roles by | Pearson Correlation | 809** |
| Student Councils | | |
| | Sig. (2-tailed) | .000 |
| | N | 318 |

^{**.} Correlation is significant at the 0.01 level (2-tailed).

Table 11 shows that there exists a negative, strong and statistically significant relationship between decision making roles played by student councils and the frequency of student unrests (r= -0.809**; p<0.01). It implies that high prevalence of negative factors leads to higher frequency of unrests. Put otherwise, when student councils decision-making roles are enhanced in schools, the frequency of student unrests may decline. Okonji (2016) in a research study, noted that 75% of schools agreed that student councils ensure that rules are followed. Therefore, student councils should participate in formulating rules and regulation. All these efforts are geared towards curbing the frequency of student unrests. Also, research shows that students prefer participative decision-making and want to contribute meaningfully to the generation of the school code of conduct, structures and issues concerning school (Schimmel, 2003).

4.3.3 Influence of Decision Making Roles on Frequency of Student Unrests

Table 12 shows how decision making roles were used to predict the frequency of student unrests. To do that a regression analysis was carried out.

Table 12: Influence of Decision Making Roles on the Frequency of Student Unrests

| Ulli ests | | | | | |
|--|----------------|------|--------------|--------|------|
| Model | Unstandardized | | Standardized | T | Sig. |
| | Coefficients | | Coefficients | | |
| | B Std. Error | | Beta | | |
| (Constant) | 7.218 | .182 | | 39.678 | .000 |
| Decision making roles played by student councils | 439 | .092 | 261 | -4.754 | .000 |

Dependent Variable: Frequency of Student Unrests

Table 12 indicates that decision making roles played by student councils influences 43.9 % of negative variation on the frequency of student unrests. This implies that student councils play a very important role in curbing the frequency of student unrests. If student councils are not involved in decision making roles, students participate in unrests to show their frustration and anger in the school. A study entitled Child Friendly School Manual, also revealed that violation of students' rights leads to student unrests (UNICEF, 2010).

4.4. Communication Roles Played by Student Councils on Curbing the Frequency of Student Unrests

The second objective of the study was to establish the influence of communication roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon sub-county, Kenya. Ordinary students and members of student councils were asked to indicate the extent to which they agree with statements on student councils communication roles curbing the frequency of student unrests in schools.

Analysis was conducted to determine students' perceptions of communication roles played by student councils in their schools. Table 13 presents the findings.

Table 13: Descriptives for Communication Roles Played by Student Councils

| Statement | A | F | S | N | Mean | SD |
|---|-------|--------|--------|--------|------|------|
| Student council communicates to school | | | | | | |
| management complaints related to bullying of | 1.3% | 18.6% | 0.0% | 80.2% | 3.59 | 0.84 |
| students. | | | | | | |
| Student council communicates to school | | | | | | |
| management complaints related to too many | 0.9% | 0.0% | 9.7% | 89.3% | 3.87 | 0.41 |
| exams administered. | | | | | | |
| Student council communicates to school | 0.60/ | 0.00/ | 4.70/ | 04.70/ | 2.02 | 0.22 |
| management complaints related to congestion in dormitories. | 0.6% | 0.0% | 4.7% | 94.7% | 3.93 | 0.32 |
| Student council communicates to school | | | | | | |
| management complaints related to lateness in | 6 3% | 17.9% | 37 /1% | 38 4% | 3.08 | 0.90 |
| provision of meals. | 0.5/0 | 17.970 | 37.470 | 30.470 | 3.00 | 0.90 |
| Student council communicates to school | | | | | | |
| management complaints related to | 1.6% | 0.0% | 38.1% | 60.4% | 3.57 | 0.58 |
| nonattendance of lessons by teachers. | | 0.0,0 | | | | 0.10 |
| Student council communicates to school | | | | | | |
| management complaints related to excess | 0.0% | 0.0% | 30.2% | 69.8% | 3.70 | 0.46 |
| punishment meted by teachers. | | | | | | |
| Student council communicates to school | | | | | | |
| management complaints related to lack of | 0.9% | 0.6% | 78.3% | 20.1% | 3.18 | 0.46 |
| sanitation services. | | | | | | |
| Student councils communicate to school | | | | | | |
| management complaints related to lack of | 1.9% | 56.0% | 23.3% | 18.9% | 2.59 | 0.81 |
| water. | | | | | | |
| Student councils communicate to school | 2.20/ | 0.00/ | 17.00/ | 70.00/ | 2.75 | 0.56 |
| management complaints related to poor quality | 2.2% | 0.0% | 17.9% | 79.9% | 3.75 | 0.56 |
| of food. | | | | | | |
| Student councils communicate to school | 1.6% | 1.6% | 0.00/ | 96.9% | 3.92 | 0.45 |
| management complaints related to provision of textbooks. | 1.0% | 1.0% | 0.0% | 70.7% | 3.94 | 0.43 |
| Communication roles played by student | | | | | | |
| councils overall Index | | | | | 3.52 | 0.33 |
| Valid N (listwise) | 318 | | | | | |

Key: A=Always; F=Frequently; S=Sometimes; N=Never; SD=Standard Deviation

Only an insignificant 18.6 % of respondents noted that student councils communicate frequently to school management complaints related to bullying of students. The majority, 80.2% maintained that student councils never communicate to school management complaints related to bullying of students. The mean of 3.59 shows that student councils never communicate students' complaints on bullying to

the school administrations. The government of Kenya banned bullying in schools (MoE, 2001). The finding shows that bullying could cause student unrests.

Respondents (89.3%) reported that student councils never communicate students' complaints related to the number of exams administered to various school management boards. Only 9.7% opined that student councils sometimes communicate to school management complaints related to number of exams administered. Respondents (94.7%) reported that student councils never communicate to the school management complaints related to congestion in school dormitories. The mean of 3.93 corroborates the reported percentages.

Findings imply that students are left out of the communication processes in the school. This could spark off student unrests. According to KSSHA/UNICEF (2010), student councils help in projecting student voices and opinions to school management and that they promote the general welfare of the students at the school level. The KSSHA/UNICEF (2010) report further points out that student councils interact more with students and know their needs best and that this helps the school to act fast in meeting the demands of students. Yet this is not the situation with schools under study.

Respondents (37.4%) opined that student councils sometimes communicate complaints related to lateness in provision of meals to school management, 38.4% of the respondents reported that student councils never communicate to school management complaints on the same issue. The mean of 3.08 shows that such complaints were sometimes communicated. Communicating student complaints on any matter should always be done to school management (Okonji, 2016).

Up to 60.4% of respondents reported that student councils never communicate to school management complaints related to nonattendance of lessons by teachers.

The mean of 3.57 shows that more respondents opined that the student councils rarely communicated non-attendance of lessons by teachers. Students get frustrated when teachers do not attend class. Nzioki (2015) observes that the essence of student councils is to communicate with students and principals. This could cause unrests.

Table 13 further indicates that student councils sometimes communicated to the school management complaints related to lack of sanitation services (78.3%). Respondents (20.1%) aver that student councils never communicate to the school management over complaints regarding lack of sanitation services. The mean of 3.18 confirms the same. Respondents (56.0%) also indicated that student councils frequently communicate to the school management over complains regarding lack of water in school. This was a good practice. However, 18.9% of respondents indicated that student councils never communicated to the school management over complains regarding lack of water. The ideal practice is to communicate all student complaints. Nzioki (2015) observes that the essence of student councils is to communicate with students and principals and that student councils create structures and mechanism to represent student views and that representing student welfare matters create a good working environment suitable for learning which may in turn reduce cases of student unrests in schools. If student councils do not communicate effectively, unrests are likely to be witnessed.

The findings clearly show that student councils never communicate to school management complaints regarding punishment meted by teachers in school (69.8%). Failure to communicate complaints about punishment could lead to student unrests in Elgon Sub-county. The findings clearly show that 79.9% of respondents felt that student councils never communicate to school management complaints regarding poor quality of meals in school. This could also cause unrests among students.

Table 13 shows that 96.9% of respondents reported that student councils never communicate to school management complaints regarding provision of textbooks in school. This is confirmed by the mean of 3.92 which shows no communication. Kyalo, Konari and Njagi (2017) in another study reported that majority of the respondents (83.6%) indicated that student councils were not involved in the communication of student's problems. Majority of the respondents (74.0%) felt that student councils did not communicate students' welfare problems to school management.

In general, the data presented on the role of student councils in communication had a mean of 3.52 and a standard deviation of 0.33. This implies that student councils only performed their communication role sometimes. This could lead to the high number incidences of student unrests in Elgon Sub-county. Communication roles are hampered by fear of intimidation from administrators, delays in effecting student suggestions, lack of avenues where students can effectively participate and that some administrators blame student councils for creating crises in schools (Kinyua, 2015).

4.4.1. Differences in the Means of Communication Roles Played by Student Councils across School A, B and C

To investigate whether there was a significant difference in the means of communication roles across the three schools, ANOVA test was conducted. Table 14 shows the findings.

Table 14: Communication Roles Played By Student Councils

| | Sum of | Df | Df Mean | | Sig. | |
|----------------|---------|-----|---------|------|------|--|
| | Squares | | Square | | | |
| Between Groups | .093 | 2 | .047 | .426 | .654 | |
| Within Groups | 34.560 | 315 | .110 | | | |
| Total | 34.653 | 317 | | | | |

The results of the ANOVA test demonstrate that the differences in the means of communication roles played by student councils of school A, B and C was not statistically significant at the 0.05 level, F (2, 315) = 0.426, p> 0.05. This means that communication roles played by student councils did not differ significantly across the selected schools A, B and C. Put otherwise, communication roles played by student councils across the three schools were similar. According to Chemutai and Chumba (2014), student councils should report issues such as quality of meals, poor facilities, unfair policies and rules, poor hygiene, lack of water and teachers missing lessons with a view to reducing student discontent. In the case of this study, many issues were largely not communicated by student councils. This could have prompted students to engage in unrests.

4.4.2. Correlation between Communication Roles played by Student Councils and the Frequency of Student Unrests

Correlation Analysis was conducted to determine the relationship between communication roles played by student councils and the frequency of student unrests was analyzed. The findings are presented in Table 15.

Table 15: Correlation between Communication Roles by Student Councils and the Frequency of Student Unrests

| | | Frequency of Student | |
|---|---------------------|----------------------|--|
| | | Unrests | |
| Communication Roles by Student Councils | Pearson Correlation | 848** | |
| | Sig. (2-tailed) | .000 | |
| | N | 318 | |

^{**.} Correlation is significant at the 0.01 level (2-tailed).

The findings established that there existed a negative and statistically significant relationship between communication roles played by student councils and the frequency of student unrests (r=-0.848**; p<0.01). This indicates that the higher the frequency of communicating student complaints to school management, the lower

the frequency of student unrests. To that extent, school administration should put in place effective communication channels to link principals, deputy principals, students, and teachers and support staff (Muli, 2012).

4.4.3 Predictive Capacity of Communication Roles Played by Student Councils on the Frequency of Student Unrests

Unstandardized Coefficients were used to predict the frequency of student unrests using the communication roles played by student councils. The essence of the coefficient table was to show the extent of the influence of the role played by the student councils in communicating student grievances on the dependent variable. The results are presented in table 16.

Table 16: Influence of Communication Roles on the Frequency of Student Unrests

| Unrests | | | | | |
|--|-----------------------------|------------|---------------------------|--------|------|
| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | В | Std. Error | Beta | | |
| (Constant) | 7.218 | .182 | | 39.678 | .000 |
| Communication roles played by student councils | 871 | .091 | 505 | -9.564 | .000 |

a. Dependent Variable: Frequency of Student Unrest

Table 16 shows that communication roles played by student councils accounts for up to 87.1% negative variation on the frequency of student unrests. This implies that communication roles played by student councils could curb the frequency of student unrests. If student councils do not play their communication roles effectively, students could resort to unrests to vent their frustration and anger in the school. Kiprop (2012) also found out that limited communication among students and the management is the main cause of indiscipline case. Therefore, student councils should be effective in communicating students' problems to school authorities to prevent unrests.

4.5. Disciplinary Roles Played by Student Councils on Curbing the Frequency of Student Unrests

The third objective of the study was to assess the influence of disciplinary roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon sub-county, Kenya. Ordinary students and student council members were asked to indicate the extent to which they agreed with the statements on how student councils played disciplinary roles in schools. Table 17 presents the findings.

Table 17: Disciplinary Roles by student councils

| Table 17: Disciplinary Roles by student councils | | | | | | | | |
|---|-------|-------|-------|-------|------|------|--|--|
| Statement | A | F | S | N | Mean | SD. | | |
| Student councils punish students who sneak out of school. | 41.8% | 16.4% | 0.0% | 41.8% | 2.42 | 1.39 | | |
| Student councils monitor preps in school. | 5.7% | 43.7% | 28.3% | 22.3% | 2.67 | 0.88 | | |
| Student councils punish students who bully others in school. | 20.4% | 0.3% | 10.7% | 68.6% | 3.27 | 1.20 | | |
| Student councils report students who use mother tongue to plan riots to the management. | 1.9% | 11.9% | 10.7% | 75.5% | 3.60 | 0.77 | | |
| Student councils punish students who fight in class. | 12.6% | 13.2% | 5.3% | 68.9% | 3.31 | 1.11 | | |
| Student councils inspect students at the gate during opening days. | 0.0% | 10.4% | 3.1% | 86.5% | 3.76 | 0.63 | | |
| Student councils punish students who plan riots in school. | 13.2% | 1.3% | 31.1% | 54.4% | 3.27 | 1.01 | | |
| Student councils punish students who make noise in class. | 11.0% | 8.2% | 44.0% | 36.8% | 3.07 | 0.94 | | |
| Student councils punish students who do not attend class. | 0.0% | 0.3% | 34.9% | 64.8% | 3.64 | 0.49 | | |
| Student councils punish students who abuse drugs in school. | 0.0% | 1.3% | 34.3% | 64.5% | 3.63 | 0.51 | | |
| Disciplinary roles played by student councils | | | | | 3.26 | 0.46 | | |
| overall index | 210 | • | • | | | | | |
| Valid N (listwise) | 318 | | | | | | | |

Key: A=Always; F=Frequently; S=Sometimes; N=Never; SD=Standard

Deviation

Respondents (41.8%) agreed that student councils always punish students who sneak out of school. Jeruto and Kiprop (2011) concurs by observing that student councils play a good role in effecting disciplinary actions like punishing latecomers, making indiscipline students to kneel or collect litter in the school compound.

However, it was noted that 41.8% of the respondents maintain that student councils never punish students who sneak out of school. It should be noted that the Ministry of Education banned corporal punishment (Mikaye, 2012). So, situations where students are still being punished may cause them to resort to unrests.

Up to 43.7% of the respondent noted that student councils monitor preps frequently in school with 28.3% of respondents stating that student councils only do that sometimes. On the other hand, 22.3% of the respondents noted that student councils never monitor preps in school. Cases of no monitoring however small could cause unrests, when students are involved in student management and supported by the school administration, the frequency of student unrests in schools will drop significantly (Kirera, 2015).

Only 10.7% of respondents opined that student councils sometimes punish students who bully others in school. Contrarily, 68.6% of the respondents observed that student councils never punish students who bully others in school. When student councils are not involved in punishing students who misbehave in the school it will create room for indiscipline acts such as unrests. MoE (2010), maintains that student councils should only be used to detect any bullying alongside other small crimes in school. It does not say that they should punish students. The fact that student councils do not punish students could explain the high incidences of student unrests? The debate on banning corporal punishment is on (Katalo, 2016).

Up to 75.5% of respondents' reported that student councils never discipline students who use mother tongue to plan riots to the school management. A total of 68.9% of respondents reported that student councils never punish students who fight in class. This could lead to the high number of student unrests in Elgon Sub-county, Kenya.

The study revealed that student councils never frisk students at the gate during opening days (86.5%). The findings show that student councils never punish students who plan riots in school (54.4%). Only 31.1% of the respondents observed that student councils sometimes punish students who plan riots in school. Moreover, the findings shows that student councils sometimes punish students who make noise in class (44.0%). Other respondents (36.5%) were of the opinion that student councils never punish students who make noise in class. Although student councils contribute positively to the leadership of the public secondary school in Kenya, there is a persistent wave of conflict, hostility and student unrests in schools (Ajowi & Simatwa, 2010).

The respondents (64.8%) were of the view that student councils never punish students who do not attend class. Student councils according to 34.3% of the respondents sometimes punish students who abuse drugs in school. Up to 64.5% of the respondents opined that student councils never punish students who abuse drugs in school. This shows that student councils are seldom involved in the discipline of students who abused drugs as well as those who do not follow school rules and regulations. Student councils should act as a watchdog to the school management. Kamau (2017) noted that student councils have been given duties and responsibility with special rights to discipline students who to not adhere to school rules and regulations. In the case of this study, student leaders were rarely involved in punishing errant students.

It is clear from this research study that the role of student councils in disciplining other students was limited to informing school managements about mistakes students committed but not punishing. Kyalo, Konari & Njagi (2017), observed that lack of student's involvement in the formulation of school rules and

regulations in schools is regarded as a problem to the administration, teachers, parents and the entire society. This is because some principals consider members of student councils as immature and lack awareness of how to handle students' welfare. However, there is need to incorporate students in disciplinary processes so as to curb the frequency of unrests (Ogol & Thunguri, 2017).

According to 44.0% of the respondents, student councils were only involved in punishing students who make noise in class. Only 41.8% reported that student councils were involved in punishing students who sneak out of school. They were also hardly involved in monitoring preps in schools (28.3%). When student leaders are not involved in punishing errant students, the latter are likely to be involved in unrests more frequently.

In general, it can be noted from the percentages that student councils are not involved in disciplinary roles as it should be since the work is left to deputy principal who is the head of disciplinary committee in the school (Kirera, 2015). Members of student councils should also perform administrative tasks like punishing petty offenders instead of leaving it to the principals who may not be around the offenders all the time (Okonji, 2016).

4.5.1 Differences in the Means of Disciplinary Roles Played by Student Councils across School A, B and C

ANOVA test was conducted to investigate whether disciplinary roles played by student councils across the three sampled schools differed significantly. Table 18 presents the findings.

Table 18: Disciplinary Roles Played by Student Councils

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 0.341 | 2 | .170 | .800 | .450 |
| Within Groups | 67.053 | 315 | .213 | | |
| Total | 67.394 | 317 | | • | |

The results of the ANOVA test shows that the differences in the means of disciplinary roles played by student councils in schools A, B and C were not statistically significant at the 0.05 level, F (2, 315) = 0.800, p> 0.05. This means that students' perception of disciplining roles played by student councils did not vary significantly among the selected schools A, B and C. This means that disciplining roles played by student councils were largely similar. Kyalo, Konari and Njagi (2017), found out that schools where student councils were not involved in representing student interest and implementing of school rules, were characterized by high levels of indiscipline leading to student unrests compared to those that involved students leaders in punishing offenses and implementing of school rules and regulations.

4.5.2. Correlation between Disciplinary Roles Played by Student Councils and the Frequency of Student Unrests

Correlation analysis between disciplining roles played by student councils and frequency of student unrests was conducted and presented in Table 19.

Table 19: Correlation between Disciplinary Roles by Student Councils and the Frequency of Student Unrests

| | | Frequency of Student |
|--|---------------------|----------------------|
| | | Unrests |
| Disciplinary roles by Student Councils | Pearson Correlation | 758** |
| | Sig. (2-tailed) | .000 |
| | N | 318 |

^{**.} Correlation is significant at the 0.01 level (2-tailed).

The findings show that there existed a negative and statistically significant relationship between disciplining roles played by student councils and the frequency of student unrests (r= -0.758**; p<0.01). This means that whenever disciplinary roles are effectively played by student councils, the frequency of student unrests tend to drop in schools. Mukiti (2015) found out that there was an improvement in the discipline of students after the introduction of student councils and reduction in indiscipline cases, cases of riots, suspension and expulsion. Kirera (2015) similarly observed that student councils discipline actions create efficiency and orderly operation in schools as it improves communication, discipline and guidance and counseling in schools. Kirera (2015) further points out that these student councils give guidelines to the rest of the students by setting objectives and proposing what should be done in order to meet the set rules and regulations.

4.5.3 Predictive Capacity of Disciplinary Roles Played By Student Councils on the Frequency of Student Unrests

Unstandardized Coefficients was used to predict the frequency of student unrests using the disciplinary roles played by student councils. The essence of the coefficient table was to show the extent of the influence of the role played by the student councils of the independent variable on the dependent variable. Table 20 presents the findings.

Table 20: Regression coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|-----------------------------|------------|------------------------------|--------|------|
| | В | Std. Error | Beta | | |
| (Constant) | 7.218 | .182 | | 39.678 | .000 |
| Disciplinary roles played by student councils | 152 | .066 | 123 | -2.317 | .021 |

Dependent Variable: Frequency of Student Unrests

The model indicates that disciplinary roles played by student councils influences up to 15.2%, with a negative variation on the frequency of student unrests. This implies that student councils plays a key role in curbing the frequency of student unrests. In support of these findings, Nzioki (2015) avers that student councils were put in place to be in charge of the discipline of the school, to ensure that the school compound is clean, students do not sneak out of school, do not plan riot and that students adhere to school rules and regulations. This study shows that up to 15.2% of the frequency of student unrests is explained by the fact that members of student councils are not involved in disciplining of errant students.

4.6. Guidance and Counseling Roles Played by Student Councils on Curbing the Frequency of Student Unrests

The fourth objective of this study was to determine the influence of guidance and counseling roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon sub-county, Kenya. Ordinary students and student council members were asked to indicate the extent to which they agree with the statements on how student councils conduct guidance and counseling roles in schools to curb the frequency of student unrests.

Analysis was conducted to determine students' perceptions of guidance and counseling roles played by student councils in their schools. Table 21 presents the findings.

Table 21: Frequencies Showing Guidance and Counseling Roles by Student Councils

| Statement | A | F | S | N | Mean | SD |
|---|-------|-------|-------|-------|------|------|
| Student council guide and counsel students | · | | | | | |
| who are affected by issues related to | 27.7% | 12.9% | 18.2% | 41.2% | 2.73 | 1.26 |
| development in adolescents. | | | | | | |
| Student council guide and counsel students who are discriminated against in school. | 3.5% | 34.3% | 29.6% | 32.7% | 2.92 | 0.90 |
| Student council guide and counsel students who do not do well in class. | 15.1% | 6.6% | 22.3% | 56.0% | 3.19 | 1.09 |
| Student council guide and counsel students who are depressed. | 1.9% | 14.5% | 25.8% | 57.9% | 3.40 | 0.80 |
| Student council guide and counsel students who are under peer influence. | 7.2% | 16.0% | 21.1% | 55.7% | 3.25 | 0.97 |
| Student council guide and counsel students who fight in school. | 0.0% | 12.6% | 20.4% | 67.0% | 3.54 | 0.71 |
| Student council guide and counsel students who sneak out of school. | 9.1% | 10.1% | 20.1% | 60.7% | 3.32 | 0.99 |
| Student council guide and counsel students who use drugs in school. | 12.6% | 8.2% | 43.7% | 35.5% | 3.02 | 0.97 |
| Student council guide and counsel students who are affected by bullying in school. | 0.0% | 7.5% | 40.9% | 51.6% | 3.44 | 0.63 |
| Student council guide and counsel students who suffer from stress. | 22.3% | 8.8% | 19.5% | 49.4% | 2.96 | 1.22 |
| Guidance and counseling roles played by student councils overall index | | | | | 3.18 | 0.50 |
| Valid N (Listwise) | 318 | | | | | |

Key: A=Always; F=Frequently; S=Sometimes; N=Never; SD=Standard Deviation

It was reported that only 27.7% of student councils always guide and counsel students who are affected by issues related to development in adolescents in school. Respondents (41.2%) noted that members of student councils never guide and counsel students who are affected by issues related to development in adolescents in school. This shows that the student councils do not take part in the guidance and counseling of students in school. This is because guidance and counseling roles are played by teachers (Mikaye, 2012).

In addition, 32.7% of the respondents asserted that student councils never guide and counsel students who are discriminated against in school. Contrarily, 29.6% of the respondents agreed that student councils sometimes guided and counseled students who are discriminated against in school.

Up to 56.0% of the respondents opined that student councils never guide and counsel students who do not do well in academic work. Another 22.3% of the respondents opined that student councils sometimes guide and counsel students who do not do well in academic work. It should be noted that guiding and counseling students on how to improve academic work may curtail incidence of unrests in school (Ramakrishnan & Jalajakumari, 2013).

Only 25.8% of the respondents reported that members of student councils sometimes guide and counsel students who are depressed. Up to 57.9% of the respondents noted that student councils never guided and counseled students who are depressed. The findings of this research revealed that students are largely not cancelled by members of student councils and that the role is left to the head of guidance and counseling and class teachers. The MOE (2009) elaborates the functions of the guidance and counseling teacher as the coordinator and supervisor of the peer counseling program who takes care of the welfare of the peer counselors and the other students as well as setting time for peer sessions, training, induction and assigning duties to the peer counselors. It implies that there should be put in place mechanisms for peer counseling which involves other students. This is not the case in the schools under study.

Respondents (21.1%) reported that student councils sometimes guide and counsel students who are under bad peer influence while 55.7% of the respondents reported that student councils never guide and counsel students facing the same

problem. The findings reveal that student councils are hardly involved in guidance and counseling of students in schools. Muli (2012) notes that at the adolescent stage, growth and development creates confusion. Students at this stage will explore the world around them. They will begin to smoke, drink alcohol and abuse drugs, strike and gives in to peer pressure. Muli (2012) further observes that student councils are used as peer teachers so as to advise and direct students involved in drug and substance abuse. They create self-esteem and respect among students which, in turn, could curb the frequency of student unrests in schools.

The findings further reveal that student councils sometimes guide and counsel students who fight in school (20.4%). Other respondents (67.0%) noted that student councils never guide and counsel students who fight in school. student councils sometimes guide and counsel students who sneak out of school (20.1%) while the majority of the respondents (60.7%) were of the opinion that student councils never guided and counseled students who sneak out of school. As a whole it is clear that student councils were hardly involved in guidance and counseling of students in the school in Elgon Sub-county. Given the significance of the role of guidance and counseling in addressing the problem of unrests, absence of the same could lead to more incidences of student unrests.

Student councils sometimes guide and counsel students who use drugs in school (43.7%). Student councils never guide and counsel students who use drugs in school according to 35.5% of the respondents. Student councils sometimes guide and counsel students who are affected by bullying in school (40.9%). Student councils never guide and counsel students who are affected by bullying in school according to 51.6% of the respondents. Student council sometimes guide and counsel students who suffer from stress in school (19.5%) while 49.4% of the respondents were of the view

that student councils never guide and counsel students who suffer from stress in school.

Whenever student councils are involved in management of the students' affairs, the number of student unrests could reduce. This is affirmed by Karanja and Bowen (2012), who asserts that students that undergo peer counseling are more likely to be confident relating with students. This is because students' problems are discussed amicably; they avoid bad behavior and consequently improve their academic performance. Members of student councils who act as peer counselors also identify learners with problems and refer them to the teacher counselor to handle issues like stress, depression, sneaking and bullying. This was confirmed by the Kenya National Assembly (2008) which recommended that school managers should adopt a system of student mentoring programmes where a teacher is assigned a group of students as a teacher-parent. This is not the situation in Elgon Sub-county as students are not involved in peer guidance and counseling. This could lead to the high incidences of student unrests.

The influence of guidance and counseling services on school discipline cannot be overlooked. According to NACADA (2008) schools are affected by trafficking of drugs like bhang, cocaine and heroin and that students are being used in this trade. Many adolescents take drugs out of curiosity or due to peer influence. It is therefore important to get peers to counsel them against participating in such vices. However, in Elgon Sub-county, student councils were rarely involved in guiding and counseling students who do not do well in class (56.0%), students who are under peer influence (55.7%), students who sneak out of school (60.7%) and those who are affected by bullying (51.6%). Inadequate guidance and counseling could lead to increased incidences of student unrests in Elgon Sub-county.

4.6.1. Differences in the Means of Guidance and Counseling Roles Played by Student Councils across Schools A, B and C

ANOVA test was conducted to investigate whether guidance and counseling roles played by student councils across the three selected schools differed significantly. Table 22 presents the findings.

Table 22: Difference in Guidance and Counseling Roles Played by Student Councils among the Three Schools

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 1.499 | 2 | .750 | 3.044 | .049 |
| Within Groups | 77.558 | 315 | .246 | | |
| Total | 79.057 | 317 | | | |

The results of the ANOVA test established that the differences in the means of guidance and counseling roles played by student councils across school A, B and C was not statistically significant at the 0.05 level, F (2, 315) = 3.044, p> 0.05. This means that guidance and counseling roles played by student councils did not vary significantly across the selected schools A, B and C significantly. New student councils should be given thorough induction by outgoing members of student councils on how to conduct effective peer counseling to other students on matters related to student discipline (Kamau, 2017).

4.6.2. Relationship between Guidance and Counseling Roles by Student Councils and the Frequency of Student Unrests

Correlation analysis was conducted to determine the relationship between guidance and counseling roles played by student councils and the frequency of student unrests. Results are presented in Table 23.

Table 23: Correlation Analysis between Guidance and Counseling Roles by Student Councils and the Frequency of Student Unrests

| | | Frequency of Student |
|---|---------------------|----------------------|
| | | Unrests |
| Guidance and counseling roles by Student Councils | Pearson Correlation | 646** |
| | Sig. (2-tailed) | .000 |
| | N | 318 |

The findings reveal that there exists a negative and statistically significant relationship between guidance and counseling roles by student councils and frequency of student unrests (r= -0.646**; p<0.01). This means that whenever guidance and counseling roles are effectively played by student councils, the frequency of student unrests could drop drastically. Student councils makes a valuable contribution to the wider school community by taking part in leadership roles, assisting and supporting both staff and pupils, liaising with prospective parents and pupils and other visitors and act as excellent role models for their peers and younger pupils (Norman, 2015). Peer counseling has many advantages for the students, prefects and the whole school community. This is due to the fact that the counselee is given the opportunity to emulate someone whom she/he reached out to. The Koech Commission (the Republic of Kenya, 1999) recommended that peer counseling services should be used to manage discipline and student unrests in schools. However, the findings of this study show that schools under study did not involve student leaders in peer counseling.

4.6.3 Predictive Capacity of Guidance and Counseling Roles on the Frequency of Student Unrests

An attempt was made to determine the predictive capacity of guidance and counseling roles played by student councils on the frequency of student unrests in the sub-county. The result is presented in Table 24.

Table 24: Regression coefficient

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--|--------------------------------|------------|------------------------------|--------|------|
| | В | Std. Error | Beta | | |
| (Constant) | 7.218 | .182 | | 39.678 | .000 |
| Guidance and counseling roles played by student councils | 052 | .048 | 045 | -1.081 | .281 |

Dependent Variable: Frequency of Student Unrests

The model indicates that guidance and counseling roles played by student councils influences up to 52.0% of negative variation on the frequency of student unrests. This implies that student councils plays a very important role in curbing student unrests. If student councils are not involved in guidance and counseling of other students, student unrests are likely to increase. Kirera (2015) states that the success of student councils in managing student unrests can be solved when school principals support student councils by dedicating an advisor who would induct them on how to carry out peer counseling so that they can understand their responsibilities and roles. It implies that 52% of unrests can be explained by lack of proper guidance and counsel by members of student councils.

4.7 Regression Analysis of dependent and Independent Variables

The purpose of regression analysis was to measure the extent of the influence of roles played by student councils on curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county. It was used in predicting the dependent variable using the independent variables. The independent variables for the study were: decision making roles, communication roles, disciplining roles and guidance and counseling roles played by student councils. The dependent variable was the frequency of student unrests.

4.7.1. Regression analysis

The model shows summative action exerted by all independent variables combined on the dependent variable. It is the extent of influence by the summary of all independent variables on the dependent variable. Table 25 shows the results of the model summary for the regression.

Table 25: Model Summary

| Model | Iodel R | | Adjusted R Square | Std. Error of the |
|-------|--------------------|------|-------------------|-------------------|
| | | | | Estimate |
| 1 | 1.873 ^a | .762 | .759 | .27943 |

Predictors: (Constant), Guidance and counseling roles played by student councils, Decision making roles played by student councils, communication roles played by student councils, Disciplinary roles played by student councils.

Table 25, shows that the Adjusted R square value is 0.759. This implies that up to 75.9% variation in frequency of student unrests is due to the variation in the independent variables of the study. The independent variable comprises decision making roles, communication roles, disciplinary roles and guidance and counseling roles played by student councils with a standard error of the estimate of 0.27943. It implies that 75.9 of frequency of student unrests can be explained by the decision making roles, communication roles, disciplining roles and guidance and counseling roles played by student councils.

4.7.2. Model significance

ANOVA test was carried out to find out the overall strength of the model.

Table 26 illustrates the results of the analysis.

Table 26: Model significance

| Model | | Sum of | Df Mean | | F | Sig. |
|-------|------------|---------|---------|--------|---------|-------------------|
| | | Squares | | Square | | |
| 1 | Regression | 78.457 | 4 | 19.614 | 251.199 | .000 ^b |
| | Residual | 24.440 | 313 | .078 | | |
| | Total | 102.897 | 317 | | | |

Dependent Variable: Frequency of student unrests

Predictors: (Constant), Guidance and counseling roles played by student councils, Decision making roles played by student councils, communication roles played by student councils, Disciplinary roles played by student councils.

Table 26, clearly shows that the model is highly significant at 95% confidence level in predicting the effect of independent variables on dependent variable; R²= 0.762, F(4, 313)=251.199; p<0.05. It implies that decision making roles, communication roles, disciplining role and guidance and counseling roles are able to predict student unrests by 75.9% with a 95% confidence level.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusions and recommendations of the study and makes recommendations for further research.

5.2 Summary of the Findings

The purpose of this study was to establish the influence of roles student councils in curbing the frequency of student unrests in Public Boys Boarding Secondary Schools in Elgon Sub-county, Kenya. The study objectives were;

- To establish the influence of decision making roles played by student councils
 in curbing the frequency of student unrests in Public Boys Boarding
 Secondary Schools in Elgon Sub-county, Kenya.
- ii. To establish the influence of communication roles played by student councils in curbing the frequency of student unrests in Public Boys Boarding Secondary Schools in Elgon Sub-county, Kenya.
- iii. To assess the influence of disciplinary roles played by student councils in curbing the frequency of student unrests in Public Boys Boarding Secondary Schools in Elgon Sub-county, Kenya.
- iv. To determine the influence of guidance and counseling roles played by student councils in curbing the frequency of student unrests in Public Boys Boarding Secondary Schools in Elgon Sub-county, Kenya

5.2.1 Decision Making Roles Played by Student Councils

The first objective was to establish the influence of decision making roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. The role of student councils

had a mean of 3.52 and standard deviation of 0.34. Student councils were not involved in decision making as follows: sanitation (77.4% confirmed); lateness in provision of meals (39.0% confirmed); bullying (77.7% confirmed); number of exams (97.8% confirmed); excess punishment meted by teachers (77.7% confirmed); provision of textbooks (79.9% confirmed); and quality of meals (78.0% confirmed). This could have led to the high incidences of unrests. Exclusion of the student councils in the decision-making process is characterized by a high level of student unrests compared to schools that involved student councils in the decision-making process.

The results of the ANOVA test show that the differences in the means of decision making roles played by student councils across school A, B and C was not statistically significant at the 0.05 level, F (2, 315) = 0.355, p> 0.05. This implies that students' perception of decision-making roles played by student councils did not vary significantly across the selected schools A, B and C. The findings shows that there exists a negative, strong and statistically significant relationship between decision making roles played by student councils and the frequency of student unrests (r= -0.809**; p<0.01). This implies that high prevalence of negative factors leads to higher frequency of unrests meaning that when student councils are involved in decision making roles, the number of student unrests in schools could reduce.

5.2.2 Communication Roles Played by Student Councils

The second objective was to establish the influence of communication roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. Student councils did not execute their communication roles effectively. They never reported the following issues: bullying (80.2% confirmed); number of exams (89.3% confirmed); congestion

in dormitories (94.7% confirmed); excess punishment meted by teachers (69.8% confirmed); provision of textbooks (96.9% confirmed); and quality of meals (79.9% confirmed).

The results of the ANOVA test demonstrate that the differences in the means of communication roles played by student councils of school A, B and C was not statistically significant at the 0.05 level, F (2, 315) = 0.426, p> 0.05. This means that communication roles played by student councils did not differ significantly across the selected schools A, B and C. Communication roles played by student councils across the three schools were similar. The findings established that there existed a negative and statistically significant relationship between communication roles played by student councils and the frequency of student unrests (r= -0.848**; p<0.01). This indicates that the higher the frequency of communicating student complaints to school management, the lower the frequency of student unrests. Therefore where student councils do communicate issues effectively to school administrations, the frequency of student unrests would go down in public boarding secondary schools in Elgon Subcounty. The communication roles played by student councils help to ease tension in schools.

5.2.3 Disciplinary Roles Played by Student Councils

The third objective was to assess the influence of disciplinary roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. In general, the idea of involving student councils in disciplining students was left to teachers and the school management. Student councils only informed school management about the mistakes committed by students. In a few cases, student leaders asked offenders to kneel down or collect litter. Student leaders never punished offenders in any of the following

offences: bullying (68.6% confirmed); students who use mother tongue to plan riots (75.5% confirmed); students who fight in class (68.9% confirmed); students who plan riots (54.45% confirmed); students who do not attend class (64.8% confirmed); and students who abuse drugs (64.5% confirmed) in school. They also did not frisk students at the gate (86.5% confirmed).

The results of the ANOVA test shows that the differences in the means of disciplinary roles played by student councils in schools A, B and C were not statistically significant at the 0.05 level, F (2, 315) = 0.800, p> 0.05. This means that students' perception of disciplining roles played by student councils did not vary significantly among the selected schools A, B and C. This means that disciplining roles played by student councils were largely similar. The findings show that there existed a negative and statistically significant relationship between disciplining roles played by student councils and the frequency of student unrests (r= -0.758**; p<0.01). This means that whenever disciplinary roles are effectively played by student councils, the frequency of student unrests tend to drop in schools. Student councils play important roles in disciplining other students which could in turn help in curbing the frequency of student unrests in schools. Such roles are: reporting offenders, punishing and supervising students who are being punished; and ensuring that students adhere to school rules and regulations.

5.2.4 Guidance and Counseling Roles played by Student Councils

The fourth objective was to determine the influence of guidance and counseling roles played by student councils in curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. Student councils were largely not involved in guiding and counseling students.

The results of the ANOVA test established that the differences in the means of guidance and counseling roles played by student councils across school A, B and C was not statistically significant at the 0.05 level, F (2, 315) = 3.044, p> 0.05. This means that guidance and counseling roles played by student councils did not vary significantly across the selected schools A, B and C significantly. The findings reveal that there exists a negative and statistically significant relationship between guidance and counseling roles by student councils and frequency of student unrests (r= -0.646**; p<0.01). Therefore, whenever guidance and counseling roles are effectively played by student councils, the frequency of student unrests could drop drastically.

5.3 Conclusions

In conclusion, it can be observed that all public boys boarding secondary schools in Elgon Sub-county experienced numerous indiscipline problems, such as the burning of school property, public demonstration, boycott attending lessons, boycott eating meals, refuse to do manual duties and boycott joint exams as forms of student unrests.

Based on the findings, it can be concluded that student councils largely did not play decision making roles on matters related to lack of water, lack of sanitation services and lateness in the provision of meals. The study also shows that student councils do not make decisions on matters related to the number of examinations administered in school, provision of textbooks for learning, quality of meals in school, congestions in the dormitories in school and bullying in school. The study shows that decision making roles may influence up 43.9% of frequency of student unrests in schools.

It is herein concluded that involving student leaders in decision making could have an influence on curbing the frequency of student unrests in schools. Principals

may therefore, encourage the democratic form of school organization in which students elect their own leaders, provision of a suggestion box within the school for students to give independent views about the school administration and even allowing students to have a say in their welfare in school. The study shows that communication roles may influence the curbing of frequency of student unrests in schools.

It can be concluded that as student councils did not communicate to school management students' complaints related to the provision of textbooks, congestions in dormitories, too many examinations administered and bullying of students. This could have caused the many student unrests. The study shows that communication roles may influence up 87.1% of frequency of student unrests in schools.

It is also concluded that student councils were hardly involved in punishing offenders. They only reported students who sneak out of school, monitored preps in school and punished students who make noise in class. The student councils were never consulted when making school rules. It can be concluded that involving student councils in formulating, implementing, and enforcing schools rules could influence student discipline. The study shows that disciplinary roles may influence up to 15.2% of student unrests in schools.

In relation to objective four, it can be concluded that in spite of the significant influence of guidance and counseling in checking the frequency of student unrests, student councils were hardly involved in peer guidance and counseling. The study shows that student councils did not guide and counsel students who do not do well in class, who are depressed, who are under adverse peer influence, who fight in school, who sneak out of school, who are affected by bullying and students who suffer from stress in school. Guiding and counseling of such students is done by teachers in the

various guidance and counseling departments. The study shows that guidance and counseling roles may influence up to 5.2% of frequency of student unrests in schools.

5.4 Recommendations

The researcher assessed the influence of roles played by student councils on curbing the frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. The following recommendations were made:

- i. Student councils need to be thoroughly prepared and involved to play decision making roles effectively. This could be done through seminars, workshops, and regular meetings with principals, deputies. They should also be allowed to attend sub-county and national conferences.
- ii. Student councils should be allowed to communicate students' grievances.
 Suggestions made by student councils on students' grievances should be given a lot of weight and importance.
- iii. The schools under study should carry out continuous benchmarking with schools of excellence who have managed to handle the problem of students' unrests. This will enable them to adopt new and better ways of handling the problem of student unrests.
- iv. Though guidance and counseling has been institutionalized in secondary schools, there is need to train members of student councils as peer counselors.This will augment the work done by teachers.

5.4.1 Policy Recommendations

It is recommended that:

i. The functions of Student councils should be operationalized through formulation of policies which must then be implemented and enforced.

- New policies on election of student councils should be implemented by schools principals.
- iii. Students should be given more powers to assist teachers in supervising other students and more so, the ones who have high tendencies to flout school rules.
- iv. Through proper policy formulation, capacity building and sensitization of both teachers and students should be undertaken by stakeholders so that students and teachers could support student leadership.

5.4.2 Recommendations for Further Research

The study recommends the following areas for further studies:

- Influence of other roles of student councils (which did not form part of this study) on frequency of student unrests.
- ii. Other factors which influence student unrests like poor management, lack of resources in school and teachers missing lessons.
- iii. The effects of student unrests on achievement of goals of secondary education to improve student's performance.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR STUDENTS

You have been selected to participate in a study on the influence of student councils in curbing frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. Kindly give the correct responses according to your opinion. I would like to assure you that the responses will be treated confidential and only for the purpose of this research.

| 1 How are student councils created in yo | our school? |
|--|--|
| i. Appointed by the principal | |
| ii. Appointed by teachers | |
| iii. Elected by student | |
| 2 How many strikes have been reported | in your school in the last three years? |
| □1-2 □3-4 □ 5-6 □ 7-8 | ☐ 9 and above |
| SECTION A: Decision Making Roles | s Played by Student Councils in Relation t |

SECTION A: Decision Making Roles Played by Student Councils in Relation to the Frequency of Student Unrests.

Tick $\lceil \sqrt{\rceil}$ the correct response according to your opinion.

Always (A), Frequently (F), Sometimes (S), Never (N)

| No. | ITEM | A | F | S | N |
|-----|---|---|---|---|---|
| 3. | Student councils participate in decision making regarding | | | | |
| | provision of textbooks in school. | | | | |
| 4. | Student councils participate in decision making regarding | | | | |
| | poor quality of meals in school. | | | | |
| 5. | Student councils participate in decision making regarding | | | | |
| | lack of water in school. | | | | |
| 6. | Student councils participate in decision making regarding | | | | |
| | lack of sanitation services. | | | | |
| 7. | Student councils participate in decision making regarding | | | | |
| | excess punishment meted by teachers in school. | | | | |
| 8. | Student councils participate in decision making regarding | | | | |
| | nonattendance of lessons by teachers. | | | | |

| 9. | Student councils participate in decision making regarding | | |
|-----|---|--|--|
| | lateness in provision of meals in school. | | |
| 10. | Student councils participate in decision making regarding | | |
| | congestion in dormitories in school. | | |
| 11. | Student councils participate in decision making regarding too | | |
| | many exams administered in school. | | |
| 12. | Student councils participate in decision making regarding | | |
| | bullying in school. | | |

SECTION B: Communication Roles Played by Student Councils in Relation to Frequency of Student Unrests.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

Always (A), Frequently (F), Sometimes (S), Never (N)

| No. | ITEM | A | F | S | N |
|-----|---|---|---|---|---|
| 13. | Student council communicates to school management | | | | |
| | complaints related to provision of textbooks. | | | | |
| 14. | Student council communicates to school management | | | | |
| | complaints related to poor quality of food. | | | | |
| 15. | Student council communicates to school management | | | | |
| | complaints related to lack of water. | | | | |
| 16. | Student council communicates to school management | | | | |
| | complaints related to lack of sanitation services. | | | | |
| 17. | Student council communicates to school management | | | | |
| | complaints related to excess punishment meted by teachers. | | | | |
| 18. | Student council communicates to school management | | | | |
| | complaints related to nonattendance of lessons by teachers. | | | | |
| 19. | Student council communicates to school management | | | | |
| | complaints related to lateness in provision of meals. | | | | |
| 20. | Student council communicates to school management | | | | |
| | complaints related to congestion in dormitories. | | | | |
| 21. | Student council communicates to school management | | | | |

| | complaints related to too many exams administered. | | |
|-----|--|--|--|
| 22. | Student council communicates to school management | | |
| | complaints related to bullying of students. | | |

SECTION C: Disciplining Roles played by Student Councils in Relation to Frequency of Student Unrests.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

Always (A), Frequently (F), Sometimes (S), Never (N)

| No. | ITEM | A | F | S | N |
|-----|--|---|---|---|---|
| 23. | Student councils punish students who abuse drugs in | | | | |
| | school. | | | | |
| 24. | Student councils punish students who do not attend class. | | | | |
| 25. | Student councils punish students who make noise in class. | | | | |
| 26. | Student councils punish students who plan riots in school. | | | | |
| 27. | Student councils inspect students at the gate during | | | | |
| | opening days. | | | | |
| 28. | Student councils punish students who fight in class. | | | | |
| 29. | Student councils report students who use mother tongue to | | | | |
| | plan riots to the management. | | | | |
| 30. | Student councils punish students who bully others in | | | | |
| | school. | | | | |
| 31. | Student councils monitor preps in school. | | | | |
| 32. | Student councils punish students who sneak out of school. | | | | |

SECTION D: Guidance and Counseling Roles played by Student Councils in Relation to the Frequency of Student Unrests.

Tick $\lceil \sqrt{\rceil}$ the correct response according to your opinion.

| No. | ITEM | A | F | S | N |
|-----|---|---|---|---|---|
| 33. | Student council guide and counsel students who suffer | | | | |
| | from stress. | | | | |
| 34. | Student council guide and counsel students who are | | | | |
| | affected by bullying in school. | | | | |
| 35. | Student council guide and counsel students who use | | | | |
| | drugs in school. | | | | |
| 36. | Student council guide and counsel students who sneak | | | | |
| | out of school. | | | | |
| 37. | Student council guide and counsel students who fight | | | | |
| | in school. | | | | |
| 38. | Student council guide and counsel students who are | | | | |
| | under peer influence. | | | | |
| 39. | Student council guide and counsel students who are | | | | |
| | depressed. | | | | |
| 40. | Student council guide and counsel students who do not | | | | |
| | do well in class. | | | | |
| 41. | Student council guide and counsel students who are | | | | |
| | discriminated against in school. | | | | |
| 42. | Student council guide and counsel students who are | | | | |
| | affected by issues related to development in | | | | |
| | adolescents. | | | | |

SECTION E: FREQUENCY OF STUDENT UNRESTS.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

| No. | ITEM | A | F | S | N |
|-----|--|---|---|---|---|
| 43. | Some students in my school engage in burning of school | | | | |
| | property as a form of unrest. | | | | |
| 44. | Some students in my school engage in public demonstration | | | | |
| | as a form of unrest. | | | | |
| 45. | Some students in my school boycott attending lessons as a | | | | |
| | form of unrest. | | | | |
| 46. | Some students in my school boycott eating meals as a form | | | | |
| | of unrest. | | | | |
| 47. | Some students in my school refuse to do manual duties as a | | | | |
| | form of unrest. | | | | |
| 48. | Some students in my school boycott doing joint exams as a | | | | |
| | form of unrest | | | | |
| 49. | Some students in my school engage in destroying of school | | | | |
| | property as a form of unrest. | | | | |

APPENDIX II: QUESTIONNAIRE FOR MEMBERS OF STUDENT COUNCILS

You have been selected to participate in a study on the influence of student councils in curbing frequency of student unrests in public boys boarding secondary schools in Elgon Sub-county, Kenya. Kindly give the correct responses according to your opinion. I would like to assure you that the responses will be treated confidential and only for the purpose of this research.

| 1 How are student councils created in your school? | | | | | | | | |
|---|----------------------------|---------------|--|--|--|--|--|--|
| i. | Appointed by the principal | | | | | | | |
| ii. | Appointed by teachers | | | | | | | |
| iii. | Elected by student | | | | | | | |
| 2 How many strikes have been reported in your school in the last three years? | | | | | | | | |
| | l-2 □3-4 □5-6 □ 7-8 □ | ☐ 9 and above | | | | | | |

SECTION A: Decision Making Roles Played by Student Councils on the Frequency of Student Unrests.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

| No. | ITEM | A | F | S | N |
|-----|---|---|---|---|---|
| 3. | We participate in making decisions in regarding | | | | |
| | provision of textbooks. | | | | |
| 4. | We participate in making decisions in regarding | | | | |
| | poor meals in school. | | | | |
| 5. | We participate in making decisions in regarding | | | | |
| | lack of water in school. | | | | |
| 6. | We participate in making decisions in regarding | | | | |
| | lack of sanitation services. | | | | |
| 7. | We participate in making decisions in regarding | | | | |
| | excess punishment meted by teachers. | | | | |
| 8. | We participate in making decisions in regarding | | | | |
| | nonattendance of lessons by teachers. | | | | |
| 9. | We participate in making decisions in regarding | | | | |
| | lateness in provision of meals in school. | | | | |
| 10. | We participate in making decisions in regarding | | | | |
| | congestion in dormitories in school. | | | | |
| 11. | We participate in making decisions in regarding too | | | | |
| | many exams administered in school. | | | | |
| 12. | We participate in making decisions in regarding | | | | |
| | bullying in school. | | | | |

SECTION B: Communication Roles played by Student Councils in Relation to the Frequency of Student Unrests.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

| No. | ITEM | A | F | S | N |
|-----|---|---|---|---|---|
| 13. | We communicate to school management on matters regarding lack of textbooks. | | | | |
| 14. | We communicate to school management on matters regarding poor quality of meals. | | | | |
| 15. | We communicate to school management on matters regarding lack of water. | | | | |
| 16. | We communicate to school management on matters regarding lack of sanitation services. | | | | |
| 17. | We communicate to school management on matters regarding excess punishment meted by teachers. | | | | |
| 18. | We communicate to school management on matters regarding nonattendance of lesson by teachers. | | | | |
| 19. | We communicate to school management on matters regarding lateness in provision of meals. | | | | |
| 20. | We communicate to school management on matters regarding congestion in dormitories. | | | | |
| 21. | We communicate to school management on matters regarding too many exams administered. | | | | |
| 22. | We communicate to school management on matters regarding bullying cases. | | | | |

SECTION C: Disciplining Roles played by Student Councils in Relation to Frequency of Student Unrests.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

| No. | Item | A | F | S | N |
|-----|--|---|---|---|---|
| 23. | We punish students who abuse drugs in school. | | | | |
| 24. | We punish students who do not attend class. | | | | |
| 25. | We punish students who make noise in class | | | | |
| 26. | We punish students who plan riots in school. | | | | |
| 27. | We inspect students at the gate during opening | | | | |
| | days. | | | | |
| 28. | We punish students who fight in class. | | | | |
| 29. | We report students who use mother tongue to | | | | |
| | plan riots to the management. | | | | |
| 30. | We punish students who bully others in school. | | | | |
| 31. | We monitor preps in school. | | | | |
| 32. | We punish students who sneak out of school. | | | | |

SECTION D: Guidance and Counseling Roles played by Student Councils in Relation to the Frequency of Student Unrests.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

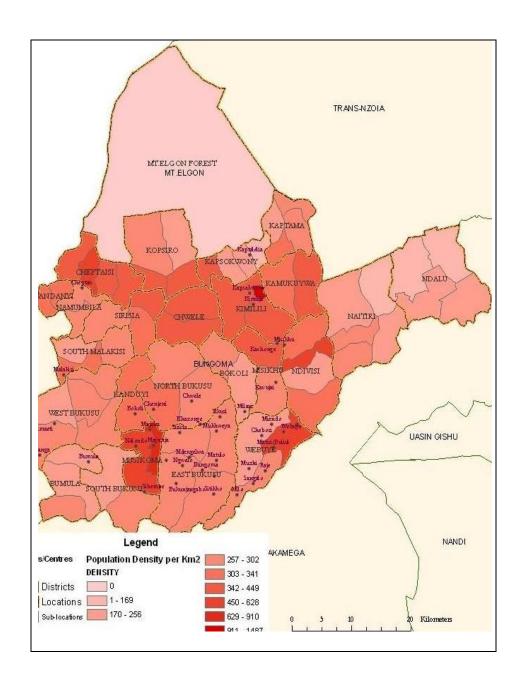
| No. | ITEM | A | F | S | N |
|-----|---|---|---|---|---|
| 33. | We guide and counsel students who suffer from stress. | | | | |
| 34. | We guide and counsel students who are affected by bullying | | | | |
| | in school. | | | | |
| 35. | We guide and counsel students who used drugs in school. | | | | |
| 36. | We guides and counsel students who sneak out of school. | | | | |
| 37. | We guide and counsel students who fight in school. | | | | |
| 38. | We guide and counsel students who are under peer influence. | | | | |
| 39. | We guide and counsel students who are depressed. | | | | |
| 40. | We guide and counsel students who do not do well in class. | | | | |
| 41. | We guide and counsel students who are discriminated against | | | | |
| | in school. | | | | |
| 42. | We guide and counsel students who are affected by issues | | | | |
| | related to development in adolescents. | | | | |

SECTION E: FREQUENCY OF STUDENT UNRESTS.

Tick $[\sqrt{\ }]$ the correct response according to your opinion.

| No. | ITEM | A | F | S | N |
|-----|--|---|---|---|---|
| 43. | Some students in my school engage in burning of school | | | | |
| | property as a form of unrest. | | | | |
| 44. | Some students in my school engage in public demonstration | | | | |
| | as a form of unrest. | | | | |
| 45. | Some students in my school boycott attending lessons as a | | | | |
| | form of unrest. | | | | |
| 46. | Some students in my school boycott eating meals as a form | | | | |
| | of unrest. | | | | |
| 47. | Some students in my school refuse to do manual duties as a | | | | |
| | form of unrest. | | | | |
| 48. | Some students in my school boycott doing joint exams as a | | | | |
| | form of unrest | | | | |
| 49. | Some students in my school engage in destroying of school | | | | |
| | property as a form of unrest. | | | | |

APPENDIX III: MAP OF ELGON SUB-COUNTY



APPENDIX IV: KREJCIE AND MORGAN TABLE

| N | · s | N | · .s · | N | |
|-----|-----|------|--------|---------|-----|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

Note.—Nis population size. Sis sample size.

Source: Krejcie & Morgan, 1970

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. SIMATWA LESLIE KIMAME

of KABARAK UNIVERSITY, 0-20157

NAKURU,has been permitted to conduct research in Bungoma County

on the topic: INFLUENCE OF ROLES PLAYED BY STUDENT COUNCILS ON CURBING FREQUENCY OF STUDENT UNREST IN PUBLIC BOYS BOARDING SECONDARY SCHOOLS IN ELGON SUB-COUNTY, KENYA.

for the period ending: 14th November, 2018

Applicant's Signature Permit No : NACOSTI/P/17/53399/19891 Date Of Issue : 15th November,2017 Fee Recieved :Ksh 1000

Director General
National Commission for Science,
Technology & Innovation

APPENDIX VI: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000, 0713 788787,0735404245 Fax: +254-20-318245,318249 Email: dg@nacosti.go.ke Website: www.nacosti.go.ke When replying please quote NACOSTI, Upper Kabete Off Waiyaki Way P.O. Box 30623-00100 NAIROBI-KENYA

Ref. No. NACOSTI/P/17/53399/19891

Simatwa Leslie Kimame Kabarak University Private Bag - 20157 KABARAK. Date: 15th November, 2017

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Influence of roles played by student councils on curbing frequency of student unrest in public boys boarding secondary schools in Elgon Sub-County, Kenya" I am pleased to inform you that you have been authorized to undertake research in Bungoma County for the period ending 14th November, 2018.

You are advised to report to the County Commissioner and the County Director of Education, Bungoma County before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.



GODFREY P. KALERWA MSc., MBA, MKIM FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner Bungoma County.

The County Director of Education Bungoma County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VII: RESEARCH LETTER FROM KABARAK UNIVERSITY



INSTITUTE OF POST GRADUATE STUDIES

Private Bag - 20157 KABARAK, KENYA E-mail: directorpostgraduate@kabarak.ac.ke Tel: 0773265999 Fax: 254-51-343012 <u>www.kabarak.ac.ke</u>

10th October, 2017

Ministry of Higher Education Science and Technology, National Council for Science, Technology & Innovation, P.O. Box 30623 – 00100,

Dear Sir/Madam,

RE: RESEARCH BY LESLIE SIMATWA KIMAME- GME/M/0236/04/16

The above named is a student at Kabarak University taking Masters Degree in Education (Management and leadership). He is carrying out research entitled "Influence of Roles played by student councils on the frequency of student unrests in public boys boarding Secondary Schools in Elgon Sub-County, Kenya."

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully

Dr. Betty J. Tikoko

DIRECTOR - (POST-GRADUATE STUDIES)

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Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)