

**INFLUENCE OF STUDENTS' COUNCIL LEADERSHIP SKILLS ON
MANAGEMENT OF DISCIPLINE IN SECONDARY SCHOOLS IN MBEERE
SOUTH SUB-COUNTY, EMBU COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Education in
Educational Management of Chuka University**


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DECLARATION AND RECOMMENDATIONS

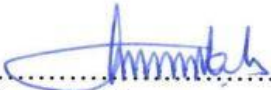
Declaration


This thesis is my original work and has not been presented for an award of a diploma or conferment of degree in any institution.

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DEDICATION

This work is dedicated to my loving father Mr. Ezekiel Simba Njeru, my mum Phedis Mwendia Simba, my step mum Agnes Kiura Simba and my late sister Agerica Muthoni Simba for laying good moral, spiritual and education foundation for me. Also to my loving wife Stella Karegi and my sons: Epaphroditus Murithi, Elvis Mutugi and Emmanuel Muthomi whose continued support, encouragement and prayers gave me the necessary momentum to complete this work. God bless you all.

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ABSTRACT

Management of students' discipline is a critical component in attainment of positive outcomes in schools. In an effort to manage students' discipline, Government of Kenya (GoK) introduced the following strategies; democratic election of students leaders, presentation of undisciplined students before court of law, presentation of indiscipline students to the Criminal Investigation Department (CID) and strengthening of guidance and counseling (G&C) departments in schools. However, cases of indiscipline have continued to be reported in schools. The study sought to determine the influence of students' council leadership skills: conflict resolution, peer mentoring, decision-making and communication on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. The study had four objectives. Four hypotheses were formulated and tested at 0.05 level of significance. The study used correlational research design. Stratified random sampling was used to select 18 schools from the target population of 53 public secondary schools. The deputy principals were purposively selected while students' council leaders were proportionately and randomly sampled from the sample frame such that larger proportions of the sample were drawn from the schools that had more students' council leaders. The sample size was 272 comprising 22 deputy principals and 250 students' council leaders. Questionnaires were used to collect data from the students' council leaders and deputy principals. The instruments were piloted in four secondary schools purposively selected in Mbeere North Sub-County. The researcher used Cronbach's Alpha Coefficient method to estimate the reliability of the research instruments and correlation coefficient value of at least 0.70 and above was considered appropriate. In this study reliability of students' council leaders' questionnaire was 0.848 while that of deputy principals was 0.924. The researcher ascertained validity of the instruments by presenting them to experts in the Department of Education. Quantitative data gathered was analyzed using Statistical Package for Social Sciences (SPSS) version 26. Descriptive data analysis was presented in form of mean, standard deviation, percentage and frequencies. The hypotheses were tested using linear regression model. The study established that students' council leaders' skills of conflict resolution, peer mentoring, decision-making and communication influenced management of discipline in public secondary schools. The study recommended: allocation of funds to students' council activities in schools' annual budget; evaluation of students' councils inputs in management of schools; design and development of curriculum on leadership skills; performance appraisal for students' council leaders; monitoring of students' council's activities by Ministry of Education (MoE). It is hoped that the findings will be significant to school principals, teachers, students' council leaders and educational policy makers in coming up with strategies to manage students' discipline. The findings also provide additional literature on the management of students' discipline in secondary schools in Kenya. The findings may also influence the practices of school administrations in management of students' discipline.

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ABBREVIATIONS AND ACRONYMS

ANOVA:	Analysis of Variance
BOM:	Board of Management
CCTV:	Closed-Circuit Television
CDF:	Constituency Development Fund
CID:	Criminal Investigation Department
G&C:	Guidance and Counseling
GoK:	Government of Kenya
GPS:	Global Positioning System
KICD:	Kenya Institute of Curriculum Development
KSSHA:	Kenya Secondary Schools Heads Association
MoE:	Ministry of Education
NACOSTI:	National Commission for Science, Technology and Innovation.
NEMIS:	National Education Management Information System
QASO	Quality Assurance and Standard Officer
SPMS:	Student Peer Mentoring Programmes
SPSS:	Statistical Package for Social Sciences
UK:	United Kingdom
UNICEF:	United Nations International Children Education Fund
USA:	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is recognized worldwide as fundamental human right. According to Article 26 of the Universal Declaration of Human Rights, which was adopted in 1948, everyone has a right to education. Additionally, education must be free, at least in the preliminary and fundamental stages (Bishop, 1989, as cited in Kangovio, 2020). The key to achieving other Sustainable Development Goals (SDGs) is education. People can escape the poverty cycle when they receive quality education. Therefore, education aids in reducing disparities and achieving gender equality. In addition, it encourages people to have more sustainable and healthy lives (UNESCO, 2013, as cited in Kangovio, 2020). Investment in education helps to increase production, promotes national and social development, and reduces social inequality (World Bank, 2002, as cited in Kangovio, 2020). According to UNESCO (2005, as cited in Kangovio, 2020) one of the measures of a nation's growth is the level of education in that nation. Achievement of goals in education might be influenced by the discipline of the people in a learning institution.

Discipline is derived from the Latin word “Discipulus” which means to learn. Oxford Advanced Learners Dictionary defines discipline as the practice of training people to obey rules and orders and sanctioning them for disobedience. According to Grossnickle and Sesko (1990, as cited in Mwaura & Thinguri, 2015) discipline is a process of teaching the mind and developing personality in an individual to enable such a person to make right decisions in a practical manner, living peacefully with members of society. Discipline is regarded as a significant part of human behavior and its absence in an institution hinders operations towards accomplishment of its goals (Ouma et al., 2013, as cited in Simba, Agak, & Kabuka, 2016). In a school setting, a learner is considered disciplined if that learner’s behavior, actions and inactions are in accordance with the set school rules and regulations (Ali et al., 2014, as cited in Simba et al., 2016). According to Gitome et al. (2013, as cited in Simba et al., 2016,) discipline ideally means more than obeying rules and regulations, it calls for the learner’s capacity to perceive what is right or wrong. Discipline is generally acknowledged to be critical in creating a conducive school environment favorable to sound academic performance

(Njoroge & Nyabuto, 2014, as cited in Simba et al., 2016). According to Eshetu (2014, as cited in Simba et al., 2016) discipline is a basic requirement for effective teaching and learning and a major concern for teachers. Additionally, discipline is necessary for successful school management and achievement of academic goals (Nakpodia, 2010, as cited in Simba et al., 2016). Indiscipline is lack of discipline. According to Ali et al. (2014, as cited in Simba et al., 2016) in a school, indiscipline is any form of misconduct which a learner shows in some ways such as destruction of school property, disobedience, poor attitude towards learning, immoral behavior and drug abuse. To curb indiscipline, it is necessary to manage discipline of persons in a school as a strategy.

Management of discipline are actions to enforce compliance to organizational standards by a team of persons. Teachers, students, and non-teaching staff must all abide by a number of norms and rules of conduct in educational institutions. All students, faculty, and staff at educational institutions are expected to strictly adhere to the varied behavior patterns required for peak performance in order to effectively complete their academic programs (Owiti, 2016). The act of teaching students to follow rules or a code of conduct established by the school is known as student discipline. Management of students' discipline deals with prevention and suppression of undesirable behaviors as well as promotion and sustenance of appropriate behaviors. The goal of discipline management is to improve the learning environment at the school. Discipline among students can be considered from two angles: in-class discipline and discipline outside the class. According to Gaustard (2005, as cited in Kagoiya et al., 2017) the aim of management of students' discipline is to safeguard the safety of staff and students as well as to foster a favourable learning environment which promotes accomplishment of educational goals. Institutions of learning have continued to face challenges of management of learners' discipline, which has eventually led to failure to attain the aspired objectives. Burning of physical facilities in schools by students which usually results to loss of life and property, and interruption of teaching and learning programs, negatively affects academic achievements.

There is a growing concern about how secondary schools manage students' discipline. According to Edwards (2008, as described in Kangovio, 2020) indiscipline issues in

secondary schools in America take the form of aggressive behavior, cursing, verbal abuse, roughhousing, fighting, drug usage, vandalism, theft, and bullying. According to Tattum (2013, as cited in Kangovio, 2020) when good discipline is maintained, parents, students, and public educators in America view the school as effective. Good curriculum implementation and the attainment of academic achievements depend on effective control of students' behavior. American public schools most often cite management of students' discipline as the greatest challenge to attainment of educational goals. For instance, according to the Institute of Education Sciences (IES, 2004, cited in Kangovio, 2020) bullying, disrespectful behavior towards teachers, verbal abuse of teachers, racial tension, general classroom disruption, undesirable gang, and cult or extremist activities take place in more than a quarter of American public schools on a weekly basis. Student indiscipline has also been connected to a wave of violence in schools in the United Kingdom (UK). In Spain, Mexico, Italy, Germany, India, and the Comoros, similar cases of indiscipline have been documented (UNESCO, 2004, as cited in Wairagu, 2017).

According to Mbiti (2014) the idea of managing students' behavior should not be connected to suffering or terror but rather should be seen as a way of assisting the students in arriving at sound judgments. Further, he argues that enforcing discipline at home and at school should be geared towards transforming young people into responsible adults. The ability to make their own judgments and the willingness to cope with the consequences should be encouraged for young people. According to Ukeju et al. (2013, as cited in Kangovio, 2020) management of discipline is the process of regulating behavior in the service of a specific objective. According to their argument, a self-disciplined person is one who is capable of setting own goals, make the required efforts and sacrifices to achieve them. This suggests that discipline management need to prioritize teaching people how to become independent in managing their own conduct. Otieno (2012, as cited in Kangovio, 2020) sees discipline management as a system of directing and aiding students to make logical conclusions. Additionally, he suggests that effective discipline management helps stakeholders save a lot of money and time. According to Raichena (2006, as cited in Kangovio, 2020) effective disciplinary management should result in self-control and submission. With these two, a student should be able to maintain self-control to act morally upright, at a suitable

time and place, and in a way that is appropriate. Management of discipline, according to Wango (2010, as described in Kangovio, 2020) is the process of developing a person's intellect and character with the goal of generating a person who is self-controlled, has organized behavior, and is skilled. While effective discipline management is necessary for both a successful social development and an effective educational process, poor discipline management can pose a severe barrier to student learning. According to Asiedu-Akrofi (2010, as cited in Kangovio, 2020) effective disciplinary management occurs when students voluntarily support and abide by the rules and regulations of the school. In this situation, students comprehend school rules and regulations since they were engaged in formulating them. This method of discipline administration emphasizes student accountability and teamwork.

According to Belle (2017) a variety of factors, including the school, the family, peer pressure, the community, and the media, have an impact on students' behavior, both positively and negatively. Additionally, it has become exceedingly challenging to maintain discipline in schools due to human rights activists' promotion of children's rights (Magana, 2009, as cited Kangovio, 2020). Poorly behaved students make it difficult for teachers to educate them successfully, which compromises both the function of schools as socializing agents and the duty of teachers in the development of pupils (Koutseline, 2012, as cited Kangovio, 2020).

Kangovio (2020) carried out a study on factors influencing management of students' discipline in public secondary schools in Kitui Central Sub County, Kitui County, Kenya. The study employed descriptive survey design. The target population for the study was 1464 respondents, comprising principals, teachers, and students. Census sampling was used to select 31 principals while simple random sampling was used to select 70 teachers and 120 students resulting to a sample of 221 respondents. The study used questionnaires to collect data. The data was analyzed using frequencies and percentages as descriptive statistics and ANOVA as inferential statistics. From the findings the study concluded that learning difficulties, bad habits, anxiety, and involvement in alcohol and drug abuse are some personality traits of students that contribute to indiscipline in public secondary schools. The study also found that factors including peer pressure, bullying, moving between classrooms when lessons are being

changed, classroom size, and school size have an impact on how secondary school students behave. In addition, the study concluded that home background related factors such as low student involvement and supervision, low parental socio-economic status, the nature of the home (temporary, permanent, or homeless), violence, and drug abuse, have an effect on how public secondary schools manage their students' behavior.

Wairagu (2017) did a study on school related factors influencing students' discipline in public secondary schools in Thika West Sub County, Kenya. The study adopted descriptive survey design. The target population was 2019 consisting of head teachers, deputy head teachers, teachers, and form three students. The study used census sampling to get 13 head teachers and 14 deputy head teachers while simple random sampling was used to select 52 teachers and 189 form three students giving a sample size of 268 respondents. The study used questionnaires for teachers, interview guides for head teachers and deputy head teachers, and focused group discussion for form three students. Quantitative data was analyzed using frequencies and percentages while qualitative data was analyzed thematically. From the findings the study concluded that students do not involve themselves in indiscipline cases where teachers are sensitive to their needs. The study also found that students do not engage in indiscipline cases when there is a cordial association between: teachers and learners; and among learners themselves. Study further concluded that students' academic stress caused by failure of teachers to engage students in discussion on academic issues influence students' discipline. Such failure may cause students to demonstrate and boycott academic programmes like examinations in case students are not adequately prepared for them. The study also found that security measures such as fence, security guards, metal detectors, and Closed-Circuit Television (CCTV) help in controlling indiscipline cases where the students tend to get involved.

According to Leithwood et al. (2004, as cited in Muthui et al., 2018) student leadership is the exercise of authority by a small group of students over all other students through the setting of objectives, providing guidance, influencing other students, and inspiring others to achieve predetermined objectives for the good of the whole school. Leadership skills are the tools, behaviors and capabilities that an individual requires to be effective in leading and inspiring others. Students' council leaders require the following

leadership skills to enhance their competence: peer mentoring and counseling, decision-making, effective communication, problem-solving, time management, setting and strategizing to achieve goals, team management, mediation, negotiation, creative and critical thinking skills to be effective in performance of duties (Nyaga, 2018). These leadership competence skills are acquired through training and practice. The students' council leaders are expected to have the leadership skills to optimally function in the management of students' discipline in Kenyan secondary schools.

The role of student councils in managing secondary schools, challenges faced by student councils, factors influencing the effectiveness of student councils, the impact of student councils on managing discipline, and the impact of student council leadership training on discipline management are just a few of the studies that have been done on student councils. These studies failed to sufficiently address the leadership skills that student council leaders need in order to effectively control student behavior in secondary schools, a gap that this study aimed to fill.

1.2 Statement of the Problem

The Government of Kenya (GoK) has placed investment in education of its citizens as one of the major priorities in the budget of every financial year. This is evidenced by provision of Free Primary Education (FPE) and Free Day Secondary Education (FDSE) capitation to schools. Financing education is aimed at ensuring all learners remain in schools throughout the learning time. However, some learners have experienced unplanned closure of schools due to students' indiscipline cases such as burning of buildings, strikes and examination boycotts. Some cases of indiscipline have resulted to loss of property, loss of life and interruption of learning programmes. In an effort to manage discipline in schools, GoK adopted the following strategies: presenting student law breakers in court of law for judgement; presenting indiscipline students to Criminal Investigation Department (CID) for interrogation; introduction of guidance and counselling in schools, and introduction of student council leadership in schools. Despite the effort by GoK, management of students' discipline has remained a challenge in a number of schools. To ensure the goals of FPE and FDSE are achieved, the issue of management of students' discipline is critical and requires urgent address.

The study sought to establish the influence of student council leadership skills on management of students' discipline.

1.3 Purpose of the Study

The purpose of this study was to establish if there is influence of students' council leadership skills on management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the influence of students' council conflict resolution skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.
- ii. To establish the influence of students' council peer mentoring skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.
- iii. To establish the influence of students' council decision-making skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.
- iv. To determine the influence of students' council communication skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.

1.5 Hypotheses of the Study

The following hypotheses were formulated and tested at 0.05 significant level:

H_{o1}: Students' council conflict resolution skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.

H_{o2}: Students' council peer mentoring skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.

H₀₃: Students' council decision-making skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.

H₀₄: Students' council communication skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.

1.6 Significance of the Study

The conclusions of the study can be used by teachers and school administrators to determine how much student council leadership abilities affect pupils discipline in secondary schools. In order to serve students best in school, a student council leader should have the essential leadership skills, which can be determined by education stakeholders. The findings of the study may be used by those who formulate educational policies in secondary schools to create policies that are specifically geared to the management of student behavior. The study's findings added fresh knowledge to the body of research already available on managing student discipline. Researchers may add the study's findings to the existing literature review to support future research.

1.7 Scope of the Study

The study sought to find out the influence of students' council leadership skills on management of discipline. The leadership skills focused on by the study were: conflict resolution skills, peer mentoring skills, decision-making skills, and communication skills. The target population consisted of deputy principals and students' council leaders in 53 public secondary schools in Mbeere South Sub-County, Embu County, Kenya. Four hypotheses were formulated and tested at 0.05 level of significance. The data was collected using questionnaires for deputy principals and students' council leaders. The data collected was analyzed using descriptive statistics (frequencies, percentages, mean, and standard deviation) and inferential statistics (correlation and regression analysis).

1.8 Limitations of the Study

The data of the study was collected from deputy principals and students' council leaders in public secondary schools leaving out private secondary schools. Further, other

potential respondents like students, teachers, non-teaching staff, parents, and members of BOM were not considered for the study and probably could give significant contribution to the study findings. The study used questionnaire as the only tool for data collection due to limited resources such as time and finances. The researcher was not able to collect verbal and non-verbal information that could have been easily accessed using interview schedules to enrich the study findings. The researcher mitigated this by developing detailed questionnaires that met reasonable levels of validity and reliability. The association between leadership skills and management of discipline does not necessarily imply there is causal relationship between them. The study was conducted in Mbeere South Sub-County and therefore the findings of the study may not be generalized to other sub-counties in Embu County and in the other counties in Kenya. The researcher recommended comparative studies in other sub-counties in Embu County to enhance generalization of the results.

1.9 Assumptions of the Study

The study assumed that:

- i. All public secondary schools had replaced prefect leadership with students' councils.
- ii. All sampled schools had functioning students' councils.

1.10 Operational Definitions of Terms

The following were the operational definitions of terms in the study:

Communication Skills: According to Sabbah, Hallabieh and Husein (2020) communication skills are the abilities to effectively exchange news, thoughts, feelings, information, and points of view. In this study, communication skills refer to the students' council leaders abilities to exchange coherently and appropriately the information related to management of discipline.

Conflict Management: Conflict management is the practice of identifying and handling conflicts efficiently and fairly. In this study, conflict management refers to the students' council leaders' practice of being able to identify and handle conflicts among students sensibly, fairly and efficiently that could lead to indiscipline.

Conflict Resolution Skills: Conflict resolution skills refers to the abilities to resolve a problem or dispute in a positive way and still maintain a healthy and happy relationship with the other party involved. In this study, conflict resolution skills refers to the abilities of students' council leaders to address different objectives, opinions, or styles and finding common ground that enables students to work together peacefully in secondary school.

Decision-Making Skills: Decision-making skills are the abilities to choose a good option out of two or more alternatives. In this study, decision-making skills are the abilities of students' council leaders to prioritize and choose between two or more competing alternatives regarding students' discipline after making several considerations of the consequences.

Discipline: Oxford advanced learner's dictionary define discipline as the practice of training people to obey rules and orders and sanctioning them for disobedience. In this study, discipline refers to students' adherence to school rules and regulations.

Leadership Skills: Leadership skills are the strengths and abilities individuals demonstrate that help to oversee processes, guide initiatives and steer their followers toward the achievement of goals. In

this study leadership skills refers to conflict resolution skills, peer mentoring skills, decision-making skills, and communication skills.

Management of Discipline: According to Opatha (2009) management of discipline is a systematic process of controlling and influencing all employees in the organization to achieve and maintain standards of behaviour in order to accomplish organizational goals and objectives. In this study management of discipline refers to the strategies and approaches used by students' council leaders to ensure there is order in school and conflicts among students are amicably resolved.

Peer Mentoring Skills: Peer mentoring skills are the traits and abilities that help a mentor to offer valuable leadership to a mentee. In this study, peer mentoring skills refers to knowledge and abilities of students' council leaders to guide and counsel students on the indiscipline cases.

Students' Discipline: In this study, students' discipline refers to the display by students of behaviors that conform to school rules and regulations

Students' Council: According to Murage (2014) a students' council is a representative structure through which students in post-primary schools are involved in the affairs of the school, working in partnership with the school management, staff, and parents for the benefits of the school and its students. In this study, a students' council refers to a representative team of leaders democratically elected by colleague students to serve as a link between the school administration and the students.

Indiscipline Student: In this study, an indiscipline student is a learner whose actions and behaviors are in violation of school rules and regulations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Management of Discipline in Secondary Schools

Rise in incidents of indiscipline in schools is an international concern. According to Grossnickle and Sesko (1990, as cited in Mwaura & Thinguri, 2015) discipline is a mental training process and personality development of an individual to practically make right decisions and amicably live with members of society. Miriti (2012, as cited in Mwaura & Thinguri, 2015) describes discipline as a procedure of helping learners or teachers to arrive at rational decisions, and the capability to control learners to acquire appropriate behaviors. Self-control, obedience, taking responsibility of one's behavior, and being cooperative are some of the outcomes of successful management of discipline.

Discipline management is enforcing of norms in a learning institution. Okumbe (1999, as cited in Mwaura & Thinguri, 2015) notes, for an educational institution to realize its goals, teaching staff, support staff and learners are required to firmly adhere to prescribed codes of conduct. According to MoE (2009, as cited in Nyaga, 2018), there are three types of discipline management: preventive discipline refers to measures that are taken to prevent initial occurrence of misbehavior among learners; supportive discipline entails strategies that are adopted to help learners when first signals of misbehavior are noted; and corrective discipline involves procedures that are followed to subdue and redirect misbehavior positively that has been portrayed by learners.

Students' indiscipline is one of the challenges experienced by education sector in America. According to Whisman and Hammer (2014, as cited in Simba et al., 2016)) study findings in West Virginia in the United States of America (USA) disclosed that approximately 29.6% of 160,480 learners (from grade three to eleven) had one or more referrals for unsuitable behaviors. Management of students' discipline is ranked as a major problem that faces public schools in America. The findings of Institute of Education Sciences (2004, as cited in Kangovio, 2020) indicated that above a quarter of American public schools recorded different forms of students' indiscipline on daily or weekly basis. There was racial tension, widespread classroom disorder, unfavorable gang activity, bullying, disrespectful behavior toward instructors, verbal abuse of

teachers, unfavorable cult or extremist activity, and pervasive classroom disturbance. A publication by the Legal Services for Children (2009, as reported in Kangovio, 2020) pointed out varied kinds of cases of learners' indiscipline in schools in America. Among them were making terrorist threats against the school authority, one pupil's violence against another, theft, vulgarity, obscenity, sex crime, drug and substance abuse, and physical injury. For teachers leaving teaching career annually, around 45% gives indiscipline of learners as the major reason for exit. According to Clarks (2002, as cited in Mwaura & Thinguri, 2015) the principals of American schools face challenges in management of discipline such as being redressed when they expel or suspend a misbehaving learner and overprotection of learners by legal policies that guides rights of children. The legal services in America complicate management of students' discipline when they assist students expelled from schools to find lawyers, a move that further promote bad behaviors among students. Indiscipline cases of students evidenced by violence in schools have also been reported in Spain, United Kingdom (UK), Mexico, India, Italy, Germany, and Comoros (UNESCO, 2004, as cited in Wairagu (2017).

Studies have indicated existence of indiscipline in schools in various countries in Africa. Umezinwa and Elendu (2012, as cited in Simba et al., 2016) reported that in Nigeria learners' indiscipline was at high frequency and witnessed at all levels of education. At one time, the Government of Nigeria directed all technological colleges to close following boycott of classes by the students (Miriti, 2012, as cited in Mwaura & Thinguri, 2015). The challenge in management of discipline in institutions of learning in Nigeria was attributed to drug and substance abuse among the students. According to study in Ghana by Danso (2010, as reported in Kangovio, 2020) indiscipline cases by learners were witnessed on daily basis in both primary and secondary schools. Some of indiscipline cases were abortion, armed robbery, murder and rape. Students' indiscipline cases have been also reported in schools in Botswana. A case of students breaking into school science laboratory, taking high doses of methanol and ethanol that resulted to some learners becoming blind and other losing life was reported in Botswana (Mcgregory, 2006, as cited in Kangovio, 2020). Prevalent use of drugs and substances by learners in schools in Zimbabwe have been blamed for moral decay, strikes, and

declining standards of learning (Ngesu & Masese, 2008, as reported in Kangovio, 2020).

According to a study by Muchiri (2011, as cited in Kangovio, 2020) students' indiscipline cases experienced in Kenyan schools include: fighting, lateness, smoking, drugs and substance abuse; breaking school rules and regulations, absenteeism, failure to complete assignment, laziness and refusing to take punishments. Destruction of school property by burning was reported as a major case of students' indiscipline in Kenyan schools (Ayieko, 2012, as cited in Kangovio, 2020). Further, Karuri (2012, as cited in Kimani, 2013) listed inappropriate dressing, failure to do or complete homework, disobeying authority, sleeping in class, failure to do assigned duties and pregnancy among girls as the most frequent cases of indiscipline among learners in secondary school in Kenya.

According to Ngigi (2010, as cited in Musembi, 2018) bullying is a regular fashion of indiscipline among learners in schools in Kenya. The following cases of bullying are cited in Musembi (2018), a fifteen-year-old student in a school in Nyeri County was hurt by colleagues who bullied him in May 2006, learners in form two, three and four in a school in Taita Taveta County went into protest in June, 2006 demanding to be allowed to bully learners in form one, and a school in Moyale County was closed due to students riots demanding unconditional re-admission of 11 students who had been suspended because of bullying their colleagues. A headmaster of a secondary school in Nyamira County was killed by six of his students (GoK, 2001, as cited in Kasina, 2008). The researcher was interested in finding out if equipping council leaders with peer mentoring skills would mitigate bullying of students and heinous murder of teachers within schools.

Other forms of indiscipline among learners in Kenyan schools are: unrest; burning of school property; and vandalism. According to Onyango (2003, as cited in Mutero, 2011) fifty-seven learners from a school in Kwale County died in a dormitory due to fire set by fellow students in May 1997 and four prefects perished in a dormitory fire that was started by students in a school in Nyeri County in 1999. Forced repetition due to failure to score the minimum required grades by school management to proceed to

the next class caused students to riot and subsequent burning of a dormitory by students in a school in Kisii County (Rono & Gichana, 2006, as cited in Omega, 2015). These examples of students' misbehavior spell out the handicaps facing school administrators that hinder adequate management of students' discipline as the policies are always protecting the child as the situation is in America.

Indiscipline cases that have been reported in Embu County includes: arson, rampant drug and substance abuse, teenage pregnancies, defiance to authority and students unrest. In about 10 schools of Embu County is where these cases were witnessed (Musembi, 2018). According to Kago (2001, as reported in Njeru, 2004) learners in a school in Embu County in October, 2001 went on strike, destroyed school property and burnt the principal's house because of failure to be released to proceed for mid-term break. Students in the same school also went on strike in 1998 and torched the deputy principal's house. In May, 2016 a form three student lost his life after sustaining more than 50% burns during an arson attack on a school dormitory in Embu County. In February, 2021 there were cases of students' unrest which occurred in schools in Embu County. During the same month, students in one school went on strike three times, during which a dormitory with a capacity of 180 students was burnt down. During the third strike attempt, a 17-year-old form three student was found with a bullet (7.62 mm in diameter), which could be used in an AK 47 rifle when the school management did a random search following the arson attempt at the institution. On 28th November, 2021 a girls' dormitory in a school in the county was burnt down during the day when students were in for Sunday service. These cases led to loss of life and property. The researcher's interest was to find out if indiscipline cases could have been avoided by training students' council leaders in decision-making and communication skills as a way of improving their competence in students' leadership.

Indiscipline cases which include: students' unrests, strikes, arson, alcohol taking, defiance to authority, drugs and substance abuse, truancy and absenteeism have been experienced in schools in Mbeere South Sub-County. Unfortunately, most of these cases have gone unreported. In 2012, a grenade was found in a boys' school which the students had planned to use during a strike that aborted. Most students' indiscipline cases in 2021 involved burning of dormitories in a number of schools in Mbeere South

Sub-County. During the same time, a school went on strike three times protesting against fencing of the school compound by the newly posted school principal. On 14th November, 2021 students of another school in Mbeere South Sub-County burnt a dormitory funded by Mbeere South Constituency Development Fund (CDF) merely one term after completion. These strikes led to interruption of learning programmes and destruction of valuable school properties.

Nyongesa (2007, as cited in Mwaura & Thinguri, 2015) claims that poor communication, disagreement between house and school rules, peer pressure and deviating behavior are some of the seeds of indiscipline among students. For instance, pupils in a school in West Pokot County went on protest due to insufficient food, severe school rules, drunkard teachers, and suspension for insubstantial reasons. A study by Mwaura and Thinguri (2015) on an empirical review of strategies used by school managers to enforces discipline among secondary schools' students in public secondary school in Yatta Sub-County, Eastern Region, Kenya. The study adopted mixed methodology approach and applied sequential exploratory design. A sample size of nine out of 30 schools was selected. Purposive sampling and simple random sampling techniques were used to obtain a representative sample. Data was collected using questionnaires, interview schedules and observation guides. Quantitative data was analyzed using descriptive statistics; frequencies and percentages while qualitative data was thematically analyzed. From the findings, the study concluded that the major causes of students' indiscipline are conflicting view on discipline policies, low entry behavior of the students, community influence, poverty in the region, poor upbringing and peer influence. The study identified guidance and counseling, punishments, discussing with parents/guardian, suspension of students from school, use of clubs and societies, giving students extra-academic work and expulsion from school for extreme cases as the strategies used by school managers to manage students' discipline. The study also established that appointment and approval of prefects by students, holding open forum with students, allowing punishments of offenders by prefects, peer counseling, involvement of students in clubs and societies, and participation of students in formulation of school rules and regulations as ways of engaging students in management of students' discipline. According to Ileri (1992, as reported in Mwaura & Thinguri, 2015) indiscipline of students is caused by: peer pressure; teacher's

conduct; learner's mental ability; social factors; political factors; parent's economic status; and the principal's leadership style. Rigid school administration creates fear and gives no room for exchange of ideas, views, and opinions and is associated with students' indiscipline Mbiti (2007, as cited in Mwaura & Thinguri, 2015). For instance, a principal of a school in Machakos County was locked in the office by angry students who later walked a distance of 25 km to seek audience of Machakos County Commissioner since principal had declined to listen to their grievances (Nzia, 2006, as reported in Mutero, 2011).

Drugs and substance abuse is another cause of students' indiscipline Mbiti (2009, as cited in Mwaura & Thinguri, 2015). For instance, on August 5, 2015, 41 students of secondary schools in Nyeri County were apprehended by police officers in Kirinyaga County because of taking alcohol, smoking bhang and engaging in sex in a bus on their way home for August holiday. A similar case was reported in Eldoret where more than 500 secondary school students were found having sex, consuming alcohol and smoking bhang in a night club on October 4, 2015. Some of students' behavioral problems associated to drug and substance abuse among students are fatigue, anxiety, stress and desperation (Siringi, 2003, as cited in Mwaura & Thinguri, 2015). Inequality in distribution of resources between schools and subjecting learners to same evaluation requirements causes stress to teachers, parents and learners. Stress in learners may cause indiscipline when such learners result to drug and substance abuse as a coping strategy (Mwaura & Thinguri, 2015). Poor relationship between students and the school neighbouring community cause hostility between students and neighbor which trigger indiscipline of the students. The MoE (2001, as cited in Njeru, 2004) acknowledges the importance of engaging school stakeholders: BOM; parents; teachers; students; sponsors; and politicians in formulating school policies. For instance, in June 1997, students from a secondary school in Kirinyaga County caused commotions, raised fear, and attacked the neighbours to the school. The results of this confrontation were: three persons died; cows were killed; houses and other properties were burnt down; and several people sustained injuries. The indiscipline act by the students was triggered by the information that a neighbor to the school was buying items stolen from the students (Kago, 1997, as cited in Njeru, 2004). The researcher wanted to find out if the above

cases could have been avoided by training student council leaders on conflict resolution skills.

School administrators find uncooperative parents/guardians, drugs and substance abuse, children rights and legal policies as major challenges in management of students' discipline. For example, a student in form four from a secondary school in Nairobi County presented to the court, a case of his expulsion from school on a claim of drug abuse. The student filed a petition in the court explaining that the principal and school BOM denied him a chance to defend himself against the charges. On ruling, the court directed unconditional re-admission of the student, despite the affidavit sworn by the student of misbehaving after taking a soft drink mixed with alcohol (Siele, 2007, as cited Mutero, 2011). In 2019, three teachers from schools in Embu County lost their jobs for infringing on students' rights in the process of managing discipline.

In an effort to manage students' discipline in secondary schools the GoK adopted the following strategies: emphasizing of guidance and counseling in schools, revision of Kenyan laws to allow the presentation of undisciplined students before the court of law for appropriate judgement to be passed against such students, presenting undisciplined students to the CID for interrogation, and introducing students leadership that allows students to democratically elect the leaders as a way of involving them in decision-making. The study sought to find out the influence of student council leadership skills on management of students' discipline.

2.2 Students' Council Leadership Skills in Secondary Schools

Leadership is a process where a person guides a team of persons to realize a common objective (Northouse, 2016, as cited in Nyaga, 2018). By defining it as a process, it denotes that it is not just an attribute that live in the leader but rather a transferable event that take place between the leader and the follower and can be improved by equipping leaders with leadership skills through training to make them more effective (Northouse, 2016, as cited in Nyaga, 2018). According to Leithwood et al. (2004, as cited in Muthui et al., 2018) students' leadership is the practice of authority by a few students over the other students by outlining objectives, showing the way, initiating interactive influence and providing incentives geared towards achievement of pre-determined objectives for

the welfare of the entire school. Students' leadership in secondary school administration entails planning, organizing, directing and controlling students' undertaking to follow school routine (Keogh & Whyte, 2005, as cited in Muthui et al., 2018). According to Huddleston (2007, as cited in Muthui et al., 2018). Students' leadership provides a special chance for students to gain and exercise managerial skills in welfare, boarding, religion, games, health, curriculum and environmental education according to the structure of the school. If the leaders of student council are not adequately trained in their duties, responsibilities, and scope of operation, irrespective of how appropriate administrative structure is, the leaders will not work as desired. Consequently, it is wise to instil leadership skills in leaders of student council to facilitate them cope with increasing desire for more and superior services at secondary school.

According to Northouse (2016, as cited in Nyaga, 2018) there are two general forms of leadership: the assigned and emergent leadership. The assigned leadership is based on formal title or position in an organization. Students' council structure has titles such as chairman, deputy chairman, games councilor, academic councilor, dormitory councilor, and class councilor that leaders are assigned through electoral process by the students. The emergent leadership results from what one does and how one acquires support from followers. It is about persons taking on leadership role when the situation demands. Leaders of students' councils demonstrate emergent leadership when they campaign to convince other students to voluntarily elect and support them. To be able to balance the two forms of leadership, students' council leaders require training in leadership skills. The study sought to ascertain if leaders of students' councils practice the two forms of leadership and how the forms influence discipline management.

According to Muthuai et al. (2018) school administration borrows greatly from Likert's Management Systems that were evolved following substantial research work on how quality leadership enhance effectiveness of an institution. Likert's study involved various firms, organizations, schools and universities where principals, teachers and learners took part. The Likert's results disclosed that leaders combine authoritative, benevolent, consultative and participative styles of management to realize the goals of an organization. As per Modaff et al. (2008, as cited in Muthui et al., 2018) in school administration a consultative leader has considerable but not absolute conviction with

suggestions and as a result the leader come up with common resolutions, seek views of other students before arriving at the conclusion. This approach to decision making advance constructive attitudes in students towards school administration and students' council. Failure to make adequate consultation by leaders before making the final decision may cause students to object the proposals given by school administration and students' council without making any consideration. The researcher sought to establish the influence of students' council decision-making skills on the management of discipline.

Leadership advancement should target producing the leaders for the succeeding cohort by availing learning experiences for both personal and institutional welfare (Page, 2008, as cited in Nyaga, 2018). A students' council structure avails a quality chance for students to take part in school administration and leadership. The leaders of students' council gain skills entailed in leadership: planning, organizing, sourcing, directing, delegating, and controlling school activities, which enhance effectiveness in leadership (Nyaga, 2018). Students' council accord leaders chance to practice talents for future leadership. An operating students' council function as a linkage connecting school management and students. Training of leaders of students' council is beneficial to school administration as well as for the leader's individual growth. The leaders should be given a detailed training on duties, responsibilities and scope of operation by the school administration (Nyaga, 2018). Training of leaders of student council on leadership skills avail an opportunity for key issues entailed in leadership and management of students' discipline to be addressed. Further, training council leaders in leadership skills give them chance to develop leadership capabilities and be able to form strong working teams (MoE, 2009, as cited in Nyaga, 2018). The training reveals the principles of democracy among the young persons as council leaders air the opinions of other students, act as mediators and advocate for the formation of a conducive learning environment. Training on leadership skills promote unity among the leaders that support management of students' discipline.

Training in leadership skills should focus on, "self-awareness skills: self-concept; self-understanding; self-esteem; assertiveness; decision-making; problem solving, intrapersonal and interpersonal relationships; effective communication; peaceful

conflict resolution; creative and critical thinking; negotiation skills; and coping with emotion and stress.” (Pellicer, 2008, as cited in Nyaga, 2018). Acquisition of self-awareness skills enhance council leaders point of reference in managing students, relating with other members of the school, and in advancing individual values, attitudes and expectations. The quality of a true leader is the individual dedication reflected by the thoughts, deeds and actions on the lives of followers and the institution (Pellicer, 2008, as cited in Nyaga, 2018). Experience without mirroring is senseless because reflective evaluation of actions taken by a leader and the effects following those actions support growth of leaders. The school’s administration self-awareness determines the performance of students’ council leaders. Page (2008, as cited in Nyaga, 2018) embraces self-reflection as an important aspect in the 21st century leadership models. The study focused on four leadership skills: conflict resolution, peer mentoring, decision-making, and communication.

2.2.1 Students’ Council Conflict Resolution Skills in Secondary Schools

Conflict resolution is a process of facilitating harmonious conclusion of disagreement and reinstating esteem among the persons in the conflict (Walsh & Black, 2011). Conflicts are a part of social change and are unavoidable in institutions. They have a capability to ruin unity and consequently if not successfully solved, great disagreement among learners, educators, and school management can happen and become unmanageable resulting to failure in communication. Unresolved or ineffectively resolved student conflicts may result to students’ unrest and destruction of school property (Muthui et al., 2018). Students’ council leaders face all aspects of conflicts and are expected to assist in resolving them as well as setting good examples to the fellow students. Training of students’ council leaders in dispute resolution and management is consequently not optional in effective administration of students’ discipline. According to Thomas and Kilmann (1976, as cited in Momanyi & Juma, 2016) there are five different styles of conflict resolution namely avoiding, competing, collaboration, compromising and accommodating. In conflict a situation, the behavior of a person can be described using two fundamental aspects: assertiveness which is the level to which a person tries to satisfy his or her own interests; and cooperativeness which entails the degree to which a person tries to gratify the other person’s interests (Mbithe, 2013, as cited in Momanyi & Juma, 2016). The two aspects of behavior define

the five approaches to conflict resolutions which are avoidance, accommodating, competing, compromising, and collaborating.

The avoidance approach to conflict resolution is considered be low in both assertiveness and cooperativeness. A person using avoidance approach understands the existence of a conflict but decides not to handle it by disregarding, dodging, remaining reserved, or leaving the matter unaddressed. The approach results to a lose-lose situation where no decision is made to attend to the feelings, views, or goals of any of the parties involved. The parties make deliberate attempts to elude or delay the encounter, problem or disagreement instead of handling it. The main target of this approach is to evade addressing the conflicts for some time. The approach is used when parties involved have a tendency to pull out from conflict circumstances or opt to remain silent. Students' council leaders who embrace avoidance approach are neither assertive nor co-operative and do not consider their relation with others significant. According to Tosi et al. (1994, as cited in Momanyi & Juma, 2016) avoidance approach is generally utilized by persons who are emotionally distressed by the stress and irritation of conflict. Memories of painful past experiences in conflict resolution process may motivate a person to adopt avoidance approach. The belief that conflicts are evil, unnecessary or undignified and persons avoid them by pulling out, or quitting the conflict scene may make one to embrace avoidance approach.

The accommodating approach which is also known as harmonizing or obliging or smoothing is perceived as the "peacekeeper" method as it concentrates more on conserving relations than on attaining individual goals or results. The approach results to a lose-win situation where the accommodating party decides to allow the desires of the other party to prevail sometimes due to kindness or to elude conflicts. However, in a dispute this creates a lose-win relationship where the accommodating party may make a choice to permit the needs of the other, sometimes out of kindness and sometimes to avoid conflict or stress. "Giving in" by accommodating party and "taking" by the other party is the outcome of accommodating approach. The approach can either be positive or negative depending on the situation and therefore should be applied with caution (Thomas & Kilmann, 1996, as cited in Momanyi & Juma, 2016). According to Schermerhorn (2000, as cited in Momanyi & Juma, 2016) an individual employing

accommodating approach tends to be co-operative but not assertive and such an individual either comply to the desires of others, smoothing over or overlooking disagreements to continue harmony. The outcome of employing accommodating approach in conflict resolution is good association between the parties involved. According to Hellrigel and Slocum (1996, as cited in Momanyi & Juma, 2016) a good association is realized when people appeal for collaboration and try to decrease anxiety and stress by giving confidence and supporting the views of other persons. This strategy is most suitable when a person has inadequate knowledge regarding the area of concern and desires to keep good association is prioritized (Rahim, 2002, as cited in Özyildirim, & Kayıkçı, 2017).

The competing or dominating approach is a power driven method that high in assertiveness and low in cooperativeness. The approach results to a win-lose situation where the competing party tries to realize its goals at the expense of the other party and disregarding its feelings, views, and goals. The approach may require “hard bargaining” or the use of a person’s authority, position, wealth, or other forms of influence (Thomas & Kilmann, 1996, as cited in Momanyi & Juma, 2016). The approach necessitates the use of coercive measures and other forms of power by competing party to influence other persons or teams in order to coerce them to comply with its own point of view of the situation. The competing party is non-co-operative but assertive (Schermerhorn, 2000, as cited in Momanyi & Juma, 2016). According to Barsky (2002, as cited in Momanyi & Juma, 2016) competitors are persons who have high interest in personal desires, work to impose their wish on others, and are low in co-operation. According to Ivancevich and Matteson (1996, as cited in Momanyi & Juma, 2016). The dominating approach to conflict resolution is a power-oriented technique and for a person to be successful in its use requires adequate power and authority to pressurize his or her own wishes to others (Ivancevich & Matteson, 1996, as cited in Momanyi & Juma, 2016).

The compromising approach entails readiness by all parties to surrender some of their own views and take those of others to have a consensus. When the compromise technique is employed in conflict resolution there is a no clear winner or loser and the final conclusion arrived at is not a preference of either party. In the case of mediation, the conciliator does not have the power to order consensus and should remain neutral

throughout the conflict resolution process. In some cases, mediators may give particular recommendations for compromise or integrative solutions while in others may lead disputants towards generating their own resolutions (Greenberg & Baron, 1997, as cited in Momanyi & Juma, 2016). On the other hand, arbitration is a form of third party intervention in conflicts in which the intervening person has the authority to dictate the terms of the agreement. The compromising approach calls for give-and-take where both parties give up something to arrive at a jointly agreed resolution (Mbithe, 2013, as cited in Momanyi & Juma, 2016). The approach is suitable when goals of the disputing parties are mutually exclusive or when negotiating parties are equally powerful and have arrived at a stalemate in the negotiation. The approach is appropriate in handling strategic issues but over reliance on it may be dysfunctional as suggested by Cheron (2007, as cited in Momanyi & Juma, 2016). Matthias (2007, as cited in Momanyi & Juma, 2016) indicated that the compromising approach is reflected in behaviour which is halfway in assertiveness and co-operation. According to Newton and Davis (2002, as cited in Momanyi & Juma, 2016) the compromising approach is successful in handling interpersonal disputes when it benefits the parties involved. Okumbe (2001, as cited in Momanyi & Juma, 2016) pointed out that compromise is the most appropriate style when goals are important but do not merit the effort or have potential disturbance of more assertive methods.

The collaborating approach which is also known as problem-solving or integrating approach entails working together to handle conflicts and solve problems so that all parties involved win. The approach leads to a win-win situation. The collaborating approach embraces both assertiveness and cooperativeness. The main objective of this approach is to satisfy desires of the all parties involved by considering their concerns (Robbins & DeCenzo, 2007, as cited in Özyildirim, & Kayıkçı, 2017). According to Ivancevich and Matteson (1996, as cited in Momanyi & Juma, 2016) indicated that effective problem solving demands that disputing groups show commitment to work collaboratively to an integrative resolution which meets the desires of all involved. Students' council leaders are expected to value positive relationships with others. Brahnham et al. (2005, as cited in Momanyi & Juma, 2016) observed that collaborative techniques to conflict resolution bring about superior resolutions than distributive techniques. Van Slyke (1999, as cited in Momanyi & Juma, 2016) argues that

collaborating approach is the only conflict resolution technique that examines the desires of all parties, concentrates on their mutual benefits, explores the dispute issues more comprehensively, and is consequently regarded as one which makes quality decisions. According to Rahim (2002, as cited in Özyildirim, & Kayıkçı, 2017) the collaborating approach is most appropriate in handling composite issues where one party is unable to resolve the issues by itself. The conflicting parties arrive at a common resolution by sharing ideas, knowledge, suggestions and choices. For collaboration to be successful the parties involved should possess patient listening and emotional intelligence as key skills in conflict resolution.

The choice of the approach to use to resolve dispute is determined by its nature. Nevertheless, there exists some weak methods such as escape in the form of flight, denial, or suicide and attack which appear as litigation, assault, fight or murder in handling disputes. For example, an inter-personal conflict caused loss of life of a student after engaging in a war with another student in a school in Nyandarua County. The student was fought and afterwards strangled to a point of death following the dispute over a hat (The star of November 4, 2015 as cited in Owiti, 2016). A boy lost his life following a push from a staircase triggered by an argument over ownership of a book in a school in Nairobi County (The Standard of July 12, 2015 as recorded in Owiti, 2016). Loss of life in the two cases could have probably been avoided if the students' council leaders intervened with appropriate conflict resolution skills. Masese (2015) observes that poor handling of students' religious differences caused unrest of students in two schools in 2015 in Embu County. Students of a school in Nairobi County burnt a dormitory after failing to settle their differences amicably which forced them to spend their early morning hours in the cold (Mathenge, 2006, as cited in Mutero, 2011). To resolve bargaining amicably, the following aspects would require to be looked into: distinguish the persons from the issues; concentrate on interests rather than positions; use divergent approach for mutual benefits; and the outcomes be goal driven (Nyaga, 2018). This requires students' council leaders to be equipped with conflict resolution skills. According to Kamuri (2014) secondary schools should identify dispute determination point where conflicts can be addressed and if the wrongdoer is found to be remorseful can be pardoned and warned. The study sought to establish whether the

students' council leaders are well versed with conflict resolution skills and how they impact on management of discipline.

2.2.2 Students' Council Peer Mentoring Skills in Secondary Schools

Mentoring is commonly considered as a learning procedure where friendly, individual, and mutual relations are grown aimed at supporting achievements and emotions. The individuals undergoing mentorship (mentees) gain values and expertise through discussion with more knowledgeable individuals (mentors), who share experiences, understanding, and expertise that mentees can include in their thinking, practice and value system. Peer mentoring as an induction plan is a mentorship form that occur between an individual who has gained adequate experiences in a given area such as enrolment in a school and an individual who is new in that area. Some peer mentoring schemes focus at intensifying performance in academics while others target performance in social and emotional aspects (Kessio, 2019). Mentoring concentrates on varied needs which includes: educational; spiritual; psychological; economic; and professional needs (Wambua, Kalai, & Okoth, 2017). The main concerns and parts of peer mentoring are peer influence, class attendance, school dressing code, premarital sex, study skills, and being humble and kind (Makinde, 1990, as cited in Wambua et al., 2017). Some of the factors considered when selecting a peer mentor are: sensibility; interpersonal skills; level of confidence; and dependability (Leidenfrost et al., 2011; Kieran & O'Neill, 2009; as cited in Kessio, 2019). Peer mentors links easily with mentees and most of the time are together. Additionally, most parents and guardians of mentees have more confidence in a student peer mentor assigned by the school than a volunteering adult mentor (Jennifer & Dianne, 2014 Bruce & Bridgeland, 2014, as cited in Kessio, 2019).

In United States and European countries peer mentoring, tutoring schemes, and peer counseling have been in practice for decades, but recently introduced in developing countries and in particular African countries. Peer mentoring programmes mostly focus at improving academic achievements, social skills and emotional intelligence (Leidenfrost et al., 2011; Willis, et al., 2012; as cited in Kessio, 2019). Empirical research on mentoring of young persons from America concentrated on 'classic model' of mentoring, that of a one - to - one relationship between an adult and a young person (Dubois, 2002; Jennifer & Dianne, 2014: as cited in Kessio, 2019).

Central University of Technology (CUT) in South Africa as cited in Swart, Lisa-Mari, and Joannou (2019) defines peer mentorship as a developmental relation in which more experienced peer mentors assist less experienced mentees acquire skills, boost their capabilities, and to self-actualize. Peer mentoring describes an association where learners with more experience assist learners with less experience to better academic performance and provide guidance, support, and understanding to the mentee (Colvin, & Ashman, 2010). Peer mentoring is about a kind-hearted youngster mentoring other youngsters who are in the same age group and frequently occur in learning institutions focusing at building relations and sharing on academic issues. Dekker and Sheehan (2012, as cited in Nasrudeen et al., 2019) asserts that peer mentoring gives a structure for connecting a warm-hearted teenager, who assumes the role of mentor, and that peer mentorship initiatives mostly take place in learning institutions. The authors further describe that youth mentors are helpful role models who establish and grow relations with younger learners to create a rapport for mentoring. Mentoring Partnership (2017, as cited in Nasrudeen et al., 2019) notes that helpful peer mentoring association can have great impact on a mentee's self-esteem. It was further noted that where the ages of peer mentee and mentor are close, mentee freely share their issues with the mentor. This boost mentees access to suitable support and resources throughout the learning time. Similarly, Dekker and Sheehan (2012, as cited in Nasrudeen et al., 2019) state that the objectives of peer mentoring are usually focused on helpful social skills and relations techniques supported through skills-training undertakings among mentors and mentees.

In Nigeria Nasrudeen et al. (2019) studied the effects of peer mentoring strategy on students' performance in mathematics at senior secondary school in Lagos state. The study adopted a quasi-experimental research design and involved 99 senior secondary school students randomly sampled from two co-educational institutions. It employed the use of Mathematics Performance Test (MAT) items drawn from WAEC past questions. Research hypotheses were tested using t-test. The finding showed that exposing the students to peer mentoring strategy in the teaching of mathematics at secondary school level is capable of enhancing students' academic performance. It was also observed that the strategy is gender insensitive as performance was not influenced by gender. Additionally, Chaugule (2014, as cited in Nasrudeen, et al., 2019) indicated

that feedback should be logical, expressive, and given at the preferred time by the learners. The study deduced that exposing the students to peer mentoring strategy in the teaching of mathematics at secondary school level is capable of enhancing students' academic performance. Peer mentorships have potential of benefiting both the mentee and the mentor. Karcher (2007, as cited in Nasrudeen et al., 2019) underscored the following benefits that can be acquired by mentees and mentors from peer mentoring strategy.

Table 1: Benefits of Peer Mentoring

For Mentors	For Mentees
Improved reasoning skills	Increased academic achievement; greater self-efficacy
Better ability to relate to parents; improved communication skills	Improved social skills
Greater feeling of connection to school; increased self-esteem and empathy	Greater feeling of connection to school and peers
Improved conflict resolution skills; greater patience; improved organizational skills	Decreased behavioral problems; lower rate of engaging in risky behavior
Increased "cultural capital" which helps mentors to understand their own challenges and experiences	Increased school attendance; greater rate of continuing education

Source: Nasrudeen et al. (2019) p.131

Empirical studies established that new learners would greatly benefit from their relationship with a productive, responsible, and experienced mentor. While there are several senior students who qualify to be mentors at school, constant individual linkage of the majority of students with adults in school is highly limited. This critical gap would be adequately addressed by embracing peer mentoring in schools. Peer mentoring initiatives are considered to be beneficial in supporting students individually and also in creating a conducive learning environment in schools thus reducing cases of indiscipline (Adelman & Taylor, 2010; Willis, et al., 2012; Pascarella & Terenzini, 2005; as cited in Kessio, 2019)

One of the major challenges that has attracted a lot of research and discussion facing learners in Tanzania is the change of language of instruction from Kiswahili to English as they transit from primary to secondary school. A study by Andrew, Galloway, Mollel, Mgoma, Pima, & Deogratias (2017) on successful transition to secondary

school in Tanzania indicated that the long-term and compound challenges facing transition from primary to secondary school in Tanzania could be attended to by a properly organized peer mentoring program beneficial to both teachers and learners. Attrition which is loss of learners from secondary schools is a significant challenge in Tanzania. For instance, between 2007 and 2011, an increase in number of students who joined secondary schools estimated to 50.2% of the targeted enrolment reported. However, attrition rates brought down the percentage of the learners who joined from four to 35.8%. The high attrition rate was associated to truancy, pregnancy, and poverty (Mkumbo, 2011, as cited in Andrew et al., 2017). Truancy is ascribed to economic reasons where boys keep away from school to engage in income generating activities while girls assist in addressing domestic chores. Tanzanian Government sources as indicated in Cresce (2007, as cited in Andrew et al., 2017) relate this truancy to parental attitude where current economic gains are preferred to education. Early engagement in sex as evidenced by pregnancies among girls is associated to inadequate sexual education, awareness, and poverty (Kitomary, 2016, as cited in Andrew et al., 2017). Expectant school girls are usually expected to drop out at their own personal will, otherwise the schools send them away (Hattori & Larsen, 2007, as cited in Andrew et al., 2017). Swart et al. (2019) outline the benefits and challenges of student peer mentoring programmes (SPMPs) in Table 2.

Table 2: Benefits and Challenges of Students' Peer Mentoring Programmes

Benefits of SPMPs	Challenges of SPMPs
Positive impact on learning and understanding	Difficult to compare different institutions' programmes
Lower drop-out rate	Lack of support by mentors
Better adaption to higher education (HE)	Lack of support by academic staff
Social support and self-esteem	Clearly defined responsibilities for staff
Good work experience for mentors	Poor attendance of mentees at planned events
Increased level of student activity	
Acquisition of professional attributes	
Development of interpersonal skills	

Source: Swart et al. (2019) p. 221

A study by Medosa (2010, as cited in Wambua et al., 2017) established that peer mentoring positively influence retention of the learners. The author also observes that 94% of those learners who underwent peer mentorship process completed educational

programmes. To achieve this, mentors ignite learners' unexploited capabilities. The mentors also play the role of advising, encouraging, analyzing, but not that of decision making. The peer mentor should practice active listening, commitment to peer mentoring relationship and play the facilitation role throughout mentorship period. The mentees need to be willing and embrace counsel to be able to understand their environment, their genesis, their current situations, and their final goal. The demand for peer mentorship is grown by the need to acquaint new learners with unfamiliar school culture. Failure to have an organized mentorship plan, any learner can become a source of conveying expectations as well as unknown experiences. Mentoring entails providing guidance to attain academic achievements, respecting diversification, superior and favourable professions, assertiveness, good manners, leadership competences and desires, moral living, and self-awareness (Wambua et al., 2017).

In the Kenyan situation, peer mentoring among students assists schools to meet both academic and social targets. The academic goals go around academic excellence, learners' retention, being retained in school, securing progression and observing social codes and common etiquette. Online resources reinforce peer mentoring on the comprehension that in-school initiatives on peer mentoring involve young persons at their own level and concentrating on their desires aimed at helping them to gain expertise and attitudes to adjust successfully to life challenges. (http://www.safehealthy schools.org/youth/mentoring_program.htm Retrieved: December 14, 2007, as cited in Wambua et al., 2017). Belia (2000, as cited in Wambua et al., 2017) asserts that mentors are required to lower adolescent-related risk behaviors like drugs and substance abuse, smoking and sex among teenagers. Schools with effective peer mentoring initiatives give rise to students who are highly confident, more focused, and firmly make individual decisions with a lot of self-confidence. Mentorship coordinates learners within learning institution and promotes the spirit of interconnection among them. Effective mentors lead other students as examples regarding success, encouragement and unity to students. Mentoring initiatives fights dropout rates and promotes retention of learners. They also assist students on how to steer school systems through career guidance and role modelling (Wambua et al., 2017).

A study by Medosa (2010, as cited in Wambua et al., 2017) mentorship has positive impact on student retention, mentorship and discipline correlate and they exist in schools inform of family tree. Mentorship inculcates productive relationship, environment that allows students and community interact harmoniously (Hellwingol, 2000). Study by Sticker and Palmer (2003, as cited in Wambua et al., 2017) found that effectively mentored students tended to have higher achievement levels, scored higher on self-control measures, self-concept, higher and posted lower cases of drop out.

Wambua, Kalai, and Okoth, (2017) conducted a study on principals' use of students' mentorship programmes and students' discipline in secondary schools in Machakos County, Kenya. The study adopted a descriptive survey design. Stratified random sampling was used to select a sample size consisting of 1752 respondents. The study used questionnaires to collect data. Mean was used as the descriptive statistics and Pearson Correlation as the inferential statistics to analyze the data. The findings disclosed that mentorship is an effective plan to curtail indiscipline among learners and promotes academic achievements by creating child friendly schools.

Kariithi, Kimani, and Mukolwe (2022) conducted a study on mentorship interventions as predictors of discipline among public secondary school students in Kiambu County, Kenya. The study assumed correlational research design. Simple random sampling was used to select a sample size consisting of 518 respondents. The data was analyzed using descriptive statistics: mean; frequency; and percentages. Pearson correlation was used as the inferential statistics to determine the linear relationship between variables. The findings revealed a remarkable positive relationship between mentorship interventions and students' discipline.

Kamau (2017) researched on influence of students' council involvement in management of students' discipline in public secondary schools in Naivasha Sub-County, Kenya. The study employed descriptive survey design. Stratified proportionate sampling, simple random sampling and census sampling were used to determine a sample of 273 respondents. Questionnaires were used to collect data. The data was analyzed using frequencies and means. The findings of the study revealed that leaders of students' council have a duty of inducting all new students joining the school on

rules and regulations as a plan to manage discipline. This can be achieved through peer mentoring and role modeling.

2.2.3 Students' Council Decision-Making Skills in Secondary Schools

Decision-making is the process of drawing a conclusion after identifying a choice, collecting information, and evaluating possible decisions. In a school, care should be taken to ensure the decisions made by students' council leaders are a reflection of students' views and interests by seeking the inputs of other students. To achieve this, students' council leaders require to be equipped with decision-making skills such as making decision in good time, making decisions objectively, seeking inputs from other people, managing consensus in decision-making and owning decisions made.

In Malaysia, Abdullah and Rahman (2020) carried out a study to establish the relationship between decision-making skills and students' behaviour management at secondary schools in Kuala Lumpur. The study employed cross-sectional survey design. The study used stratified random sampling to establish a sample of 557 form four secondary students at residential schools in Kuala Lumpur. The study employed mean and standard deviations as the descriptive statistics to analyze the data and Pearson correlation as the inferential statistics. The study findings revealed that decision making skills had significant relationship and highly correlated with students behaviour management ($r=0.758$).

Schools in Kenya have handled cases of students' unrest and discipline issues that have been associated to non-participatory approach to decision-making (Muindi, 2012). In 1999, four student leaders in a school in Nyeri County lost their lives. While the leaders were sleeping in the main cube in the boys' dormitory, some students locked them in, sprinkled dormitory with petrol and set the dormitory ablaze. After investigation, it was discovered that some indiscipline students who were on suspension, sneaked into the school and carried out the evil action as revenge measure against the leaders whom they blamed for the discipline action that was taken against them. In March 2001, some students in a school in Machakos County set a dormitory on fire that resulted in loss of life of 58 students and several others sustained severe injuries. After investigations some allegations that led to the incident were: provision of low quality food,

administration's demand for unpaid school fees and cancelation of KCSE results by the MoE. On July 13, 1991 over 70 girls were raped and 19 killed in a school in Meru County. The girls had refused to join a planned strike by boys after the school administration failed to pay participation fees for inter-school athletics competition. The angry male students planned to teach the girls a lesson by cutting the electricity supply to the girls' dormitory causing a temporary blackout in order to carry out the heinous act (Nekesa, 2018). These cases resulted to loss of lives and property. The researcher was curious to establish whether involving students in decision-making processes and equipping students' council leaders with leadership skills would mitigate such incidences.

The duties and responsibilities of leaders of students' council are: role modeling of fellow students, sustaining and advancing school traditions, maintaining high degree of discipline, rolling out school programmes, and attending meetings as students' representatives. The main task of leaders of students' councils is to make sure school rules and regulations are adhered to (Kamau, 2017).

Kilonzo (2017) conducted a study on influence of student councils' involvement in school governance on students' discipline in public secondary schools in Kathonzi Sub-County, Kenya. The study adopted a descriptive survey design. Stratified random sampling was used to obtain a sample size of 298 respondents. Questionnaires and interview guides were used to collect data. The relationship between variables was tested using Chi square. The findings of the study established that involvement of leaders of students' council in formulating and enforcing school rules and regulations has positive impact on students' discipline. To improve effectiveness of students' council leaders in implementing rules and regulations, it would necessary to allow their participation throughout formulation process. Participation of students in formulation of school rules and regulations promotes ownership and compliance by students. It is hoped that students' participation in the process would enhance management of students' discipline and consequently lower cases of indiscipline and unrest in such schools.

According to Children in Scotland and University of Edinburgh (2010, as cited in Nekesa, 2018) student council enhances discussion of important concerns regarding school management and students well-being. The outcome of the discussions is improved harmony among teachers and students as mutually agreed policies get implemented. Students are linked to the school administration by leaders of students' council. The council communicate issues raised by the students to the school administration to seek peaceful resolution. Children in Scotland and University of Edinburgh (2010, as cited in Nekesa, 2018) notes that use of students' council leaders to resolve issues among students is a preferred way rather having all students confronting school administration. In such a case the leaders of the students' council communicate to the students the resolutions of the discussion which makes them feel included in the process of making decision and consequently owns the outcome of the discussion. The contribution of students to the final decision primarily depends on the student council leaders' decision-making skills. According Baker (2007, as cited in Mukiri, 2014) participation of council leaders in decision-making process enhances development of leadership abilities of the leaders. Consequently, the leaders make quality decisions that guarantees peaceful administration of the school. Sergiovanni (1995, as cited in Mukiti, 2014) observes that students' participation in decision-making process by engaging students' council leaders promotes students feeling of ownership of their school and can do everything to promote and sustain the school's reputation. The author further notes that the school administrators who adopt participatory approach in making decision regarding students' welfare experience minimal deviant behavior compared to those opposed to the approach, as students feel recognized and respected.

Aukot (2017) carried out a study on students' participation in decision-making and its implication in secondary school discipline in Turkana County, Kenya. The study employed a descriptive research design. A sample of 96 respondents was selected using simple random sampling. The study used questionnaires and interview schedules collect data. The data was represented in frequencies and percentages. From the results the study concluded that involving students in making decisions has positive effect on discipline of students.

M'muyuri, Kibara, and Severina (2021) conducted a study on assessment of students' participation in making decision on their welfare matters towards improving discipline in public secondary schools in Meru County, Kenya. The study employed correlational research design. To determine a sample of 590 respondents, proportional stratified and purposive sampling were used. Questionnaires, interviews and document analysis were used to collect data. The quantitative data was analyzed by generating percentage, mean, standard deviations and factor analysis. Hypotheses were tested using ordinal logistic regression analysis. Qualitative data was analyzed using thematic techniques. From the findings, the study findings of the study are: students were not commonly involved in making decisions concerning their welfare issues; and where students were engaged in making decisions regarding their welfare matters, it had significant impact on discipline of the students. The concluded that involving students in making decisions about their affairs has influence on discipline of the students.

Kagendo (2018) conducted a study on student participation in decision-making in secondary schools and its influence on students' discipline in Tharaka-Nithi and Nairobi Counties, Kenya. The study employed a mixed method research design. A sample of 1222 respondents was chosen by simple and stratified random sampling. For data collection, questionnaires, interview guides, and focused group discussions were employed. Descriptive statistics: frequencies; percentages; and mean were used for data analysis. Two-way ANOVA, an inferential statistic was also used. From the findings, it was deduced that involving students in making decisions about academic programmes in schools, students' discipline management, and students' affairs has positive effect on discipline of students.

Kimotho (2012) conducted a study on influence of student councils' involvement in decision-making on discipline in public primary teachers training colleges in Eastern and central regions in Kenya. Descriptive survey design was used. A sample of 589 respondents was selected using simple random and purposive sampling. Descriptive statistics: frequencies; percentages; mean; standard deviations; and variances were used for data analysis. The study employed Pearson Correlation as the inferential statistics. Deduction made from the results of the study is that involving leaders of students'

councils in making decisions about students' welfare instil a sense of responsibility in them and helps in preventing cases of indiscipline.

Akech, Ngwacho, and Nyatuka (2022) carried out a study on learners' involvement in preparation of school rules and regulations, and its effect on management of discipline in Nyando Sub-County, Kisumu County, Kenya. Descriptive survey design was employed. A sample of 701 respondents. Questionnaires, interview schedules and document analysis were used for data collection. Quantitative data was represented as frequencies and percentages. A multiple regression analysis was utilized to test relationship. The study established that there was inadequate participation of students in formulating school rules and regulations. The formulated rules and regulations, and the consequences of disobeying were explained to the students.

Students' confidence in all undertakings is promoted by engaging them in decision-making process. The principal of secondary school in Embu County in discussion with the Standard Newspaper said: "for students in a school to be disciplined; students, teachers, and parents should be involved in decision-making." The principal reported that in his school, views of the learners are considered whenever decisions are made. The principal noted an instance in his school where suggestions of his students were sought before buying the school bus and unanimously students supported the idea and the bus was finally bought. The principal admits that involving learners in making decisions creates a perception of appreciation as well as ownership of decisions made, among the students (Mukiti, 2014). The study sought to determine whether the leaders of the students' councils are well equipped with decision-making skills, and if the skills have effect on managing discipline of the learners.

2.2.4 Students' Council Communication Skills in Secondary Schools

Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. According to Anderson (2006) communication is the process used to convey information. It is the action utilized by an individual to deliver or collect from another individual messages regarding their needs, desires, perceptions, and knowledge or affection status. Communication is the process of transmitting knowledge and exchanging information (Okumbe, 2007, as cited in Muriithi, 2013). It entails

conveying as well as collecting information aimed at sharing understanding. Communication is the way of sending messages from heads of institutions to subordinates regarding strategies, regulations, updates and emerging issues. It also gives response to the heads of institutions regarding the performance of the subordinates working at various units in the institution. Management of an institution entails coordination of various undertakings that requires communication for optimum output. For effective administration of a school, the principal should maintain constant clear communication with the staff members and students as poor communication, misinterpreted information, and vague direction may cause institutional failure.

Obiero, Pacho and Nyatuka (2021) researched on influence of the principal's communication skills on students' discipline in public day secondary schools in West Pokot Sub-County, Kenya. Descriptive survey research design was used. A sample of 593 respondents was selected using simple random and purposive sampling techniques. Questionnaires, interview and document analysis were to collect data. For data analysis mean, standard deviations, and correlation analysis. The following conclusion were drawn from the findings: Ethical communication skills adopted by school principals have positive remarkable impact on managing learners' discipline; and for effective management of students' discipline, institutional leaders need to be knowledgeable and effective in use of ethical communication skills.

Katua (2019) carried out a study on influence of principals' communication strategies on students' discipline in public secondary schools in Kisasi Sub-County, Kitui County, Kenya. Descriptive survey design was adopted. A sample of 90 respondents comprising: principals; deputy principals; heads of departments; teachers; and presidents of students' councils was used. Reliability of questionnaires was assessed using test re-test technique and to correlate pretest and post-test results Cohen's Kappa coefficient was used. Statistical package for social sciences was to analyze the data. The following conclusion were made: Most of the schools held assemblies twice per week, during which principals, deputy principals, teachers and students' council leaders addressed learners on issues regarding discipline.; frequent effective guidance and counseling sessions in schools have notable positive effect on learners' discipline; use of strategically positioned suggestion boxes help to get information from the students

especially in situations where the source of the information wishes not to be known; most schools had notice boards for principals, deputy principals, teachers, and students where important information is posted as news as well as for reference.

Muriithi (2013) did a study on influence of teachers' communication strategies on students' discipline in public secondary schools in Mukurwe-ini district, Kenya. Descriptive research design was employed. The study sought to determine how use of: oral communication; written communication; and non-verbal communication as communication strategies by teachers impacted on students' discipline. The study also sought to determine conditions that hinder effective communication on students' discipline. A sample of 45 teachers and 360 students was used. Cronbach's Alpha coefficient ascertained reliability. Quantitative data was represented by frequencies and percentages. The conclusions made were: communication strategies such as class gatherings, students' councils, school assemblies, rewards and incentives, open fora, and information sharing are used to share information on discipline; teachers use notice boards and students' reports to inform about learners' discipline; teachers rarely employ facial expressions and body movements as forms of non-verbal communication to convey information on students' discipline.; teachers encourage students to pay attention to the message being delivered, suitable language is used, and allows adequate time for interaction through questions and answers to ensure there is effective communication on students' discipline matters.

Students' council leaders connect school management to the students. It is therefore paramount for council leaders to possess communication skills: effective listening, effective oral/verbal presentation, effective written presentation, stress management, ability to identify and interpret non-verbal communication to be able to pass information accurately between students and teachers, students and school administration. Students' council leaders may convey information orally or in written form.

Prien (2010, as cited in Katua, 2019) states that a number of factors need to be considered in determining the most appropriate strategy to use in communicating a particular information. One such factor is media richness which is the ability of a mean

of communication to convey large quantities of information and transfer the intended understanding. Prien (2010, as cited in Katua, 2019) argues that richness of strategy of communication is judged by the way it provides considerable comprehension of the message and enhances its clarity. Verbal communication has capacity to carry high volumes of information and accord opportunity for immediate explanation for any vague message. It is therefore considering richer than communication through writing.

Mbiti (2007, as cited in Katua, 2019) notes that a lot of information transferred through written form is both interpersonal and intergenerational. The means of conveying information in writing in a learning institution include: hand books; print outs; official letters; suggestion boxes; school magazines; memos; minutes; circulars; reports; and notices. He also observes that written work has a higher performance as well as less liability to misinterpretation. Republic of Kenya (2001, as cited in Katua, 2019) stresses on the need to have open communication networks between the school administration and the students. Republic of Kenya (2008, as cited in Katua, 2019) emphasizes the importance of comprehensible, absolute, and constant information sharing between the school management and subordinates.

According to Barasa (2007, as cited in Katua, 2019) a principal ought to use the main strategies of communication: downward; upward; and horizontal in the management of the school. Downward communication strategy is one where information is conveyed from the upper hierarchical level (principal) to a lower one (student). The communication from the principal passes through deputy principal, teachers and student council leaders to the students. The principal should ensure the intended communication and understanding is received by the students. This strategy is best in giving information, delegating authority, explaining policies and maintaining discipline. Upward communication strategy is one where information is relayed from lower hierarchical level (student) to the upper one (principal). The information may either move from the students to principal directly or through student council leaders, teachers, the deputy principal, and members of non-teaching staff. This strategy fosters friendly relations, provides valuable feedbacks, gives room for suggestions, encourages participation and is a two-way process. The principal can promote this communication by operating on an open door policy and provision of suggestion boxes. Horizontal

communication strategy is the interchange, relaying or sharing of information, suggestions or sentiments among persons at the same level of hierarchy in an institution aimed at harmonizing undertakings, endeavours or realizing a common objective. The principal should support this strategy by encouraging class meetings, house meetings, student barazas, students' council meetings, departmental meetings and staff meetings during which contentious issues should be handled and new ideas generated.

The unprecedented wave of students' unrest witnessed in 2008 caused disruption of academic programmes as well as loss of resources in schools. According to UNICEF and KSSHA (2013, as cited in Nyaga, 2018) bullying, inter-class rivalry, unsettled disputes, non-involvement in decision-making process, and unsuccessful communication are causes of unrest in schools. A parliamentary committee that was constituted to determine the root causes of students' unrest recommended: introduction of students' councils in schools; open methods of sharing information; fostering a tradition of discourse; and embracing peaceable conflict management techniques as strategies to curb future students' unrest (Sterrett, 2012, as cited in Nyaga, 2018). For leaders of students' council to be effective in playing linkage role between: school administration and students; teachers and students; and non-teaching staff and students, training them in communication skills is very critical. The study sought to determine the influence of students' council leaders' communication skills on management of discipline.

2.3 Theoretical Framework

The study was guided by two theories; the Path Goal Theory and Social Systems Theory.

2.3.1 Path Goal Theory

It states that a leader's traits and behaviors can directly affect the satisfaction, motivation, and performance of their teammates. It emphasizes the way heads of institutions motivate subordinates to attain the predetermined goals. The effectiveness of a leader can be determined by their ability to enhance the contentment, goals, and skills of their followers. It has four leadership styles: directive; supportive; participative; and achievement-oriented. Directive style stipulates that the head

commands subordinates to exactly follow instructions to do the assigned work. In supportive style, the leader makes a conducive environment where followers freely consult the head as they do the assigned work. Participative style is an all-encompassing approach in which subordinates are engaged in the process of making decisions. In achievement-oriented style, the followers are challenged to continually seek excellence with head trusting in the fact that followers are able to attain the set goals. A leader applying the theory may utilize any of the four leadership styles at any point or a mixture of them based on followers' traits and environmental conditions. No particular leadership style is appropriate for use in all situations. Selection of the style of leadership should depend on the nature of the goal where there is absolute equilibrium between behavior, need, and context. The theory assumes that leaders are flexible and that they can alter their style depending on situations.

The theory assists the leaders to understand how their leadership style affect motivation of the followers. The path goal theory requires the leader to modify their leadership styles to meet the motivational needs of the followers. The theory makes the leaders aware of the fact that they are to assist their followers to attain the set goals. The fundamental presumption of path goal theory is obtained from expectancy theory of motivation that suggests, persons are inspired to work as long as they understand going extra mile to perform is recognized and rewarded. The Expectancy theory asserts that a person will behave in a particular way when there is expectation of favorable results. The theory also maintains that followers believe that they would be able to attain the target set by their leader, that they will be rewarded when the target is achieved, and that the reward is valuable. The leader achieves motivation of followers by taking the responsibility of defining the goals, elucidating the paths, eliminating the barriers, and giving support. Leaders should be adequately flexible to complement their teammates and make up for their limitations using certain leadership styles. Possession of leadership skills by the students' council leaders motivates them to believe: they have capabilities to do the assigned job; and their struggles will lead to valuable results. Training leaders of students' council in leadership skills would make them perform their duties and responsibilities easily and get individually satisfied with achievements

2.3.2 Social System Theory

It states that a system is made up of several parts which should to work jointly to make the whole function. The entire system is in danger if a part malfunctions (Northouse, 2016, as cited in Nyaga, 2018). Organizational behavior definition, clarification, and forecasting are the aims of social systems theory. The theory claims that all institutions are systems comprising several connected parts that depend on one another to execute their functions which are directed towards achieving institutions' goals. These varied parts are collectively referred to as subsystems. A supra system provides students, teachers, and educational resources to a school (system) in this scenario. Schools bring about final products (students), who possess the skills, information, and morality necessary to have a beneficial impact on both themselves and society. People join teams known as organizations to perform certain tasks targeting to attain the general goals of the social system. School boards, principal, teachers, support staff, leaders of students' council, parents, and students all play unique responsibilities in attaining the common goal of education in schools, which are social systems.

To achieve the system's common objectives, each subsystem performs a different set of duties but fills complementary functions. The functions of students' council leaders supplement those of the principal in achieving high levels of students' discipline and educational goals despite the position of leaders of students' council in the hierarchy of school administration. Therefore, recognition and appreciation of leaders of students' council is of paramount importance. The students' council (subsystem) will have an effect on all the other subsystems or entire system, much as how a malfunctioning organ in a human body may negatively affect another organ or even the entire body (Mackey & Johnson, 2003, as cited in Nyaga, 2018). A school comprise various connected as well as interdependent parts such that any adjustments on any of the parts will result to start of a series of actions that finally affect the school. Interconnection and interdependence of school parts account for how student protests are brought about by inefficient students' council systems which result in the destruction of school property or even the death of students. For optimal performance, the parts of the school need adequate coordination, instruction on role clarity, and positive relationships. To ensure effectiveness, the managerial subsystem of the principal coordinates, plans, controls, and facilitates system wide actions (UNICEF, MoE & KSSHA, 2009, as cited in Nyaga,

2018). Almost the same function is executed by leaders of students' council at a lower rank. The students' council serves a similar function, albeit at a lower level. Students' council leaders should frequently go through the same training as administrators do to be able to carry out their jobs effectively. The synchronization of all the subsystems is crucial for their smooth operation, avoidance of gaps, omissions, and conflict of interest. The head of every institution has a duty to make sure that subordinates have the knowledge and tools required to address both their own needs and the needs of the institution in order to perform effective leadership (Barine & Minja, 2011, as cited in Nyaga, 2018). Because of the interconnection and interdependence of the parts within school, the social system theory was thought to be applicable for this study.

2.4 Conceptual Framework

The conceptual framework presents the relationship between independent variable and dependent variable. A figurative illustration of the variables interacting is shown in Figure 1.



Figure 1: Relationship between Students' Council Leadership skills and Management of Discipline.

Figure 1 demonstrates that when students' council leaders acquire conflict resolution skills, this may influence time management since most of the conflicts will be resolved

at initial stages. The time that teachers would spend resolving conflicts among students would be directed to academic work and this may also influence the academic performance. When students' council leaders get equipped with peer mentoring skills, a good number of students facing emotional, relational, social, academic and spiritual challenges may be handled at students' level. Possession of peer mentoring skills by students' council leaders may enhance management of bullying in schools. This would result to strong working teams that are likely to affect academic achievements.

Equipping students' council leaders with decision-making skills is likely to influence the rest of the students to make the right decisions and this may reduce indiscipline cases reported in a majority of learning institutions such as, alcohol taking, fighting, truancy, stealing, unplanned pregnancies and early marriages. Additionally, the ability to make judgments may enhance the standard of decisions made as well as students' council leaders' engagement in the creation and enforcement of school rules and regulations. This would create conducive learning and working environment serving as a motivation factor to all members of the school and may translate to better academic performance. Possession of communication skills by students' council leaders improve the way information is passed, received, interpreted and understood. Effective communication enhances conflict management, promotes peaceful co-existence and results to strong working teams.

The general management of students' discipline is impacted by government policies like the accumulation of criminal charges committed by a student, introducing guidance and counseling departments in learning institutions, and controlled transfer of learners from one school to another using the National Education Management Information System (NEMIS). A principal using authoritarian style may promote fear, resistance and indiscipline among students while one using participative style may reduce students' indiscipline cases significantly since this would open room for feedback and dialogue, and eventually influence the discipline of students in schools. A school culture whether good (positive) or bad (negative) may influence the approaches to use to manage discipline.

CHAPTER THREE

METHODOLOGY

3.1 Location of the Study

The study was conducted in Mbeere South Sub-County, Embu County, Kenya- Global Positioning System (GPS) coordinates (-0.69609, 37.68612). There were 53 public secondary schools in the area covering five zones namely: Kiambere; Kianjiru; Rwika; Makima; and Mwea. The sub-county had more schools and was geographically larger than the other sub-counties in Embu County. The rationale of choosing Mbeere South Sub-County as the area of study was that the secondary schools in the region had reported increasing number of cases of students' indiscipline.

3.2 Research Design

To determine if student council leadership abilities had an impact on the administration of discipline among secondary school students in Mbeere South Sub-County, the study adopted a correlational research design. The researcher investigated the association between variables without controlling or manipulating any of them. A correlation indicates the strength and/or direction of association between two (or more) variables. Direction of a correlation can be either positive or negative. A positive correlation implies that variables change in the same direction while a negative correlation shows that variables change in the opposite direction. A zero- correlation means no association exist between variables. The design was considered most appropriate since the researcher was interested in establishing if an association existed between leadership skills and management of students' discipline without finding out the causal relationship between them.

3.3 Target Population

The study population comprised deputy principals and students' council leaders from public secondary schools in Mbeere South Sub-County, Embu County, Kenya. The deputy principals were 53 and students' council leaders were 795.

3.4 Sample Size and Sampling Procedures

To sample is to choose a subset of cases in order to make generalizations about the total population (Nzioki, 2015). The list used to select samples is known as a sampling frame.

Stratified random selection was used to create strata for boys' boarding schools, girls' boarding schools, mixed boarding schools, and mixed day secondary schools. The randomly selected sample comprised: two boys' boarding schools, three girls' boarding schools, six mixed secondary schools and seven mixed day secondary schools. This is shown in Table 3.

Table 3: Type of Schools in Mbeere South Sub - County

Type of school	Number of schools	Sampled schools
Boys boarding	3	2
Girls boarding	5	3
Mixed boarding	15	6
Mixed day	30	7
Total	53	18

The sample size for this study was established using a sampling frame of all deputy principals and the leaders of students' councils from public secondary schools in Mbeere South Sub-County, Embu County, Kenya. Deputy Principals were considered for the study because they are charged with the responsibility of students' discipline and are patrons to students' councils. Twenty-two deputy principals were purposively selected for the study. The students' council leaders who were assumed to be in full control of students' order in the school were proportionately and randomly sampled from the sampling frame such that the larger proportions of the sample were drawn from the schools that had more student leaders. The information is displayed in Table 4.

Table 4: Sample Size

Description	Population	Sample Size	Sampling Procedure
Deputy Principals	53	22	Purposive
Students council leaders	795	250	Proportionate random sampling
Total	848	272	

The formula $n = \frac{N}{1+N(e)^2}$ applicable for a finite population where n = sample size, N = Population and e = error (0.05) was used to determine sample size. The study used a sample size of 272.

$$n = \frac{848}{1+848(0.05)^2} = 272$$

3.5 Research Instruments

Questionnaires were utilized in this study to collect data from the respondents. Use of questionnaires for data gathering was chosen because of its many administrative benefits. Additionally, they simultaneously provide a consistent stimulus to huge numbers of people and make it simple to gather data for the inquiry. Further, questions allowed respondents to freely express their views and opinions as well as offer suggestions. Answers that could not be given in interviews were more honest due to anonymity of respondents to questionnaires. The data was gathered using structured questionnaires for student council leaders (Appendix II) and for deputy principals (Appendix III).

3.6 Piloting of the Instruments

Prior to the primary study, a pilot study was carried out in four public secondary schools in the neighbouring Mbeere North Sub-County. Orodho (2012) describes piloting as pre-testing a research instrument in the field by selecting a sample that is similar to the actual sample during the study. Each instrument was piloted separately in the four purposefully selected schools. The deputy principals were purposefully sampled while proportionate random sampling was applied for students' council leaders. Respondents consisted of four deputy principals and 60 students' council leaders making a total of 64 respondents. The pilot study gave the researcher the opportunity to pinpoint issues that required more explanation based on the responses. The feedback and suggestions provided by the respondents during the pretesting were taken into account to strengthen the instruments' dependability.

3.6.1 Reliability of Instruments

The researcher piloted the study and determined reliability of the questionnaires using the Cronbach's alpha method. The instruments are considered to be reliable if Cronbach's alpha coefficient value is 0.7 and above. The level of consistency that a research instrument produces after numerous trials is known as its reliability. According to Orodho (2012) it is the consistency with which an instrument gives similar responses on repeated tests.

Table 5: Results of Piloting to Measure Reliability

Respondent	Number of items	Reliability
Student council leaders	59	0.848
Deputy Principals	29	0.924
Average		0.886

From the results in Table 5, the coefficient value obtained from piloting is 0.886 which is above 0.7. This implies that the questionnaires were reliable.

3.6.2 Validity of Instruments

Through observations and literature searches, both face and content validity of the instruments were determined by experts' judgement. The researcher revised the items in the instruments to make sure they were comprehensible and brought out the expected data from respondents. The supervisors re-examined the instruments for precision and completeness mutually with the researcher to establish a level of conformity to the final instruments. According to Amin (2005) a research instrument is considered to be valid if it essentially identifies the aspects of construct that it was designed to measure.

3.7 Data Collection Procedure

The Chuka University Ethics Review Committee provided the researcher with the approval and clearance letter that was required to assist in getting a research permission from the National Council of Science, Technology, and Innovation (NACOSTI). The researcher asked the Mbeere South Sub-County Deputy County Commissioner and Director of Education for approval before interviewing the respondents. The researcher planned a pre-visit to get to know the respondents. Leaders of the students' councils and the deputy principals were given questionnaires by the researcher to fill at their convenience over the course of two weeks.

3.8 Data Analysis

The data was coded, put through an analysis using the Statistical Package for Social Sciences (SPSS) Version 26 program, and then interpreted to determine whether or not an association existed between students' council leadership skills and management of discipline. After the quantitative data was analyzed and presented in tables, descriptive statistics such as mean, standard deviation, frequencies, and percentages were used to comprehend the data sets. The data were also analyzed using simple linear regression,

inferential statistics. Kombo and Tromp (2011) state that combining the data collected, organizing it, and structuring its major parts so that the conclusions can be communicated clearly and effectively are all parts of data analysis techniques.

3.9 Ethical Consideration

The researcher asked the Chuka University Ethics Review Committee for permission to conduct the study. Researchers, according to Mugenda and Mugenda (2003) are people who sincerely care about the quality of other people's lives. They must also be persons of integrity who don't conduct research for their own benefit or research that will negatively affect other people. Because of this, the respondents' privacy and confidentiality were preserved by keeping the information provided confidential. The respondents were urged to participate voluntarily and were made aware that the data was being gathered purely for academic purposes. Participants' free and informed permission served as the foundation for the study. All respondents were promised this and given an explanation. The use of numbers during data collecting protected the use of individual names. The use of anonymity was achieved by withholding the identities of each school's respondents. The concept of voluntary consent was also applied by the researcher while asking the respondents to complete the survey. Sensitive matters like disregarding MoE directives, such as not having functional students' councils were treated confidentially. This was done to prevent any potential conflict of interest or fears of victimization.

Table 6: Data Analysis Matrix

Hypothesis	Independent variable	Dependent variable	Test Statistics (statistical methods)
Ho1: Students' council conflict resolution skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.	Students' council conflict resolution skills	management of discipline	Mean , standard deviation, frequencies, percentages, and simple linear regression
Ho2: Students' council peer mentoring skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.	Students' council peer counselling skills	management of discipline	Mean , standard deviation, frequencies, percentages, and simple linear regression
Ho3: Students' council decision-making skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.	Students' council decision-making skills	management of discipline	Mean , standard deviation, frequencies, percentages, and simple linear regression
Ho4: Students' council communication skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.	Students' council communication skills	management of discipline	Mean , standard deviation, frequencies, percentages, and simple linear regression

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Response Rate

Response rate is the ratio of the number of persons who complete a survey to the number of persons who make up the total sample expressed as percentage. Table 7 shows the response rate of the study.

Table 7: Response Rate

Description	Number administered	Number responded	Percentage
Deputy principals	22	22	100.00
Students' council leaders	250	223	89.2
Total	272	245	90.07

The questionnaires were distributed to 22 deputy principals and 250 heads of the students' councils. There were 245 completed and returned questionnaires out of 272 questionnaires. This indicates that 27 questionnaires for students' council leaders were not returned. A representation of 90.07% is appropriate to draw conclusions about the study. For the purposes of analysis, reporting, and drawing conclusions, Mugenda and Mugenda (2003) consider a response rate of 50% and higher to be sufficient.

4.2 Bio Data of the Respondents

The researcher sought the bio data of the respondents under the following sub-headings: gender; age; category of the School; type of the School; period of service; and leadership positions for council leaders.

4.2.1 Distribution of Respondents by Gender

The researcher asked the respondents to indicate their gender. The findings are presented in Table 8.

Table 8: Distribution of Respondents by Gender

	Student Council Leaders		Deputy Principals	
	Frequency	Percent	Frequency	Percent
Male	104	46.6	12	54.5
Female	119	53.4	10	45.5
Total	223	100.0	22	100.0

From the results presented in Table 8, out of 223 students' council leaders who responded, 46.6% were male while 53.4% were female. For deputy principals, 54.5% were male while 45.5% were female. This shows both genders are well represented indicating there is gender balance of the respondents.

4.2.2 Age Distribution of Students' Councils Leaders

The students' councils' leaders were asked to indicate their age. The findings are presented in Table 9.

Table 9: Students' Councils Leaders Age

	Frequency	Percent
16 years or below	7	3.1
17 years	38	17.0
18 years or above	178	79.8
Total	223	100.0

The age distribution of students' council leaders indicates 178 respondents (79.8%) out of 223 respondents were 18 years or above, 38 respondents (17.0 %) were 17 years and only seven respondents (3.1%) were 16 years or below. This shows that most of the students' council leaders were 18 years or above. The result suggests that the bulk of the leaders of students' councils are in the upper forms of the school academic ladder who are fully aware of the operations in the schools.

4.2.3 Category of the Schools in the Study

The researcher asked the students' councils leaders and deputy principals to indicate categories of their schools. The findings are presented in Table 10.

Table 10: School Category

Category of school	Students' Councils Leaders		Deputy Principals	
	Frequency	Percent	Frequency	Percent
Extra-county	41	18.7	4	18.2
County	49	22.4	4	18.2
Sub-county	129	58.9	14	63.6
Total	219	100.0	22	100.0

The results presented in Table 10 shows, out of 219 students' council leaders, 41 respondents (18.7%) are in extra county schools, 49 respondents (22.4 %) are in county

schools and 129 respondents (58.9%) are in sub-county schools. Four students' council leaders did not answer this question. Out of 22 deputy principals, four respondents (18.2%) are in extra county schools, four respondents (18.2%) are in county schools while 14 respondents (63.6%) are in sub-county schools. The result demonstrates more than half of the schools are sub-county schools, which form a majority of the schools in Mbeere South Sub-County.

4.2.4 Type of the School Where Respondents Were Drawn.

The researcher asked the students' council leaders and deputy principals to indicate the types of their schools. The findings are presented in Table 11.

Table 11: Type of School

Type of school	Student Council Leaders		Deputy Principals	
	Frequency	Percent	Frequency	Percent
Girls boarding	44	19.9	5	22.7
Boys boarding	28	12.7	4	18.2
Mixed boarding	69	31.2	4	18.2
Mixed day	80	36.2	9	40.9
Total	221	100.0	22	100.0

The findings presented in Table 11 show that, for students' council leaders 44 respondents (19.9%) are in girls' boarding schools while 28 respondents (12.7%) are in boys' boarding schools, 69 respondents (31.2%) are in mixed boarding schools and 80 respondents (36.2%) are in mixed day schools. Two students' council leaders did not respond to this question. For the deputy principals, five respondents (22.7%) are in girls' boarding schools, four respondents (18.2%) are in both boys' boarding schools and mixed boarding schools while nine respondents (40.9%) are in mixed day schools. This indicate that most of the schools in the sub-county are mixed day schools.

4.2.5 Leadership Positions Held by Students' Council Leaders

The researcher asked students' council leaders to indicate the leadership positions they held in their schools. The findings are presented in Table 12.

Table 12: Position Held by Students' Council Leaders

Position	Frequency	Percent
Chairperson	14	6.3
Dining hall councilor	16	7.2
Games councilor	30	13.5
Dormitory councilor	46	20.6
Class councilor	72	32.3
Other positions	45	20.2
Total	223	100.0

The result presented in Table 12 demonstrates that 14 respondents (6.3%) serve as chairpersons, 16 respondents (7.2%) as dining hall councilors, 30 respondents (13.5%) as games councilors, 46 respondents (20.6%) as dormitory councilors, 72 respondents (32.3%) as class councilors and 45 respondents (20.2%) serve in other positions such as time keepers, society councilors, laboratory councilors among others. The result points out that majority of the students' council leaders serve as class councilors.

4.2.6 Number of Years Served as Students' Council Leader

The researcher asked the respondents to indicate the number of years they had served as a students' council leader. The findings are presented in Table 13.

Table 13: Number of Years Served as Students' Council Leader

Period	Frequency	Percent
Below 1 year	43	20.3
1-2 years	71	33.5
2-3 years	69	32.5
3-4 years	29	13.7
Total	212	100.0

The findings in Table 13 reveal that 71 respondents (33.5%) of students' council leaders had served for a period of between one and two years, 69 respondents (32.5%) had served between two and three years, 43 respondents (20.3%) had served below one year and only 29 respondents (13.7%) had served between three to four years. Eleven leaders of students' council did not respond to this question. The results show that 79.7% of the students' council leaders had more one-year experience in students' leadership hence suitable for the study.

4.2.7 Number of Years Served as a Deputy Principal

The researcher asked the respondents to indicate the number of years they had served in their schools in the capacity of deputy principal. The findings are presented in Table 14.

Table 14: Number of Years Served as a Deputy Principal

Period	Frequency	Percent
Below 2 years	5	22.7
Between 2-4 years	11	50.0
Between 4-6 years	3	13.6
Between 6-8 years	3	13.6
Above 8 years	0	0
Total	22	100.0

Out of the 22 deputy principals, five respondents (22.7%) had served for two years and below, while 11 respondents (50.0%) had served for two to four years. Those who had served between four to six years, and six to eight years were both three respondents (13.6%) for each case. None had served for more than eight years. The result shows that 77.2% of deputy principals had served for a period above two years which implies they had acquired significant experience in management of students' council leaders and students' discipline hence appropriate for the study.

4.3 Tests

4.3.1 Test for Normality

It was necessary to establish whether the data had originated from a normally distributed population. The researcher computed the normality test and the findings are presented in Table 15

Table 15: Tests for Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Management of students discipline	0.192	223	0.141
Conflict resolution skills	0.173	223	0.200
Peer counselling skills	0.190	223	0.151
Decision-making skills	0.229	223	0.148
Communication skills	0.220	223	0.185

a. Lilliefors Significance Correction

The Kolmogorov-Smirnov test for management of students' discipline, conflict resolution skills, peer counselling skills, decision making skills and communication skills were 0.141, 0.200, 0.151, 0.148 and 0.185 respectively. From the findings all the sig values are greater than 0.05 hence the data is normally distributed.

4.3.2 Test for Multicollinearity

The study sought to determine whether there was a high degree of correlation between the data from the four constructs measuring the independent variables. Table 16 displays the results of the Multicollinearity test.

Table 16: Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
Conflict resolution skills	0.663	1.509
Peer counselling skills	0.586	1.705
Decision-making skills	0.665	1.504
Communication skills	0.509	1.966

a. Dependent Variable: Management of students discipline

Communication skills have the lowest tolerance level at 0.509 and decision-making skills have the highest tolerance level at 0.665. Since all variables' tolerance levels are more than 0.1, multicollinearity is not present. For Variance Inflation Factor (VIF), decision-making skills score is the lowest at 1.504, while communication skills rank best at 1.966. Table 16 shows that there is no multicollinearity because every variable has a VIF of less than 10, which excludes multicollinearity.

4.3.3 Test of Homogeneity of Regression

The study also sought to determine whether there were relatively even variances in the responses to the independent variable construct's mean. On Table 17, the results of the homogeneity of regression test are displayed.

Table 17: Homogeneity of Regression

	Levene Statistic	Sig.
Management of students discipline	0.547	0.460
Conflict resolution skills	0.732	0.393
Peer counselling skills	2.309	0.130
Decision-making skills	0.253	0.616
Communication skills	0.653	0.420

The results in Table 17 show sig. values for management of students' discipline, conflict resolution skills, peer counselling skills, decision making skills and communication skills are 0.460, 0.393, 0.130, 0.616 and 0.420 respectively. The sig. values are all above 0.05 implying that the variances are not significantly different.

4.4 Management of Students' Discipline

The dependent variable of the study is management of discipline. To determine acquaintance of respondents with management of students' discipline, a construct was put in the questionnaires seeking opinions of students' council leaders and that of deputy principals on discipline management. The findings are presented in Table 18.

Table 18: Opinion of Students' Council Leaders and deputy principal on Management of Discipline

Statement	Students' council		Deputy principal	
	Mean	Std Dev.	Mean	Std Dev.
Students' council leaders are involved in management of discipline.	4.05	0.971	3.91	1.151
The school involve students' council leaders in conflict resolutions in management of discipline.	4.13	0.718	3.82	1.053
Students' council leaders influence the outcomes of the conflict resolution process in the management of discipline.	4.20	0.629	3.95	1.046
The school allow practice of peer mentoring as way of managing students' discipline.	4.13	0.786	3.91	1.065
Peer mentoring by students' council leaders influence management of discipline.	3.44	1.347	2.91	1.411
Students' council leaders are involved in decision-making process as a strategy to manage discipline.	3.53	1.207	2.64	1.399
Students' council leaders influence the final decision made in management of discipline.	3.79	1.133	3.50	1.371
Students' council leaders are involved in communication within the school as a way to enhance management of discipline	4.13	0.718	3.95	0.950
Timely and effective communication by students' council leaders influence management of discipline.	4.20	0.629	3.95	1.046
Average	3.96		3.62	

Key for mean: 1.00-1.80 strongly disagree (SD), 1.81-2.60 disagree (D), 2.61-3.40 undecided (UD), 3.41-4.20 Agree (A), 4.21-5.00 strongly agree (SA)

The means are calculated using the formula:

Mean = $[1(f_1) + 2(f_2) + 3(f_3) + 4(f_4) + 5(f_5)] / [f_1 + f_2 + f_3 + f_4 + f_5]$ where $f_1, f_2, f_3, f_4,$ and f_5 are frequencies of strongly disagree, disagree, undecided, agree, and strongly agree respectively. The values obtained are compared with the values in the key to make interpretations.

The results in Table 18 show that students' council leaders agree that students' council leaders are involved in management of discipline (Mean = 4.05, Std. Dev. = 0.971). The result also shows that schools involve students' council leaders in conflict resolutions in management of discipline (Mean = 4.13, Std. Dev. = 0.718) and students' council leaders as well influence the outcomes of the conflict resolution process in management of discipline (Mean = 4.20, Std. Dev. = 0.629). Respondents also agree that schools allow practice of peer mentoring as a way of managing students' discipline (Mean = 4.13, Std. Dev. = 0.786). Peer mentoring by students' council leaders is also cited to positively influence management of discipline (Mean = 3.44, Std. Dev. = 1.347) and students' council leaders are involved in decision-making process as a strategy to manage discipline (Mean = 3.53, Std. Dev. = 1.207). Respondents further agree that students' council leaders influence the final decision made during management of discipline (Mean = 3.79, Std. Dev. = 1.133). Additionally, the result also reveals that students' council leaders are involved in communication within the school as a way to enhance management of discipline (Mean = 4.13, Std. Dev. = 0.718). Timely and effective communication by students' council leaders is strongly demonstrated to influence management of discipline (Mean = 4.20, Std. Dev. = 0.629).

The results in Table 18 show that the deputy principals agree that students' council leaders are involved in management of discipline (Mean = 3.91, Std. Dev. = 1.151). Respondents agree that schools involve students' council leaders in conflict resolution in management of discipline (Mean = 3.82, Std. Dev. = 1.053). Respondents agree that students' council leaders influence the outcomes of the conflicts resolution process in the management of discipline (Mean = 3.95, Std. Dev. = 1.046). Respondents agree that schools allow the practice of peer mentoring as a way of managing students' discipline (Mean = 3.91, Std. Dev. = 1.065). Respondents agree that students' council leaders influence the final decision made during management of discipline (Mean = 3.50 Std. Dev. = 1.371). Respondents agree that students' council leaders are involved in

communication within the school as a way to enhance management of discipline (Mean = 3.95, Std. Dev. = 0.950). Respondents further agree timely and effective communication by students' council leaders influence management of discipline (Mean = 3.95, Std. Dev. = 1.046). However, respondents are undecided on influence of students' council leaders peer mentoring skills on management of discipline (Mean = 2.91, Std. Dev. = 1.411). Respondents are also undecided on involving students' council leaders in decision-making process as strategy to manage discipline (Mean = 2.64, Std. Dev. = 1.399).

The results in Table 18 shows that both deputy principals and students' council leaders agree that: students' council leaders are involved in management of students' discipline, in conflict resolution, and in communication; students' council leaders influence outcomes of conflict resolution process and final decision made in a negotiation; schools allow peer mentoring which positively influence management of discipline; and timely and effective communication influence management of discipline. The leaders of the students' council agree that they are involved in decision-making process as a strategy to manage discipline while majority of the deputy principals are undecided about the statement. The results also show that both students' council leaders and deputy principals agree most that students' council leaders influence the outcomes of conflict resolution process in management of discipline. Leaders of students' council agree least on that peer mentoring by students' council leaders influence management of discipline.

The results in Table 18 shows that: there are cases of indiscipline in schools; schools have established students' councils; both deputy principals and leaders of students' councils are aware of the duties and responsibilities of students' council leaders; and schools have adopted various strategies in effort to manage discipline. The significance of the results in Table 18 to the study is that respondents are conversant with the concept of management of students' discipline in schools which is the dependent variable of the study. It is also clear that conflict resolution, peer mentoring, involvement of leaders of students' council in decision-making process and communication all affect management of discipline.

4.5 Conflict Resolution Skills and Management of Students' Discipline in Secondary Schools

The first objective of the study was to determine the influence of students' council conflict resolution skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. Two questions about training in conflict resolution skills were included in the questionnaires sent to the leaders of the students' councils and the deputy principals. Table 19 displays the results.

Table 19: Opinions on the Training of Students' Council Leaders in Conflict Resolution

Statement	Students' Council		Deputy principal	
	Yes	No	Yes	No
Students' council leaders are trained in conflict resolution skills	200	22	9	12
Training of students' council leaders in conflict resolution skills influence management of discipline	196	16	6	15

The results in Table 19 show that 200 leaders of students' council (90.1%) agree that students' council leaders are trained in conflict resolution skills, while 22 of them (9.9%) disagree. One leader of students' council did not respond to the statement. Nine deputy principals (42.9%) agree with the statement, while 12 of them (57.1%) disagree. One deputy principal did not respond to the statement. The results indicate that 196 leaders of students' council (92.5%) agree that training of students' council leaders in conflict resolution skills influence management of discipline, while 16 of them (7.5%) disagree. Eleven leaders of students' council did not respond to the statement. Six deputy principals (28.6%) agree with the statement, while 15 of them (71.5%) disagree. One deputy principal did not respond to the statement.

The results in Table 19 indicate that majority of the schools train students' council leaders in conflict resolution skills and that training influence management of discipline according to the responses given by students' council leaders. Deputy Principals' responses indicate contrary views. A concern arise on how contradicting information could be gotten from the same schools, which indicates existence of a gap on the concept of conflict resolution skills. Considering the competences and experiences of the deputy principals, and who are patrons of students' councils, it is concluded that majority of the schools do not train students' council leaders in conflict resolution skills.

The researcher sought information on the frequency of conflict resolution activities in schools from the students' council leaders. The findings are presented in Table 21.

Table 20: Frequency of Conflict Resolution Activities in Schools

Response	Frequency	Percent
Always	73	33.2
Often	46	20.9
Sometimes	55	25.0
Rarely	46	20.9
Never	0	0
Total	220	100.0

The results in Table 20 show that seventy-three respondents (33.2%) agree that activities to resolve conflicts are undertaken always in their schools. Forty-six respondents (20.9%) agree conflict resolution activities are often undertaken, 55 respondents (25.0%) agree are undertaken sometimes, while 46 respondents (20.9%) agree are rarely undertaken in schools. None of the respondents agree that conflict resolution activities are never undertaken in their schools. Three respondents did not answer the question. The results indicate that conflicts exist in schools and there is need to have them timely resolved for peaceful coexistence. The results are in line with Muthui et al. (2018) who observed that if conflicts among students are not resolved or are resolved ineffectively may cause students rampage that could lead to loss of property and even life.

A construct was included in the questionnaire seeking the opinions of the students' council leaders on conflict resolution skills they use to resolve conflicts in management of discipline. The findings from 223 students' council leaders are presented in Table 21.

Table 21: Conflict Resolution Skills Used by Students' Council Leaders to Resolve Conflicts

Conflict Resolution Skills	SA N (%)	A N (%)	UD N (%)	D N (%)	SD N (%)	Mean	Std Dev.
Patient listening	102 (45.7)	116 (52.0)	2 (0.9)	2 (0.9)	1 (0.4)	4.42	0.609
Practice of impartiality	120 (53.8)	97 (43.5)	1 (0.4)	4 (1.8)	1 (0.4)	4.48	0.650
Use of non-violent dispute resolution mechanisms	90 (40.4)	113 (50.7)	13 (5.8)	5 (2.2)	2 (0.9)	4.27	0.748
Use of collaboration	83 (37.2)	99 (44.4)	25 (11.2)	10 (4.5)	6 (2.7)	4.09	0.950
Emotional intelligence	112 (50.2)	97 (43.5)	5 (2.2)	6 (2.7)	3 (1.3)	4.37	0.779
Average						4.33	

Key for mean: 1.00-1.80 strongly disagree (SD), 1.81-2.60 disagree (D), 2.61-3.40 undecided (UD), 3.41-4.20 Agree (A), 4.21-5.00 strongly agree (SA)

The findings in Table 21 demonstrate that respondents firmly agree that disputes decrease when students' council leaders patiently listen to students, teachers, non-teaching personnel, and the school administration concerning management of discipline (Mean = 4.42, Std. Dev. = 0.609). Respondents also strongly agree that practice of impartiality/fairness by students' council leaders in conflict resolution promotes management of discipline such as adherence to school routine (Mean = 4.48, Std. Dev. = 0.650). Respondents further strongly agree that use of non-violent dispute resolution mechanisms (persuading, accommodating, negotiating, and supporting) by students' council leaders reduces conflicts, resulting to improved management of discipline (Mean = 4.27, Std. Dev. = 0.748). Respondents agree that use of collaboration strategy by students' council leaders in management of conflicts results to satisfying outcomes to parties involved which promotes management of discipline (Mean = 4.09, Std. Dev. = 0.950). Respondents also overwhelmingly agree that students' council leaders' emotional intelligence which includes their capacity to recognize, utilize, comprehend, and deal with emotions improves discipline management (Mean = 4.39; Std. Dev. = 0.777).

The results in Table 21 indicate that 102 respondents (45.7%) strongly agree that disputes decrease when students' council leaders patiently listen to students, teachers, non-teaching personnel, and the school administration concerning management of

discipline. One hundred and sixteen respondents (52.0%) agree with the statement, two respondents (0.9%) disagree, one respondent (0.4%) strongly disagree, while two respondents (0.9%) are undecided. The results show that 120 respondents (53.8%) strongly agree that practice of impartiality by students' council leaders in conflict resolution promotes management of discipline such as adherence to school routine. One hundred and twenty respondents (53.8%) strongly agree with the statement, 97 respondents (43.5%) agree, four respondents (1.8%) disagree, one respondent (0.4%) strongly disagree, while one respondent (0.4%) is undecided. The results indicate that 90 respondents (40.4%) strongly agree that use of non-violent dispute resolution mechanisms by students' council leaders reduces conflicts, resulting to improved management of discipline. One hundred and thirteen respondents (50.7%) agree with the statement, five respondents (2.2%) disagree, two respondents (0.9%) strongly disagree, while 13 respondents (5.8%) are undecided. The results show that 83 respondents (37.2%) strongly agree that use of collaboration strategy by students' council leaders in management of conflicts results to satisfying outcomes to parties involved which promotes management of discipline. Ninety-nine respondents (44.4%) agree with the statement, 10 respondents (4.5%) disagree, six respondents (2.7%) strongly disagree, while 25 respondents (11.2%) are undecided. The results indicate that 112 respondents (50.2%) strongly agree that emotional intelligence of students' council leaders improves discipline management. Ninety-seven respondents (43.5%) agree with the statement, six respondents (2.7%) disagree, three respondents (1.3%) strongly disagree, while five respondents (2.2%) are undecided.

The results in Table 21 indicate that 97.7% of the respondents either agree or strongly agree that patient listening to grievances by students' council leaders from students, teachers, non-teaching staff and the school administration help in reducing conflicts which assists in management of discipline. A percentage of the respondents (1.3%) either disagree or strongly disagree with the statement, while 0.9% of the respondents is undecided. The findings reveal that 97.3% of the respondents either agree or strongly agree that practice of impartiality by students' council leaders in conflict resolution promotes management of discipline. A percentage of the respondents (1.2%) either disagree or strongly disagree with the statement, while 0.4% of the respondents is undecided. The results indicate that 91.1% of the respondents either agree or strongly

agree that use of non-violent dispute resolution mechanisms by students' council leaders reduces conflicts resulting to improved management of discipline. A percentage of the respondents (3.1%) either disagree or strongly disagree with the statement, while 5.8% of the respondents is undecided. The results demonstrate that 81.6% of the respondents agree that use of collaborative approach by students' council leaders to resolve disputes leads to satisfactory results for all parties involved and supports management of discipline. A percentage of the respondents (7.2%) either disagree or strongly disagree with the statement, while 11.2% of the respondents is undecided. The findings show that 93.7% of the respondents either agree or strongly agree that emotional intelligence which is the capacity to recognize, utilize, comprehend, and control emotions improves management of discipline. A percentage of the respondents (4.0%) either disagree or strongly disagree with the statement, while 2.2% of the respondents is undecided.

The results in Table 21 indicate that 97.7% of the respondents either agree or strongly agree that patient listening by students' council leaders to fellow students, teachers, non-teaching staff, and the school administration reduce conflicts that helps in management of discipline. A mean of 4.42 which is within the range of strongly agree from the key provided supports the observation. This suggests that patient listening is an effective conflict resolution skill in managing discipline. A percentage of the respondents (97.3%) either agree or strongly agree that practice of impartiality by leaders of students' councils in conflict resolution promotes management of discipline. A mean of 4.48 which is within the interval of strongly agree from the key given supports effectiveness of the technique. This indicates that practice of impartiality is a successful conflict resolution skill in discipline management. A percentage of the respondents (91.1%) either agree or strongly agree that use of non-violent dispute resolution mechanisms by students' council leaders improve management of discipline. A mean of 4.27 which is within the range of strongly agree supports the view. This suggests that use of non-violent dispute resolution mechanisms is a powerful skill in conflict resolution which enhances management of discipline. A percentage of the respondents (81.6%) either agree or strongly agree that use of collaboration strategy by leaders of students' council results to satisfying solutions to the parties involved which enhances discipline management. A mean of 4.09 which is within the interval of agree

supports the opinion. This indicates that collaboration is a skill that is being utilized to resolve conflicts in schools. A percentage of the respondents (93.7%) either agree or strongly agree that emotional intelligence of students' council leaders improves management of discipline. A mean of 4.37 which is within the interval of strongly agree reinforce the opinion. This suggests that emotional intelligence which is the ability to perceive, use, understand, manage, and handle emotions is an important skill in resolving conflicts which promotes discipline management.

Based on the results in Table 21, patient listening and practice of impartiality are the most practiced conflict resolution skills, followed by emotional intelligence, and then use of non-violent dispute resolution mechanisms. Collaboration is the least practiced among the considered conflict resolution skills. The five conflict resolution skills have an impact on management of discipline as evidenced by an average mean of 4.33 which is within the interval of strongly agree. The findings suggest the need for schools to train students' council leaders in conflict resolution skills. This would make leaders of students' council more effective by building their confidence in management of discipline through conflict management and resolution. A construct was included in the questionnaire seeking the opinions of the students' council leaders on the extent of application of conflict resolution skills in management of discipline in schools. The findings from 223 leaders of students' council are presented in Table 22.

Table 22: Extent of Application of Conflict Resolution Skills by Students' Council Leaders

Statement	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Patient listening helps in management of bullying in schools.	82 (36.8)	83 (37.2)	26 (11.7)	19 (8.5)	13 (5.8)
Impartiality is a key students' council leadership skill in conflict resolution that promotes management of discipline.	98 (43.9)	83 (37.2)	25 (11.2)	10 (4.5)	7 (3.1)
Negotiation is a major students' council leadership skill that helps in management of conflicts in schools.	97 (43.5)	91 (40.8)	16 (7.2)	11 (4.9)	8 (3.6)
Collaboration among students' council leaders helps in management of conflicts which results to satisfying outcomes to parties involved.	109 (48.9)	78 (35.0)	19 (8.5)	13 (5.8)	4 (1.8)
Emotional intelligence is a critical students' council leadership skill in management of conflicts in schools.	95 (42.6)	101 (45.3)	17 (7.6)	7 (3.1)	3 (1.3)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 22 show that 82 respondents (36.8%) agree to very great extent that patient listening helps in management of bullying in schools. Eighty-three respondents (37.2%) agree to great extent with the statement, 26 respondents (11.7%) to no extent, 19 respondents (8.5%) to small extent, while 13 respondents (5.8%) to very small extent. The results indicate that 98 respondents (43.9%) agree to very great extent that practice of impartiality is a key skill in conflict resolution that promotes management of discipline. Eighty-three respondents (37.2%) agree with the statement to great extent, 25 respondents (11.2%) to no extent, 10 respondents (4.5%) to small extent, while seven respondents (3.1%) to very small extent. The results show that 97 respondents (43.5%) concur to very great extent that use of negotiation is a major leadership skill that helps in management of conflicts in schools. Ninety-one respondents (40.8%) agree to great extent with the statement, 16 respondents (7.2%) to no extent, 11 respondents (4.9%) to small extent, while eight respondents (3.6%) to very small extent. The results indicate that 109 respondents (48.9%) agree to very great extent that collaboration among students' council leaders helps in management of

conflicts which results to satisfying outcomes to parties involved. Seventy-eight respondents (35.0%) agree to great extent with the statement, 19 respondents (8.5%) to no extent, 13 respondents (5.8%) to small extent, while four respondents (1.8%) to very small extent. The results show that 95 respondents (42.6%) concur to very great extent that emotional intelligence is a critical leadership skill in management of conflicts in schools. One hundred and one respondents (45.3%) agree to great extent with the statement, 17 respondents (7.6%) to no extent, seven respondents (3.1%) to small extent, while three respondents (1.3%) to very small extent.

The results in Table 22 show that 74.0 % of the respondents concur either to great extent or very great extent that patient listening helps in management of bullying in schools. A percentage of the respondents (14.3%) agree to either small extent or very small extent with the statement, while 11.7% agree to no extent. This indicates that majority of the leaders of students' councils practice patient listening while resolving conflicts. The results show 81.1% of the respondents concur either to great extent or very great extent that practice of impartiality is a key leadership skill in conflict resolution. A percentage of the respondents (7.6%) agree to small extent or very small extent with the statement, while 11.2% agree to no extent. The results suggest that most leaders of students' councils embrace practice of impartiality while resolving conflicts. The results indicate that 84.3% of the respondents concur either to great extent or very great extent that use of negotiation is key leadership skill in resolving conflicts in schools. A percentage of the respondents (8.5%) agree either to small extent or very small extent with the statement, while 7.2% agree to no extent. The results suggest that a very large percentage of students' council leaders use negotiation to resolve conflicts. The results indicate that 83.9% of the respondents concur either to great extent or very great extent that use of collaboration is an effective strategy in management of conflicts. A percentage of the respondents (7.6%) agree either to small extent or very small extent with the statement, while 8.5% agree to no extent. The results suggest that a large proportion of leaders of students' council employ collaboration in conflict resolution. The results show that 87.9% of the respondents concur to either great extent or very great extent that emotional intelligence is a critical leadership skill in management of conflicts in schools. A percentage of the respondents (4.4%) agree to either small extent or very small extent with the statement, while 7.6% agree to no extent. The results

indicate that a very large proportion of students' council leaders use emotional intelligence while resolving conflicts in schools.

Considering the combined percentage of great extent and very great extent the ranking of conflict resolution skills is: emotional intelligence; use of negotiation; use of collaboration; practice of impartiality; and then patient listening. This is starting with the most applied conflict resolution skills to the least one. The results indicate that leaders of students' council apply conflict resolution skills to great extent in managing discipline. The extent of application of the skills indicate their significance in management of discipline. It also suggests that there is need to train leaders of students' council in conflict resolution skills as a way of enhancing their competence in discipline management.

A construct was included in the questionnaire seeking opinions of deputy principals on the extent students' council leaders in their schools show competence in conflict resolution skills. The findings from 22 deputy principals are presented in Table 23.

Table 23: Extent of Competence in Conflict Resolution Skills by Students' Council Leaders

Conflict Resolution Skill	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Patient listening	1 (4.5)	11 (50.0)	2 (9.1)	6 (27.3)	2 (9.1)
Practice of impartiality	0 (0)	13 (59.1)	4 (18.2)	2 (9.1)	3 (13.6)
Negotiation	2 (9.1)	10 (45.5)	1 (4.5)	8 (36.4)	1 (4.5)
Collaboration	2 (9.1)	9 (40.9)	6 (27.3)	4 (18.2)	1 (4.5)
Emotion intelligence	0 (0)	9 (40.9)	2 (9.1)	9 (40.9)	2 (9.1)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 23 show that one respondent (4.5%) agree to very great extent that patient listening helps in management of bullying in schools. Eleven respondents (50.0%) agree to great extent with the statement, two respondents (9.1%) to no extent, six respondents (27.3%) to small extent, while two respondents (9.1%) agree to very small extent. The results indicate that 13 respondents (59.1%) concur to great extent that practice of impartiality as a key leadership skill in conflict resolution promotes management of discipline. Four respondents (18.2%) agree to no extent with the

statement, two respondents (9.1%) to small extent, while three respondents (13.6%) agree to very small extent. None of the respondents concur to very great extent. The results show that two respondents (9.1%) agree to very great extent that negotiation is a major leadership skill that helps in management of conflicts in schools. Ten respondents (45.5%) agree to great extent with the statement, one respondent (4.5%) to no extent, eight respondents (36.4%) to small extent, while one respondent (4.5%) agree to very small extent. The results indicate that two respondents (9.1%) agree to very great extent that use of collaboration strategy by students' council leaders helps in management of conflicts. Nine respondents (40.9%) agree to great extent with the statement, six respondents (27.3%) to no extent, four respondents (18.2%) to small extent, while one respondent (4.5%) agree to very small extent. The results show that nine respondents (40.9%) concur to great extent that emotional intelligence is a critical leadership skill in management of conflicts in schools. Two respondents (9.1%) agree to no extent with the statement, nine respondents (40.9%) to small extent, while two respondents (9.1%) agree to very small extent. None of the respondents agree to very great extent.

The results in Table 23 show that 54.5% of the respondents agree either to great extent or very great extent that patient listening help to manage bullying in schools. A percentage of the respondents (36.4%) concur either to small extent or very small extent with the statement, while 9.1% agree to no extent. This suggests that majority of students' council leaders embrace patient listening as a skill in conflict resolution which enhances discipline management. The results indicate that 59.1% of the respondents agree either to great extent or very great extent that practice of impartiality as a key skill in conflict resolution promotes management of discipline. A percentage of the respondents (22.7%) concur either to small extent or very small extent with the statement, while 18.2% agree to no extent. This suggests that most of the leaders of students' councils practice impartiality while resolving conflicts in schools. The results show that 54.6% of the respondents agree to either great extent or very great extent that negotiation is a major leadership skill in management of conflicts in schools. A percentage of the respondents (40.9%) concur either to small extent or very small extent with the statement, while 4.5% agree to no extent. This suggests that students' council leaders in most of the schools use negotiation as a strategy to manage conflicts. The

results indicate that 50.0% of the respondents agree either to great extent or very great extent that use of collaboration strategy in managing conflicts generates satisfaction to all conflicting parties. A percentage of the respondents (22.7%) concur either to small extent or very small extent with the statement, while 4.5% agree to no extent. This suggests that there is an average application of collaboration strategy by leaders of students' councils to resolve conflicts in schools. The results indicate that 40.9% of the respondents agree either to great extent or very great extent that emotional intelligence is a critical leadership skill in management of conflicts in schools. A percentage of the respondents (50.0%) concur either to small or very small extent with the statement, while 9.1% agree to no extent. This indicates that application of emotional intelligence as a skill to resolve conflicts by leaders of students' council is below average.

Considering the combined percentages of great extent and very great extent the ranking of conflict resolution skills is: practice of impartiality; negotiation; patient listening; collaboration; emotional intelligence starting with the competence most displayed to the least one. The results show application of skills of patient listening, practice of impartiality, negotiation and collaboration is at an average level, while emotional intelligence is below average. This indicates a training gap in emotional intelligence. The findings indicate that leaders of students' council show an average competence in the five conflict resolution skills considered. This suggests the need to train leaders of students' council in conflict resolution skills to promote their efficiency and effectiveness in managing discipline.

4.5.1 Testing the Null Hypothesis

The study's first objective was to determine the influence of students' council conflict resolution skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. This objective led to the formulation of a null hypothesis H_0 1 that stated: students' council conflict resolution skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. A linear regression model was used to test the null hypothesis at a significance level of 0.05. In Table 24, a summary of the model is shown.

Table 24: Model Summary of Conflict Resolution on Management of Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.425 ^a	0.180	0.177	0.177	1.816

Predictors: (Constant), Conflict Resolution Skills

The findings in Table 24 show R is 0.425 which implies a weak correlation. This suggests a weak influence of conflict resolution skills on management of students' discipline. The Durbin-Watson value of 1.816 which is within the interval of zero to two (0 – 2) shows a positive autocorrelation. The value of R Square of 0.180 signifies that 18.0% of management of students' discipline is a contribution from conflict resolution skills. Other factors contribute 82.0% to the management of students' discipline. The results for the model regression coefficients are shown in Table 25.

Table 25: Regression Coefficients of Conflict Resolution on Management of Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	1.706	0.351		4.866	0.000
Conflict resolution skills	0.562	0.081	0.425	6.974	0.000

Dependent Variable: Management of discipline

The results in Table 25 show that the Sig. value is 0.000, which is less than 0.05. The result gives sufficient evidence to reject the null hypothesis in favor of the alternative hypothesis. The alternative hypothesis claimed that management of discipline in public secondary schools is significantly influenced by students' council conflict resolution skills.

The result in Table 25 shows t-value of 6.974, which is higher than the critical t-value of 2.0. This indicates a significant influence of conflict resolution skills on management of discipline. The value of coefficient B which is 0.562 means that one percent increase in conflict resolution skills would increase management of discipline by 0.562 %. The interpretation of the value of B also means 56.2% of management of discipline depends on conflict resolution skills. As a result, effective conflict resolution skills are important for managing discipline in schools.

The following regression equation is used to predict the influence of conflict resolution skills on management of discipline:

$$Y=A_1X_1 + B$$

Where,

Y = Management of discipline

A_1 = 0.562

X_1 = Conflict resolution skills

B = 1.706

Thus, the regression equation is $Y= 0.562* X_1 + 1.706$

Management of discipline = $0.562* \text{Conflict resolution skills} + 1.706$

The results indicate that conflict resolution skills: patient listening; practice of impartiality; use of non-violent dispute resolution mechanisms such as negotiation; use of collaboration; and emotional intelligence positively influence management of discipline. This result agrees with Greenberg and Baron (1997, as cited in Momanyi & Juma, 2016) who cited that mediation skills offer a reliable solution in resolving disputes which help to manage students' discipline in schools. The results are also in line with Ivancevich and Matteson (1996, as cited in Momanyi & Juma, 2016), who observes students' council leaders require abilities to resolve conflicts such as listening patiently so as to achieve comprehension of students' needs and concerns. The result suggests need to train leaders of students' council in conflict resolution skills as a strategy to enhance management of discipline. It would be important to determine the causal relationship between conflict resolution skills and management of discipline.

4.6 Peer Mentoring Skills and Management of Students' Discipline in Secondary Schools

The study's second objective was to establish the influence of students' council peer mentoring skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. Questions seeking opinions of students' council leaders and deputy principals on training of leaders of students' councils in peer mentoring skills and role modeling were added in the questionnaires. Table 26 presents the findings.

Table 26: Opinions of Students' Council Leaders and Deputy Principals on Training of Leaders of Students' Councils in Peer Mentoring skills and Role Modelling

Statement	Students' Council		Deputy Principal	
	Yes	No	Yes	No
Students' council leaders are good role models for students	216	5	14	8
Students' councils leaders are trained in peer mentoring skills	178	43	12	10

The findings in Table 26 show that 216 leaders of students' councils (97.7%) agree that the students' council leaders serve as good role models for other students, while five of them (2.3%) disagree with the statement. Two students' council leaders did not respond to the statement. Fourteen deputy principals (63.6%) agree with the statement, while eight of them (36.4%) disagree. The findings indicate that the leaders of students' council practice good role modeling in most of the schools. The results indicate that 178 leaders of students' councils (80.5%) agree that students' council leaders are trained in peer mentoring skills, while 43 leaders of students' council (19.5%) disagree with the statement. Two leaders of students' council did not respond to the statement. Twelve deputy principals (54.5%) agree with the statement, while 10 of them (45.5%) disagree. The findings suggest that a considerable percentage of schools train students' council leaders in peer mentoring skills as an effort to manage discipline.

A construct was included in the questionnaire seeking the opinions of students' council leaders on peer mentoring skills they use in management of discipline. The findings are presented in the Table 27.

Table 27: Peer Mentoring Skills Used by Students' Council Leaders in Management of Discipline

Peer Mentoring Skill	SA N (%)	A N (%)	UD N (%)	D N (%)	SD N (%)	Mean	Std Dev.
Active listening	111 (49.8)	96 (43.0)	7 (3.1)	6 (2.7)	3 (1.3)	4.37	0.789
Maintaining confidentiality of matters discussed	101 (45.3)	100 (44.8)	13 (5.8)	5 (2.2)	4 (1.8)	4.30	0.823
Commitment to peer mentoring relationship	108 (51.4)	82 (39.0)	14 (6.7)	2 (1.0)	4 (1.9)	4.35	0.790
Ability to empathize.	119 (53.4)	82 (36.8)	9 (4.0)	6 (2.7)	7 (3.1)	4.35	0.921
Referring matters beyond their ability to higher authority	137 (61.4)	71 (31.8)	11 (4.9)	4 (1.8)	0	4.53	0.676
Playing the role of a facilitator and not of a decision-maker in conflict resolution	109 (48.9)	77 (34.5)	19 (8.5)	10 (4.5)	8 (3.6)	4.21	1.029
Average						4.35	

Key for mean: 1.00-1.80 strongly disagree (SD), 1.81-2.60 disagree (D), 2.61-3.40 undecided (UD), 3.41-4.20 Agree (A), 4.21-5.00 strongly agree (SA)

The results in Table 27 show that students' council leaders strongly agree that active listening to students' concerns by students' council leaders is a mentoring skill which promotes management of discipline (Mean = 4.37, Std. Dev. = 0.789). Respondents strongly agree that maintaining confidentiality of matters discussed between students' council leaders and students enhances management of discipline (Mean = 4.30, Std. Dev. = 0.823). Respondents strongly agree that students' council leaders' commitment to peer mentoring relationship by dedicating time and other resources promotes management of discipline (Mean = 4.35, Std. Dev. = 0.790). Twelve respondents did not respond to the statement. Respondents strongly agree that the ability of students' council leaders to empathize with students in an effort to resolve conflicts improves management of discipline e.g. for cases of bullying and use of abusive language (Mean = 4.35, Std. Dev. = 0.921). Respondents strongly agree that students' council leaders

refer matters beyond their ability to higher authority to ensure proper handling resulting to promotion of management of discipline (Mean = 4.53, Std. Dev. = 0.676). Additionally, respondents strongly agree that the students' council leaders play the role of a facilitator and not of a decision-maker in conflict resolution which enhances management of discipline, (Mean = 4.21, Std. Dev. = 1.019).

The results in Table 27 indicate that 111 respondents (49.8%) strongly agree that active listening to students concerns by leaders of students' council is a mentoring skill which promotes management of discipline. Ninety-six respondents (43.0%) agree with the statement, six respondents (2.7%) disagree, three respondents (1.3%) strongly disagree, while seven respondents (3.1%) are undecided. The results indicate that 101 respondents (45.3%) strongly agree that maintaining confidentiality of matters discussed between students' council leaders and students enhance management of discipline. One hundred respondents (44.8%) agree with the statement, five respondents (2.2%) disagree, four respondents (1.8%) strongly disagree, while 13 respondents (5.8%) are undecided. The results show that 108 respondents (51.4%) strongly agree that leaders of students' council commitment to peer mentorship relationship by dedicating time and other resources promotes management of discipline. Ninety-five respondents (39.0%) agree with the statement, two respondents (1.0%) disagree, four respondents (1.9%) strongly disagree, while 14 respondents (6.7%) are undecided. The results indicate that 119 respondents (53.4%) strongly agree that ability of students' council leaders to empathize with students in efforts to resolve conflicts improves management of discipline. Eighty-two respondents (36.8%) agree with the statement, six respondents (2.7%) disagree, seven respondents (3.1%) strongly disagree, while nine respondents (4.0%) are undecided. The results show 137 respondents (61.4%) strongly agree that students' council leaders refer issues beyond their ability to higher authority to ensure proper handling which promotes management of discipline. Seventy-one respondents (31.8%) agree with the statement, four respondents (1.8%) disagree, while 11 respondents (4.9%) are undecided. There are no cases of strongly disagree. The results show that 109 respondents (48.9%) strongly agree that when students' council leaders play the role of a facilitator and not of a decision-maker in conflict resolution enhances management of discipline. Seventy-seven respondents

(34.5%) agree with the statement, 10 respondents (4.5%) disagree, eight respondents (3.6%) strongly disagree, while 19 respondents (8.5%) are undecided.

The results in Table 27 indicate that 92.8% of the respondents either agree or strongly agree that active listening to students concerns by students' council leaders is a mentoring skill which promotes management of discipline. A percentage of the respondents (4.0%) either disagree or strongly disagree with the statement, while 3.1% of the respondents are undecided. The findings reveal that 90.1% of the respondents either agree or strongly agree that maintaining confidentiality of matters discussed between students' council leaders and students enhance management of discipline. A percentage of the respondents (4.0%) either disagree or strongly disagree with the statement, while 3.1% of the respondents are undecided. The results show that 90.4% of the respondents either agree or strongly agree that commitment of students' council leaders to peer mentorship relationship by dedicating time and other resources promotes management of discipline. A percentage of the respondents (2.9%) either disagree or strongly disagree with the statement, while 6.9% of the respondents are undecided. The results demonstrate that 90.2% of the respondents either agree or strongly agree that ability of students' council leaders to empathize with students in effort to resolve conflicts improves management of discipline. A percentage of the respondents (5.8%) either disagree or strongly disagree with the statement, while 4.0% of the respondents are undecided. The findings show that 93.2% of the respondents either agree or strongly agree that students' council leaders refer issues beyond their ability to higher authority to ensure proper handling which promotes management of discipline. A percentage of the respondents (1.8%) either disagree or strongly disagree with the statement, while 4.9% of the respondents are undecided. The findings show that 83.4% of the respondents either agree or strongly agree that when students' council leaders play the role of a facilitator and not of a decision-maker in conflict resolution enhances management of discipline. A percentage of the respondents (8.1%) either disagree or strongly disagree with the statement, while 8.5% of the respondents are undecided.

The results in Table 27 indicate that 92.8% of the respondents either agree or strongly agree that active listening to students' issues by leaders of students' council influence management of discipline. A mean of 4.37 which is within the range of strongly agree

from the key given reinforces the observation. This indicates that active listening is a successful peer mentoring skill that affects management of discipline. The results show that 90.1% of the respondents either agree or strongly agree that maintaining confidentiality of matters discussed between students' council leaders and students enhance management of discipline. A mean of 4.30 which is within the interval of strongly agree as per the key provided supports the observation. This suggest that maintaining confidentiality of matters deliberated on by the parties involved is a significant peer mentoring skill that enhances discipline management. The results indicate that 90.4% of the respondents either agree or strongly agree that commitment of students' council leaders to peer mentorship relationship by dedicating time and other resources promotes management of discipline. A mean of 4.35 which is within the range of strongly agree in the key given supports the opinion. This indicates that commitment to peer mentoring relationship is a critical skill in managing discipline.

The results show that 90.2% of the respondents either agree or strongly agree that ability of students' council leaders to empathize with students while resolving conflicts improves discipline management. A mean of 4.35 which is within the range of strongly agree in key given strengthens the observation. This suggests that ability of students' council leader to empathize with a student facing some challenges is a powerful peer mentoring skill which enhances management of discipline. The results indicate that 93.2% of the respondents either agree or strongly agree that ability of students' council leaders to refer challenging issues to higher authority for appropriate handling promote management of discipline. A mean of 4.53 which is within the interval of strongly agree in the key provided supports the opinion. This implies referral of difficult matters to relevant authorities is a significant peer mentoring skill in managing discipline. The results indicate that 83.4% of the respondents either agree or strongly agree that students' council leaders play the role of a facilitator and not of a decision-maker in resolving conflicts. A mean of 4.21 which is the lower limit of the interval of strongly agree in the key provided strengthens the observation. This indicates that ability of a leader to play the role of a facilitator and not of a decision-maker in resolving conflicts is an important peer mentoring skill in managing discipline.

Considering the means and combined percentages of agree and strongly agree, peer mentoring skills are ranked as follows: referring issues beyond leaders' abilities to higher authority; active listening; commitment to peer mentoring relationship; empathizing; maintaining confidentiality of matters discussed; and the leader playing the role of a facilitator and not of a decision-maker in resolving conflicts in the order of score from the most used to the least one. The six considered peer mentoring skills strongly influence management of discipline as it is evidenced by an average mean of 4.35. The findings suggest the need to empower leaders of students' council by training them in peer mentoring skills as a strategy to manage discipline. A construct was included in the questionnaire seeking the opinions of students' council leaders on extent peer mentoring skills influence management of discipline. Table 32 show the findings from 223 leaders of students' councils.

Table 28: Opinions of Students' Council Leaders on the Extent Peer Mentoring Skills Influence Management of Discipline in Schools

Statement	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Active listening by students' council leaders facilitates proper time management.	87 (39.0)	99 (44.4)	26 (11.7)	7 (3.1)	4 (1.8)
Students' council leaders' ability to observe confidentiality enhances management of conflicts.	89 (39.9)	105 (47.1)	11 (4.9)	8 (3.6)	10 (4.5)
Students' council leaders' commitment to peer mentoring relationship enhances adherence to school rules and regulations.	117 (52.5)	82 (36.8)	7 (3.1)	12 (5.4)	5 (2.2)
Students' council leaders' ability to empathize with students experiencing some challenges helps in managing cases of bullying.	117 (52.5)	79 (35.4)	11 (4.9)	12 (5.4)	4 (1.8)
The ability of students' council leaders to understand their limits/scope of operation enhances time management.	111 (49.8)	90 (40.4)	6 (2.7)	9 (4.0)	7 (3.1)
Play role of a facilitator and not of a decision-maker	100 (44.8)	104 (46.6)	5 (2.2)	8 (3.6)	6 (2.7)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 28 show that 87 respondents (39.0%) agree to very great extent that active listening by students' council leaders facilitates proper time management. Ninety-nine respondents (44.4%) agree to great extent with the statement, 26 respondents (11.7%) to no extent, seven respondents (3.1%) to small extent, while four respondents (1.8%) to very small extent. The results indicate that 89 respondents (39.9%) concur to very great extent that ability of students' council leaders to observe confidentiality enhances management of conflicts. One hundred and five respondents (47.1%) agree to great extent with the statement, 11 respondents (4.9%) to no extent, eight respondents (3.6%) to small extent, while 10 respondents (4.5%) to very small extent. The results show that 117 respondents (52.5%) agree to very great extent that commitment of students' council leaders to peer mentoring relationship enhances adherence to school rules and regulations. Eighty-two respondents (36.8%) agree to great extent with the statement, seven respondents (3.1%) to no extent, 12 respondents (5.4%) to small extent, while five respondents (2.2%) to very small extent. The results indicate that 117 respondents (52.5%) concur to very great extent that ability of students' council leaders to empathize with students experiencing some challenges helps in managing cases of bullying. Seventy-nine respondents (35.4%) agree to great extent with the statement, 11 respondents (4.9%) to no extent, 12 respondents (5.4%) to small extent, while four respondents (1.8%) to very small extent. The results show that 111 respondents (49.8%) agree to very great extent that ability of students' council leaders to understand their limits/scope of operation enhances time management. Ninety respondents (40.4%) agree to great extent with the statement, six respondents (2.7%) to no extent, nine respondents (4.0%) to small extent, while seven respondents (3.1%) to very small extent. The results indicate that 100 respondents (44.8%) agree to very great extent that leaders of students' council play the role of a facilitator and not of a decision-maker in conflict resolution. One hundred and four respondents (46.6%) agree to great extent with the statement, five respondents (2.2%) to no extent, eight respondents (3.6 %) to small extent, while six respondents (2.7%) to very small extent.

The results in Table 28 show that 83.4% of the respondents concur either to great extent or very great extent that active listening by students' council leaders facilitates proper time management. A percentage of the respondents (4.9%) concur either to small extent or very small extent with the statement, while 11.7% of the respondents agree to no

extent. This shows that majority of the leaders of students' council practice active listening while managing discipline. The results indicate that 87.0% of the respondents agree to either great extent or very great extent that ability of leaders of students' council to observe confidentiality enhances management of conflicts. A percentage of the respondents (8.1%) concur either to small extent or very small extent with the statement, while 4.9% of the respondents agree to no extent. This indicates that most of the leaders of students' council observe confidentiality while handling sensitive matters in managing discipline. The results show that 89.3% of the respondents agree either to great extent or very great extent that commitment of leaders of students' council to peer mentoring relationship enhances adherence to school rules and regulations. A percentage of the respondents (7.6%) concur either to small extent or very small extent with the statement, while 3.1% of the respondents agree to no extent. This implies that a very large proportion of the students' council leaders commits themselves to mentorship relationship when managing discipline.

The results indicate that 87.9% of the respondents agree either to great extent or very great extent that ability of students' council leaders to empathize with students experiencing some challenges helps in managing cases of bullying. A percentage of the respondents (7.2%) concur either to small extent or very small extent with the statement, while 4.9% of the respondents agree to no extent. This suggests a very great percentage of the leaders of students' council empathizes with the offended persons while managing discipline. The results indicate that 90.2% of the respondents agree to either great extent or very great extent that ability of students' council leaders to understand their limits/scope of operation enhances time management. A percentage of the respondents (7.1%) concur either to small extent or very small extent with the statement, while 2.7% of the respondents agree to no extent. This indicates that a very high proportion of students' council leaders understands their duties and responsibilities in managing discipline. The results show that 91.4% of respondents agree to either great extent or very great extent that leaders of students' councils play the role of a facilitator and not of a decision-maker in resolving conflicts. A percentage of the respondents (6.3%) concur either to small extent or very small extent with the statement, while 2.2% of the respondents agree to no extent. This suggests that a very

large percentage of leaders of students' council play the role of facilitation and not of decision-making in conflict resolution process.

Considering the combined percentages of great extent and very great extent the ranking of peer mentoring skills is: ability of a leader to play the role of a facilitator and not of a decision-maker; ability of students' council leaders to understand their limits/scope of operation; commitment to peer mentoring relationship; ability to empathize with students experiencing some challenges; ability to observe confidentiality; and active listening in order of influence starting with the most influential to the least one. There is significant influence of all the six skills considered on management of discipline. This suggests the need to train the leaders of students' council in peer mentoring skills to promote their efficiency and effectiveness in managing discipline.

A construct was included in the questionnaire seeking the opinion of deputy principals on the extent students' council leaders in their schools show competence in peer mentoring skills. The findings from 22 deputy principals are presented in Table 29.

Table 29: Deputy Principals' Opinions on the Extent Students' Council Leaders in Their Schools Show Competence in Peer Mentoring Skills

Peer mentoring skill	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Active listening	1 (4.5)	15 (68.2)	2 (9.1)	2 (9.1)	2 (9.1)
Observing confidentiality	2 (9.1)	4 (18.2)	5 (22.7)	8 (36.4)	3 (13.6)
Commitment to peer mentoring relationship	0(0)	9 (40.9)	3 (13.6)	7 (31.8)	3 (13.6)
Show empathy for mentee	1 (4.5)	8 (36.4)	4 (18.2)	6 (27.3)	3 (13.6)
Knowing their limits/scope of operations	1 (4.5)	11(50.0)	3 (13.6)	5 (22.7)	2 (9.1)
Play role of a facilitator and not of a decision-maker	2 (9.1)	9 (40.9)	4 (18.2)	4 (18.2)	3 (13.6)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 29 show that one respondent (4.5%) agree to very great extent that active listening by students' council leaders facilitates proper time management. Fifteen respondents (68.2%) agree to great extent with the statement, two respondents (9.1%)

to no extent, two respondents (9.1%) to small extent, while two respondents (9.1%) agree to very small extent. The results indicate that two respondents (9.1%) concur to very great extent that students' council leaders' ability to observe confidentiality enhances management of conflicts. Four respondents (18.2%) agree to great extent with the statement, five respondents (22.7%) to no extent, eight respondents (36.4%) to small extent, while three respondents (13.6%) agree to very small extent. The results show that nine respondents (40.9%) agree to great extent that students' council leaders' commitment to peer mentoring relationship enhances adherence to school rules and regulations. Three respondents (13.6%) agree to no extent with the statement, seven respondents (31.8%) to small extent, while three respondents (13.6%) agree to very small extent. None of the respondents agree to very great extent. The results indicate that one respondent (4.5%) concur to very great extent that ability of students' council leaders to empathize with students experiencing some challenges helps in managing cases of bullying. Eight respondents (36.4%) agree to great extent with the statement, four respondents (18.2%) agree to no extent, six respondents (27.3%) to small extent, while three respondents (13.6%) agree to very small extent. The results show that one respondent (4.5%) agree to very great extent that ability of students' council leaders to understand their limits/scope of operation enhances time management. Eleven respondents (50.0%) agree to great extent with the statement, three respondents (13.6%) to no extent, five respondents (22.7%) to small extent, while two respondents (9.1%) agree to very small extent. The results indicate that two respondents (9.1%) concur to very great extent that leaders of students' council play the role of a facilitator and not of a decision-maker in resolving conflicts. Nine respondents (40.9%) agree to great extent with the statement, four respondents (18.2%) to no extent, four respondents (18.2%) to small extent, while three respondents (13.6%) agree to very small extent.

The results in Table 29 show that 72.7% of the respondents agree to either great extent or very great extent that active listening by students' council leaders facilitates proper time management. A percentage of the respondents (18.2%) concur either to small extent or very small extent with the statement, while 9.1% agree to no extent. This implies a large proportion of students' council leaders practice active listening while resolving indiscipline cases. The results indicate that 27.3% of the respondents agree either to great extent or very great extent that ability of leaders of students' council to

observe confidentiality enhances management of conflicts. A percentage of the respondents (50.0%) concur either to small extent or very small extent with the statement, while 22.7% to no extent. This suggests that majority of students' council leaders do not embrace observing confidentiality as a strategy in managing discipline. The results show that 40.9% of the respondents agree to great extent that commitment to peer mentoring relationship by leaders of students' council enhances students' adherence to school rules and regulations. A percentage of the respondents (45.4%) concur either to small extent or very small extent with the statement, while 13.6% to no extent. This indicates that commitment of leaders of students' council to peer mentoring relationship is at an average level of practice.

The results indicate that 40.9% of the respondents agree to either great extent or very great extent that ability of leaders of students' council to empathize with students experiencing some challenges helps in managing cases of bullying. A percentage of the respondents (40.9%) concur either to small extent or very small extent with the statement, while 18.2% to no extent. This shows the larger proportion of students' council leaders do not empathize with offended persons when managing discipline. The results show that 54.5% of the respondents agree either to great extent or very great extent that ability of students' council leaders to understand their limits/scope of operation enhances time management. A percentage of the respondents (31.8%) concur either to small extent or very small extent with the statement, while 13.6% to no extent. This indicates that majority of students' council leaders understand their duties and responsibilities in managing discipline. The results show that 50.0% of respondents agree either to great extent or very great extent that leaders of students' council play the role of a facilitator and not of a decision-maker in resolving conflicts. A percentage of the respondents (31.8%) concur either to small extent or very small extent with the statement, while 18.2% to no extent. This implies that most of leaders of students' council facilitate conflict resolution rather than making decisions for conflicting parties.

Considering the combined percentages of great extent and very great extent, the ranking of peer mentoring skills is: active listening; ability of students' council leaders to understand their limits/scope of operation; ability of a leader to play the role of a facilitator and not of a decision-maker; commitment to peer mentoring relationship, and

ability to empathize with students experiencing some challenges; and ability to observe confidentiality. This is in order to which leaders of students' council practice the skills starting with the most practiced to least one. The results indicate that practice of active listening is above average. The ability of students' council leaders to understand their limits/scope of operation, and the ability of a leader to play the role of a facilitator and not of a decision-maker are at average level. Commitment to peer mentoring relationship and ability to empathize with students experiencing some challenges are slightly below average, while observing confidentiality is far much below average. This suggest a great training gap in observing confidentiality. Based on percentages of extent of display of peer mentoring skills, there is need to continually train leaders of students' councils in peer mentoring skills as a strategy to manage discipline.

4.6.1 Testing the Null Hypothesis

The second objective of the study was to establish the influence of students' council peer mentoring skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. The null hypothesis (H₀₂) stated that students' council peer mentoring skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya. The goal of the study was to ascertain whether practice of peer mentoring skills by students' council leaders is a significant predictor of how students conduct themselves. A linear regression model was used to test the null hypothesis at a significance level of 0.05. Table 30 displays the model's executive summary.

Table 30: Model Summary of Peer Mentoring Skills on Management of Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.535 ^a	0.287		0.283	1.738

a. Predictors: (Constant), Peer Mentoring Skills

The findings in Table 30 show R is 0.535 which represents a relatively high correlation. This indicates some degree of influence of peer mentoring skills on management of students' discipline. The Durbin-Watson value of 1.738 which is within that range of zero to two (0 – 2) shows a positive autocorrelation. According to the R Square value of 0.287, peer mentoring skills account for 28.7% of the management of students'

discipline while 71.30 % is contributed by other factors. Table 31 displays the model regression coefficients.

Table 31: Regression Coefficients of Peer Mentoring Skills on Management of Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	1.114	0.334		3.332	0.001
Peer mentoring skills	0.720	0.076	0.535	9.424	0.000

a. Dependent Variable: Management of discipline

The results in Table 31 show that the Sig. value is 0.000, which is less than 0.05. Therefore, the null hypothesis H_02 that claims management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya is not significantly influenced by students' council peer mentoring skills is rejected. This suggests that management of students' discipline is significantly influenced by peer mentoring skills. The findings in Table 31 indicate t-value is 9.424 which is greater than the critical t-value of 2.0, suggests rejection of the null hypothesis H_02 . This further confirms a significant influence of peer mentoring skills on management of students' discipline. The value of coefficient B is 0.720 which means that one percent increase in peer mentoring skills would increase management of students' discipline by 0.720%. This also means that 72% of management of students' discipline can be attributed to peer mentoring skills while 28% is from other factors. The regression equation to estimate the influence of peer mentoring skills on management of discipline is as follows:

$$Y = A_2 X_2 + C$$

Where,

Y = Management of discipline

A_2 = 0.720

X_2 = Peer mentoring skills

C = 1.114

Thus, the regression equation is $Y = 0.720 * X_2 + 1.114$

Management of discipline = 0.720* Peer mentoring skills + 1.114

The results in Table 31 indicate that peer mentoring skills: active listening; ability of students' council leaders to understand their limits/scope of operation; ability of a leader to play the role of a facilitator and not of a decision-maker in resolving conflicts; commitment to peer mentoring relationship; ability to empathize with students experiencing some challenges; and ability to observe confidentiality, positively influence how discipline is managed. This result is acknowledged by Belia's finding (2000, as cited in Wambua et al., 2017) who established that peer mentoring reduces possibility of teenagers involving themselves in misconducts like drug abuse, adolescent sexuality, and smoking hence increasing management of students' discipline. This justifies the need to train the leaders of students' council in peer mentoring skills to effectively exercise their mandates. Medosa (2010, as referenced in Wambua et al., 2017), who asserts that peer mentorship has a favorable effect on students' retention, supports this as well. The results suggest the need to train leaders of students' councils in peer mentoring skills as a strategy to enhance their effectiveness in managing discipline. It would be important to determine causal relationship between peer mentoring skills and management of discipline.

4.7 Decision-Making Skills and Management of Students' Discipline in Secondary Schools

The study's third objective was to establish the influence of students' council decision-making skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. Leaders of the students' councils and deputy principals were consulted about the training and participation of students' council leaders in decision-making. The results are shown in Table 32.

Table 32: Opinions on the Training and Involvement of Students' Council Leaders in Decision-Making

Statement	Students' council		Deputy principal	
	Yes	No	Yes	No
Students' council leaders are trained in decision-making skills.	177	38	13	9
Students' council leaders are involved in decision-making process.	168	46	17	5
Involvement of students' council leaders in decision-making influence discipline management.	163	51	14	8

The findings in Table 32 show that 177 leaders of students' council (82.3%) agree that students' council leaders are trained in decision-making skills, while 38 of them (17.7%) disagree. Eight students' council leaders did not respond to the statement. Thirteen deputy principals (59.1%) agree with the statement, while nine of them (40.9%) disagree. The results indicate that training of leaders of students' council is done in most of the schools. The results indicate that 163 leaders of students' council (76.2%) agree that students' council leaders are involved in decision-making process, while 51 of them (23.8%) disagree. Nine leaders of students' council did not respond to the statement. Fourteen deputy principals (63.6%) agree with the statement, while eight of them (36.4%) disagree. The findings suggest that a considerable percentage of schools involve leaders of students' councils in making decisions. The results show that 168 leaders of students' council (78.5%) agree that involvement of students' council leaders in decision-making influence discipline management, while 46 of them (21.5%) disagree. Nine leaders of students' council did not respond to the statement. Seventeen deputy principals (77.3%) agree with the statement, while five of them (22.7%) disagree. The results indicate that a reasonable proportion of the respondents agree that involving leaders of students' council in decision-making process influence management of discipline. Training of students' council leaders in decision-making skills enable them make decisions effectively and consequently improves management of discipline.

A construct seeking the opinions of the respondents on frequency of involvement of students' council leaders in decision-making process in schools was included in the questionnaire. The findings are presented in Table 33.

Table 33: The Frequency of Involvement of Students' Council Leaders in Decision-Making Process in Schools

Statement	Frequency	Percent
Always	26	13.0
Often	35	17.5
Sometimes	97	48.5
Rarely	27	13.5
Never	15	7.5
Total	200	100.0

The results in Table 33 show that 26 respondents (13.0%) agree that students' council leaders always participate in decision-making process in schools. Thirty-five respondents (17.5%) agree that leaders of students' council are often involved in decision-making, 97 respondents (48.5%) agree are sometimes, 27 respondents (13.5%) agree are rarely, while 15 respondents (7.5%) agree are never involved. The results indicate that the greatest percent (48.5%) of the respondents are occasionally involved in making decisions. This shows that there is a gap that should be filled by increasing the frequency of incorporating leaders of the students' council in decision-making in order to better management of discipline in schools.

The questionnaire contained a construct asking respondents about the impact of students' council leaders abilities to make decisions on administration of discipline. Table 34 presents the findings.

Table 34: Opinions on the Influence of Students' Council Leaders Decision-Making Skills on Management of Discipline

Decision-making skill	SA N (%)	A N (%)	UD N (%)	D N (%)	SD N (%)	Mean	Std Dev.
Timely decision-making	98 (43.9)	115 (51.6)	3 (1.3)	2 (0.9)	5 (2.2)	4.34	0.760
Objective decision-making	76 (34.1)	132 (59.2)	8 (3.6)	4 (1.8)	3 (1.3)	4.23	0.721
Consultation in decision-making	119 (53.4)	89 (39.9)	8 (3.6)	6 (2.7)	1 (0.4)	4.43	0.731
Not allowing consensus in decision-making	96 (43.0)	83 (37.2)	9 (4.0)	25 (11.2)	10 (4.5)	4.03	1.152
Ownership of decisions made	83 (37.2)	97 (43.5)	18 (8.1)	17 (7.6)	8 (3.6)	4.03	1.041
Average						4.212	

Key for mean: 1.00-1.80 strongly disagree (SD), 1.81-2.60 disagree (D), 2.61-3.40 undecided (UD), 3.41-4.20 Agree (A), 4.21-5.00 strongly agree (SA)

The results in Table 34 show that respondents strongly agree that timely decision-making by students' council leaders enhances management of discipline (Mean = 4.34, Std. Dev. = 0.760). Respondents strongly agree that ability of students' council leaders to objectively make decisions facilitates management of discipline (Mean = 4.23, Std. Dev. = 0.721). Respondents also strongly agree that seeking views of students, teachers and school administration by students' council leaders improves quality of decisions

made and management of discipline (Mean = 4.43, Std. Dev. = 0.731). Respondents agree that ability of students' council leaders not to allow consensus in decision-making (making decisions that everyone supports) enhances management of discipline (Mean = 4.03, Std. Dev. = 1.152). Respondents also agree that students' council leaders' ability to own decisions they make promotes management of discipline (Mean = 4.03, Std. Dev. = 1.041).

The results in Table 34 indicate 98 respondents (43.9%) strongly agree that timely decision-making by students' council leaders enhances management of discipline. One hundred and fifteen respondents (51.6%) agree with the statement, two respondents (0.9%) disagree, five respondents (2.2%) strongly disagree, while three respondents (1.3%) are undecided. The results show that 76 respondents (34.1%) strongly agree that ability of students' council leaders to objectively make decisions facilitates management of discipline. One hundred and thirty two respondents (59.2%) agree with the statement, four respondents (1.8%) disagree, five respondents (1.3%) strongly disagree, while eight respondents (3.6%) are undecided. The results indicate that 119 respondents (53.4%) strongly agree that students' council leaders promotes management of discipline and ensures they make quality decisions by seeking inputs from school administrators, teachers and students before making final decisions. Eighty-nine respondents (39.9%) agree with the statement, six respondents (2.7%) disagree, one respondent (0.4%) strongly disagree, while eight respondents (3.6%) are undecided. The results indicate 96 respondents (43.0%) strongly agree that students' council leaders' ability not to allow consensus in decision-making (making decisions that everyone supports) enhances management of students' discipline. Eighty-three respondents (37.2%) agree with the statement, 25 respondents (11.2%) disagree, 10 respondents (4.5%) strongly disagree, while nine respondents (4.0%) are undecided. The results show that 83 respondents (37.2%) strongly agree that students' council leaders' ability to own the decisions they make promotes management of discipline. Ninety-seven respondents (43.5%) agree with the statement, 17 respondents (7.6%) disagree, eight respondents (3.6%) strongly disagree, while 18 respondents (8.1%) are undecided.

The results in Table 34 indicate that 95.5% of the respondents either agree or strongly agree that timely decision-making by students' council leaders enhances management of discipline. A percentage of the respondents (3.1%) either disagree or strongly disagree with the statement, while 1.3% is undecided. This suggests that an extremely large proportion of the respondents believe timely decision-making influence management of discipline. The findings reveal that 93.3% of the respondents either agree or strongly agree that ability of students' council leaders to objectively make decisions facilitates management of discipline. A percentage of the respondents (3.1%) either disagree or strongly disagree with the statement, while 3.6% is undecided. This indicates existence of a strong positive relationship between objectivity in decision-making and management of discipline.

The results show that 93.3% of the respondents either agree or strongly agree that seeking inputs from students, teachers and school administration by students' council leaders enable them make superior decisions which promotes management of discipline. A percentage of the respondents (3.1%) either disagree or strongly disagree with the statement, while 3.6 % is undecided. This suggests a very high positive correlation between collaborative decision-making and management of discipline. The results demonstrate that 80.2% of respondents agree that ability of students' council leaders not to allow consensus in decision-making enhances management of discipline. A percentage of the respondents (15.7%) either disagree or strongly disagree with the statement, while 4.0% is undecided. This suggests that allowing consensus in decision-making does not promote efficiency in management of discipline. The results show that 80.7% of the respondents either agree or strongly agree that ability of students' council leaders to own their decisions promotes discipline management. A percentage of the respondents (11.2%) either disagree or strongly disagree with the statement, while 8.1% is undecided. This indicates a relatively high positive relationship between ownership of decisions made and management of discipline.

The results in Table 34 indicate that 95.5% of the respondents either agree or strongly agree that timely decision-making by students' council leaders enhances management of discipline. A mean of 4.34 which is within the range of strongly agree in the key provided supports the observation. This indicates that timely decision-making is an

effective skill that positively impact on management of discipline. The results indicate that 93.3% of the respondents either agree or strongly agree that ability of students' council leaders to objectively make decisions enhances management of discipline. A mean of 4.23 which is within the interval of strongly agree as per the key given reinforces the observation. This suggests that objectivity in making decisions is an important skill which promotes discipline management. The results show that 93.3% of the respondents either agree or strongly agree that seeking views of students, teachers and school administration by leaders of students' councils leads to making quality decisions, which enhances management of discipline. A mean of 4.43 which is within the range of strongly agree in the key given supports the opinion. This indicates that making consultations before arriving at the final decision is a critical skill in managing discipline. The results indicate that 80.2% of the respondents either agree or strongly agree that ability of students' council leaders not to allow consensus in decision-making enhances management of discipline. A mean of 4.03 which is within the interval of agree in the key provided strengthens the opinion. This suggests that ability not to allow consensus in decision-making is a relatively significant skill in managing discipline. The results show that 80.7% of the respondents either agree or strongly agree that ability of leaders of students' councils to own their decisions promotes management of discipline. A mean of 4.03 which is in the range of agree in the key given supports the observation. This suggests that ability of leaders to own the decisions they make is an important decision-making skill in managing discipline.

Based on the means and combined percentages of agree and strongly agree, decision-making skills are ranked as follows: making consultations before making final decisions; timely decision-making; being objective when making decisions; ownership of decisions made; and not allowing consensus in decision-making. This is according to the order of score from most influential to the least. The five considered decision-making skills influence management of discipline as evidenced by an average mean of 4.212 which is in the interval of strongly agree in the key provided. The findings concur with Nekesa (2018), who observed that students' councils promote staff and student consultation on important issues pertaining to daily operations and the overall wellbeing of the student population. The findings suggest the need to empower leaders of

students' council by training them in decision-making skills as a strategy to enhance discipline management.

A construct seeking opinions of the respondents on the extent of application of decision-making skills in managing discipline was included in the questionnaire. Table 35 presents the findings from 223 leaders of students' councils.

Table 35: The Extent of Application of Decision-Making Skills in Management of Discipline in Schools

Statement	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Timely decision-making by students' council leaders helps in time management.	102 (45.7)	82 (36.8)	34 (15.2)	1 (0.4)	4 (1.8)
When students' council leaders base decision-making on some set objectives, adherence to school rules and regulations by students gets achieved.	85 (31.8)	119 (53.4)	7 (3.1)	5 (2.2)	7 (3.1)
Seeking of inputs from students, teachers and school administration by students' council leaders before making the final decision helps in management of conflicts.	130 (58.3)	72 (32.3)	14 (6.3)	7 (3.1)	0
Students' council leaders ability not to allow consensus in decision-making ensures quality decisions are made and there is improved time management.	78 (35.0)	114 (51.1)	12 (5.4)	13 (5.8)	6 (2.7)
When students' council leaders take responsibility and owns the decisions they make management of conflicts improves.	86 (38.6)	93 (41.7)	16 (7.2)	18 (8.1)	10 (4.5)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 35 show that 102 respondents (45.7%) agree to very great extent that timely decision-making by students' council leaders helps in time management. Eighty-two respondents (36.8%) of the respondents agree to great extent with the statement, 34 respondents (15.2%) to no extent, one respondent (0.4%) to small extent, while four respondents (1.8%) agree to very small extent. The results indicate that 85

respondents (31.8%) agree to very great extent that adherence to school rules and regulations is achieved when leaders of students' councils make decisions objectively. One hundred and nineteen respondents (53.4%) agree to great extent with the statement, seven respondents (3.1%) to no extent, five respondents (2.2%) to small extent, while seven respondents (3.1%) agree to very small extent. The results show that 130 respondents (58.3%) concur to very great extent that seeking inputs from students, teachers and school administration by students' council leaders before making the final decision help in management of conflicts. Seventy-two respondents (32.3%) agree to great extent with the statement, 14 respondents (6.3%) to no extent, while seven respondents (3.1%) agree to small extent. None of the respondents agree to very small extent. The results indicate that 78 respondents (35.0%) agree to very great extent that ability not to allow consensus in making decisions leads to quality decisions and improved time management. One hundred and fourteen respondents (51.1%) agree to great extent with the statement, 12 respondents (5.4%) to no extent, 13 respondents (5.8%) to small extent, while six respondents (2.7%) agree to very small extent. The results show that 86 respondents (38.6%) agree to very great extent that ability of leaders of students' councils to own and take responsibility for their decisions improves management of conflicts. Ninety-three respondents (41.7%) agree to great extent with the statement, 16 respondents (7.2%) to no extent, 18 respondents (8.1%) to small extent, while 10 respondents (4.5%) agree to very small extent.

The results in Table 35 show that 82.5% of the respondents agree either to great extent or very great extent that timely decision-making by leaders of students' council help in time management. A percentage of the respondents (2.2%) agree either to small extent or very small extent with the statement, while 15.2% to no extent. This suggests that a very large percentage of leaders of students' councils use timely decision-making strategy to enhance time management. The results indicate that 85.2% of the respondents concur either to great extent or very great extent that adherence to school rules and regulations by students gets achieved when decisions are objectively made. A percentage of the respondents (5.3%) agree either to small extent or very small extent with the statement, while 3.1% to no extent. This suggests that a large proportion of leaders of students' council apply objectivity in decision-making as a strategy to promote students' adherence to school rules and regulations. The results show that

90.6% of the respondents agree either to great extent or very great extent that seeking inputs from students, teachers and school administration by students' council leaders before making the final decision helps in management of conflicts. A percentage of the respondents (3.1%) concur either to small extent or very small extent with the statement, while 6.3% to no extent. This indicates that an extremely large proportion of students' council leaders use collaborative decision-making to manage conflicts among students. The results indicate that 86.1% of the respondents concur either to great extent or very great extent that ability not to allow consensus in decision-making ensures there is efficiency in making decisions. A percentage of the respondents (8.5%) agree either to small extent or very small extent with the statement, while 5.4% to no extent. This shows that a large percentage of leaders of students' council do not allow consensus in decision-making as a technique to promote efficiency in decision-making. The results indicate that 80.3% of the respondents agree either to great extent or very great extent that ability of leaders of students' councils to own and take responsibility for their decisions enhances conflict management. A percentage of the respondents (12.6%) agree either to small extent or very small extent with the statement, while 7.2% to no extent. This shows that a great proportion of students' council leaders own and take responsibility for their decisions as a strategy to manage conflicts.

Considering the combined percentages of great extent and very great extent, ranking of decision-making skills is: making consultations before arriving at the final decisions; ability not to allow consensus in decision-making; basing decision-making on some set objectives; timely decision-making; and owning and taking responsibility for decisions made. This is in order of extent of application in decision-making process starting with the most applied to the least one. This implies that it is important for students' council leaders to make thorough consultations to ensure quality final decisions are made. However, the extent of owning decisions made needs improvement among the decision-making skills considered. There is reasonable influence of all the five skills considered on management of discipline and this suggests the need to train leaders of students' council in decision-making skills.

A construct was included in the questionnaire seeking the opinions of deputy principals on the extent students' council leaders show competence in decision-making in their schools. Table 36 gives the results of analysis.

Table 36: Deputy Principals' Opinions on the Extent Students' Council Leaders Show Competence in Decision-Making Skills in their Schools

Decision-making skill	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Making decisions in good time.	0	10 (45.5)	3 (13.6)	7 (31.8)	2 (9.1)
Making decisions objectively.	0	11 (50.0)	0	8 (36.4)	3 (13.6)
Seek input from other people.	2 (9.1)	8 (36.4)	3 (13.6)	8 (36.4)	1 (4.5)
Discourage consensus decision-making.	0	10 (45.5)	2 (9.1)	9 (40.9)	1 (4.5)
Ownership of decisions.	0	11 (50.0)	4 (18.2)	6 (27.3)	1 (4.5)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 36 show that 10 respondents (45.5%) agree to great extent that timely decision-making by students' council leaders helps in time management. Three respondents (13.6%) agree to no extent with the statement, seven respondents (31.8%) to small extent, while two respondents (9.1%) agree to very small extent. None of the respondents agree to very great extent. The results indicate that 11 respondents (50.0%) concur to great extent that students' adherence to school rules and regulations is enhanced by objective decision-making. Eight respondents (36.4%) agree to small extent with the statement, while three respondents (13.6%) agree to very small extent. None of the respondents agree either to very great extent or no extent. The results show that two respondents (9.1%) agree to very great that collaborative decision-making enhances conflict management. Eight respondents (36.4%) agree to great extent with the statement, three respondents (13.6%) to no extent, eight respondents (36.4%) to small extent, while one respondent (4.5%) agree to very small extent. The results indicate that 10 respondents (45.5%) agree to great extent that ability not to allow consensus in decision-making improves quality of decisions made and time management. Two respondents (9.1%) agree to no extent with the statement, nine respondents (40.9%) to small extent, while one respondent (4.5%) agree to very small extent. None of the respondents agree to very great extent. The results show that 11

respondents (50.0%) agree to great extent that ability of students' council leaders to own and take responsibility for their decisions improves conflict management. Four respondents (18.2%) agree to no extent with the statement, six respondents (27.3%) to small extent, while one respondent (4.5%) agree to very small extent. None of the respondents agree to very great extent.

The results in Table 36 show that 45.5% of the respondents agree to great extent that timely decision-making by students' council leaders helps in time management. A percentage of the respondents (40.9%) agree either to small extent or very small extent with the statement, while 13.6% to no extent. This suggests that most of leaders of students' council do not show competence in timely decision-making. The results indicate that 50.0% of the respondents concur to great extent that students' adherence to school rules and regulations improves when decisions are objectively made. Fifty percent of the respondents agree either to small extent or very small extent with the statement. There are no responses for either very great extent or no extent. This suggest that there is an average practice of objective decision-making in schools. The results show that 45.5% of the respondents concur either to great extent or very great extent that collaborative decision-making improves quality of decisions made and assists in conflict management. A percentage of the respondents (40.9%) agree either to small extent or very small extent with the statement, while 13.6% to no extent. This indicate majority of leaders of students' council do not display competence in collaborative decision-making. The results indicate that 45.5% of the respondents agree to great extent that ability not to allow consensus in decision-making enhances quality of decisions made and time management. A percentage of the respondents (45.4%) agree either to small extent or very small extent with the statement, while 9.1% to no extent. This indicate that most of students' council leaders do not show competence in not allowing consensus in decision-making. The results show that 50.0% of the respondents agree either to great extent or very great extent that ability of leaders of students' council to own and take responsibility for their decisions improves conflict management. A percentage of the respondents (8.0%) agree either to small extent or very small extent with the statement, while 18.2% to no extent. This suggests that practice of owning decisions and taking responsibility for those decisions is displayed at an average level.

Considering the combined percentages of very great extent, great extent, small extent, and very great extent the ranking of decision-making skills is: making decisions objectively (100%); discouraging consensus in decision-making (90.9%); seeking inputs from other people, and making decisions in good time (86.4%); and ownership of decisions (81.8%). This is in order of extent to which leaders of students' council show competence from most displayed to the least one. The results indicate that leaders of students' council show competence in decision-making skills to significant extent in management of discipline.

4.7.1 Testing the Null Hypothesis

The third objective of the study was to establish the influence of students' council decision-making skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. The null hypothesis (H_03) which stated that students' council decision-making skills do not significantly influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya was tested at 0.05 significance level. The researcher wanted to find out if decision-making skills had an impact on how students' discipline was managed. The analysis of the findings is shown in Table 37.

Table 37: Model Summary of Decision-Making Skills on Management of Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.653a	0.427	0.424	0.44716	1.998

a. Predictors: (Constant), decision-making skills

The findings in Table 37 show that R is 0.653. This indicates a strong correlation between decision-making skills and management of students' discipline. The Durbin-Watson value of 1.998 which is between zero and two (0 – 2) shows a positive autocorrelation. R Square is 0.427, which suggests that while other factors account for 57.3% of management of discipline, decision-making skills can explain 42.7% of it. Table 38 displays the model regression coefficients.

Table 38: Regression Coefficients of Decision-Making Skills on Management of Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	1.362	0.224		6.094	0.000
Decision making skills	0.675	0.053	0.653	12.832	0.000

a. Dependent Variable: Management of discipline

The results in Table 38 show Sig. value is 0.000 which is less than 0.05. This gives a strong evidence against the null hypothesis which implies that decision-making skills have a significant influence on management of discipline. The t-value of 12.832 which is greater than critical t-value of 2.0 also suggests a rejection of the null hypothesis. This further confirms significant influence of decision-making skills on management of discipline. The value of coefficient B is 0.675 which means that one percent increase in decision-making skills would increase management of students' discipline by 0.675%. This also means that 67.5% of management of students' discipline can be associated to decision-making skills while 32.5% is from other factors.

The regression equation to estimate prediction of management of discipline by decision-making skills is as follows:

$$Y = A_3 X_3 + D \text{ where}$$

Y = Management of discipline

$$A_3 = 0.675$$

X_3 = Decision making skills

$$D = 1.362$$

Thus, the regression equation is $Y = 0.675 * X_3 + 1.362$

$$\text{Management of discipline} = 0.675 * \text{Decision-making skills} + 1.362$$

The results in Table 38 show that decision-making skills: making decisions objectively; discouraging consensus in decision-making; seeking input from other people; making decisions in good time; and ownership of decisions positively influence management of discipline. The result of the study agrees with Baker (2007, as cited in Mukiri, 2014) who notes that including students' council leaders in decision-making processes fosters the development of their leadership abilities and capacity for planning, which

encourages creativity and critical thinking in them and thus improves management of discipline. Sergiovanni (1995, as cited in Mukiti, 2014) supports the conclusion and adds that involving students' council representatives in decision-making procedures offers pupils a sense of control over their educational environment. The pupils go above and beyond to maintain and enhance the school's reputation resulting to thorough monitoring of students' behavior. The same views are held by Mukiti (2014) who adds that involving students in decision-making process makes them feel important and own the decisions made, both of which are critical in regulating students' behavior. The results suggest the need to train leaders of students' councils in decision-making skills as a strategy to promote their confidence in managing discipline. It would be important to establish causal relationship between decision-making skills and management of discipline.

4.8 Communication Skills and Management of Students' Discipline in Secondary Schools

The fourth objective of the study was to determine influence of students' council communication skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. An item was included in the questionnaires seeking the opinions of the respondents on training of students' council leaders in communication skills. The findings are presented in the Table 39.

Table 39: Opinions on the Training of Students' Council Leaders in Communication Skills

Statement	Students' council		Deputy principal	
	Yes	No	Yes	No
Students' council leaders are trained in communication skills	158	61	16	5

The results in Table 39 show that 158 leaders of students' council (72.1%) agree that students' council leaders are trained in communication skills while 61 of them (27.9%) disagree with the statement. Four leaders of students' council did not respond to the statement. Sixteen deputy principals (76.2%) concur with the statement while five of them (23.8%) disagree with the statement. One deputy principal did not respond to the statement. The results indicate that a reasonable number of schools train leaders of

students' council in communication skills as a strategy of managing discipline. A construct was included in the questionnaire seeking opinions of the respondents on the frequency of students' council leaders meeting with the students and school administration. Table 40 present the findings from leaders of students' councils.

Table 40: Opinions on Frequency of Students' Council Leaders Meeting with the Students and School Administration

Statement		Always N (%)	Often N (%)	Sometimes N (%)	Rarely N (%)	Never N (%)
Meetings between students' council leaders and students		22 (10.3)	45 (21.0)	88 (41.1)	32 (15.0)	27(12.6)
Meetings between students' council and school administration		26 (12.1)	73 (34.1)	81 (37.9)	33 (15.4)	1 (0.5)

The results in Table 40 show that 22 respondents (10.3%) agree that leaders of students' council always hold meetings with students. Forty-five respondents (21.0%) agree that these meetings are held often, 88 respondents (41.1%) agree are held sometimes, 32 respondents (15.0%) agree are held rarely, while 27 respondents (12.6%) agree such meetings are never held. Nine respondents did not answer the question. The results indicate that 26 respondents (12.1%) agree that meetings are always held between leaders of students' council and school administration. Seventy-three respondents (34.1%) agree that these meetings are held often, 81 respondents (37.9%) agree are held sometimes, 33 respondents (15.4%) agree are held rarely, while one respondent (0.5%) agree that such meetings are never held. Nine respondents did not answer the question.

The results in Table 40 indicate that the greatest percentage of the respondents agree that meetings are held occasionally. The percentage of meetings between leaders of students' council and students is at 41.1%, while that between leaders of students' council and school administration is at 37.9%. The results also show that 27 respondents (12.6%) agree that meetings between leaders of students' councils and students are never held in their schools. The results indicate a gap on frequency of meetings of leaders of students' council with students and also with school administration which requires to be addressed.

A construct was included in the questionnaire seeking opinions of the respondents on influence of students' council leaders' communication skills on management of discipline. The findings are presented in the Table 41.

Table 41: Opinions on Influence of Students' Council Leaders Decision-Making Skills on Management of Discipline

Communication skill	SA N (%)	A N (%)	UD N (%)	D N (%)	SD N (%)	Mean	Std Dev.
Effective listening	125 (56.1)	87 (39.0)	3 (1.3)	8 (3.6)	0	4.48	0.703
Effective oral/verbal presentations	105 (47.1)	112 (50.2)	3 (1.3)	2 (0.9)	1 (0.4)	4.43	0.617
Effective written presentations	81 (36.3)	113 (50.7)	16 (7.2)	9 (4.0)	4 (1.8)	4.16	0.858
Ability to manage stress	84 (37.7)	111 (49.8)	10 (4.5)	10 (4.5)	8 (3.6)	4.13	0.954
Ability to identify and interpret non-verbal communication	86 (38.6)	100 (44.8)	21 (9.4)	14 (6.3)	2 (0.9)	4.14	0.892
Average						4.268	

Key for mean: 1.00-1.80 strongly disagree (SD), 1.81-2.60 disagree (D), 2.61-3.40 undecided (UD), 3.41-4.20 Agree (A), 4.21-5.00 strongly agree (SA)

The results in Table 41 show that respondents strongly agree that effective listening to students' grievances by students' council leaders enhances understanding among students which promotes management of discipline (Mean = 4.48, Std. Dev. = 0.703). Respondents also strongly agree that effective oral/verbal presentations by students' council leaders provides clear directions that promotes management of discipline (Mean = 4.43, Std. Dev. = 0.617). Respondents agree that effective written presentations by leaders of students' council enhances time management which facilitates administration of discipline (Mean = 4.16, Std. Dev. = 0.858). Respondents also agree that ability of students' council leaders to manage stress facilitates communication which enhances management of discipline (Mean = 4.13, Std. Dev. = 0.954). Respondents further agree that ability of students' council leaders to identify and interpret non-verbal communication promotes management of discipline (Mean = 4.14, Std. Dev. = 0.892).

The results in Table 41 indicate that 125 respondents (56.1%) strongly agree that effective listening to students' grievances by students' council leaders enhances

understanding among students which promotes management of discipline. Eighty-seven respondents (39.0%) agree with the statement, eight respondents (3.6%) disagree, while three respondents (1.3%) are undecided. None of the respondents strongly disagree with the statement. The results indicate that 105 respondents (47.1%) strongly agree that effective oral/verbal presentations by students' council leaders provides clear directions that promotes management of discipline. One hundred and twelve respondents (50.2%) agree with the statement, two respondents (0.9%) disagree, one respondent (0.4%) strongly disagree, while three respondents (1.3%) are undecided. The results show that 81 respondents (36.3%) strongly agree that effective written presentations by students' council leaders enhances time management which facilitates management of discipline. One hundred and thirteen respondents (50.7%) agree with the statement, nine respondents (4.0%) disagree, four respondents (1.8%) strongly disagree, while 16 respondents (7.2%) are undecided. The results indicate that 84 respondents (37.7%) of the respondents strongly agree that ability of students' council leaders to manage stress facilitates communication which enhances management of discipline. One hundred and one respondents (49.8%) agree with the statement, 10 respondents (4.5%) disagree, eight respondents (3.6%) strongly disagree, while 10 respondents (4.5%) are undecided. The results show that 86 respondents (38.6%) strongly agree that ability of students' council leaders to identify and interpret non-verbal communication promotes management of discipline. One hundred respondents (44.8%) agree with the statement, 14 respondents (6.3%) disagree, two respondents (0.9%) strongly disagree, while 21 respondents (9.4%) are undecided.

The results in Table 41 indicate that 95.1% of the respondents either agree or strongly agree that effective listening to students' grievances by students' council leaders enhances understanding among students which promotes management of discipline. A percentage of the respondents (3.6%) either disagree or strongly disagree with the statement, while 1.3% is undecided. The findings reveal that 97.3% of the respondents either agree or strongly agree that effective oral/verbal presentations by students' council leaders provides clear directions that promotes management of discipline. A percentage of the respondents (1.3%) either disagree or strongly disagree with the statement, while 1.3% is undecided. The results show that 87.0% of the respondents either agree or strongly agree that effective written presentations by students' council

leaders enhances time management which facilitate management of discipline. A percentage of the respondents (5.8%) either disagree or strongly disagree with the statement, while 7.2% is undecided. The results demonstrate that 87.5% of respondents agree that ability of students' council leaders to manage stress facilitate communication which enhances management of discipline. A percentage of the respondents (8.1%) either disagree or strongly disagree with the statement, while 4.5% is undecided. The results show that 83.4% of the respondents either agree or strongly agree that ability of students' council leaders to identify and interpret non-verbal communication promotes management of discipline. A percentage of the respondents (7.2%) either disagree or strongly disagree with the statement, while 9.4% is undecided.

The results in Table 41 indicate that 95.1% of the respondents either agree or strongly agree that effective listening to students' grievances by students' council leaders enhances understanding among students which promotes management of discipline. A mean of 4.48 which is within the range of strongly agree from the key provided supports the observation. This indicates that effective listening to students' grievances by students' council leaders has an impact on management of discipline. The results show that 97.3% of the respondents either agree or strongly agree that effective oral/verbal presentations by students' council leaders provides clear directions that promotes management of discipline. A mean of 4.43 which is within the interval of strongly agree as per the given key reinforces the observation. This suggests that effective oral/verbal presentations by students' council leaders enhances discipline management.

The results show that 87.0% of the respondents either agree or strongly agree that effective written presentations by students' council leaders enhances time management which facilitate management of discipline. A mean of 4.16 which is in the range of agree in the key given strengthens the opinion. This indicates that effective written presentations by students' council leaders is a critical skill in managing discipline. The results indicate that 87.5% of the respondents either agree or strongly agree that ability of students' council leaders to manage stress facilitates communication which enhances management of discipline. A mean of 4.13 which is within the interval of agree in the key provided reinforces the opinion. This suggests that ability to manage stress is relatively a significant communication skill in managing discipline. The results show

that 83.4% of the respondents either agree or strongly agree that ability of students' council leaders to identify and interpret non-verbal communication promotes management of discipline. A mean of 4.14 which is in the range of agree in the key given supports the observation. This suggests that ability of students' council leaders to identify and interpret non-verbal communication is an important communication skill in managing discipline.

Based on the means and combined percentages of agree and strongly agree, the ranking of communication skills is: effective oral/verbal presentations, effective listening to students' grievances; effective written presentations; ability to manage stress; and ability to identify and interpret non-verbal communication. This ranking is from the most influential to the least one. The five considered communication skills influence management of discipline. This is evidenced by an average mean of 4.268 which is within the interval of strongly agree in the key provided. The results suggest that training leaders of students' council in effective listening to grievances, oral presentations, written presentations, stress management, and interpretation of non-verbal communication is an impactful effort in managing discipline.

A construct seeking opinions of the respondents on the extent to which students' council leaders' communication skills influence management of discipline in schools was included in the questionnaire. The findings are presented in Table 42.

Table 42: Opinions of Students' Council Leaders on the Extent to Which Communication Skills Influence Management of Discipline in Schools

Statement	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Effective listening by students' council leaders promotes management of conflicts.	105 (47.1)	88 (39.5)	22 (9.9)	7 (3.1)	1 (0.4)
Effective oral/verbal presentation by students' council leaders enhances students' adherence to school rules and regulations.	109 (48.9)	102 (45.7)	7 (3.1)	3 (1.3)	2 (0.9)
Effective written presentation by students' council leaders ensures smooth management of school routine and academic programs.	87 (39.0)	96 (43.0)	19 (8.5)	18 (8.1)	3 (1.3)
Students' council leaders ability to manage stress improves communication which enhances management of conflicts.	90 (40.4)	95 (42.6)	18 (8.1)	14 (6.3)	6 (2.7)
Students' council leaders ability to identify and interpret non-verbal communication reduces bullying in schools.	96 (43.0)	87 (39.0)	16 (7.2)	11 (4.9)	13 (5.8)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 42 show that 105 respondents (47.1%) agree to very great extent that effective listening to students' grievances by students' council leaders promotes management of conflicts. Eighty-eight respondents (39.5%) agree to great extent with the statement, 22 respondents (9.9%) to no extent, seven respondents (3.1%) to small extent, while one respondent (0.4%) agree to very small extent. The results indicate that 109 respondents (48.9%) concur to very great extent that effective oral/verbal presentations by students' council leaders enhances students' adherence to school rules and regulations. One hundred and nine respondents (48.9%) concur to very great extent with the statement, 102 respondents (45.7%) to great extent, seven respondents (3.1%) to no extent, three respondents (1.3%) to small extent, while two respondents (0.9%)

agree to very small extent. The results show that 87 respondents (39.0%) agree to very great extent that effective written presentations by students' council leaders ensure smooth management of school routine and academic programs. Ninety-six respondents (43.0 %) of the respondents agree to great extent with the statement, 19 respondents (8.5%) to no extent, 18 respondents (8.1%) to small extent, while three respondents (1.3%) agree to very small extent. The results indicate that 90 respondents (40.4%) agree to very great extent that ability of students' council leaders to manage stress improves communication which enhances management of conflicts. Ninety-five respondents (42.6%) agree to great extent with the statement, 18 respondents (8.1%) to no extent, 14 respondents (6.3%) to small extent, while six respondents (2.7%) agree to very small extent. The results indicate that 96 respondents (43.0%) agree to very great extent that ability of students' council leaders to identify and interpret non-verbal communication reduces bullying in schools. Eighty-seven respondents (39.0%) agree to great extent with the statement, 16 respondents (7.2%) to no extent, 11 respondents (4.9%) to small extent, while 13 respondents (5.8%) agree to very small extent.

The results in Table 42 show that 86.6% of the respondents agree to either great extent or very great extent that effective listening to students' grievances by students' council leaders promotes management of conflicts. A percentage of the respondents (3.5%) agree to either small extent or very small extent with the statement, while 9.9% to no extent. This shows that effective listening promotes understanding and significantly influence management of discipline. The results show that 94.6% of the respondents concur to either great extent or very great extent that effective oral/verbal presentations by students' council leaders enhance students' adherence to school rules and regulations. A percentage of the respondents (2.2%) agree to small extent or very small extent with the statement, while 3.1% to no extent. This indicates that effective verbal presentations greatly influence management of discipline by enhancing sharing of information and enabling immediate feedback. The results show that 82.0% of the respondents agree to either great extent or very great extent that effective written presentations by students' council leaders ensures smooth management of school routine and academic programs. A percentage of the respondents (9.4%) agree to either small extent or very small extent with the statement, while 8.5% to no extent. This shows that effective written communication considerably affect management of

discipline by provision of references of communication previously made and ability to interpret graffiti. The results indicate that 83.0% of the respondents agree to either great extent or very great extent that ability of students' council leaders to manage stress improves communication which enhances management of conflicts. A percentage of the respondents (9.0%) agree to either small extent or very small extent with the statement, while 8.1% to no extent. This shows that management of stress substantially influence management of discipline. Ability to manage stress determines which information to share, how to share it, when to share it, where to share it and whom to share with. The results indicate that 82.0% of the respondents concur to either great extent or very great extent that ability of students to identify and interpret non-verbal communication reduces bullying in schools. A percentage of the respondents (10.7%) agree to either small extent or very small extent with the statement, while 7.2% to no extent. This shows that ability to identify and interpret non-verbal communication signs positively influence discipline management.

Considering the combined percentage of great extent and very great extent, the ranking of communication skills considered is: effective oral/verbal presentations; effective listening; ability to manage stress; ability to identify and interpret non-verbal communication; and effective written presentations. This is according to the extent of influence starting with the most influential to the least one. The results show that the five communication skills considered have significant influence on management of discipline. This suggests the need to train leaders of students' council in communication skills as a strategy to manage discipline.

A construct was included in the questionnaire seeking opinions of the deputy principals on the extent students' council leaders show competences in communication in their schools. The findings are presented in Table 43.

Table 43: Opinions of the Deputy Principals on the Extent Students' Council Leaders Show Competences in Communication in their Schools

Statement	VGE N (%)	GE N (%)	NE N (%)	SE N (%)	VSE N (%)
Effective listening	0	15 (68.2)	4 (18.2)	2 (9.1)	1 (4.5)
Effective oral/verbal presentation	0	10 (45.5)	4 (18.2)	6 (27.3)	2 (9.1)
Effective written presentation	2 (9.1)	10 (45.5)	3 (13.6)	5 (22.7)	2 (9.1)
Ability to manage stress	1 (4.5)	4 (18.2)	5 (22.7)	9 (40.9)	3 (13.6)
Ability to identify and interpret non-verbal communication	0	10 (45.5)	4 (18.2)	6 (27.3)	2 (9.1)

Key: very great extent – VGE; great extent – GE; no extent – NE; small extent – SE; and very small extent – VSE

The results in Table 43 show that fifteen respondents (68.2%) agree to great extent that effective listening by students' council leaders promotes management of conflicts. Four respondents (18.2%) agree to no extent with the statement, two respondents (9.1%) to small extent, while one respondent (4.5%) agree to very small extent. None of the respondents agree with the statement to very great extent. The results indicate that 10 respondents (45.5%) agree to great extent that effective oral/verbal presentations by students' council leaders enhances students' adherence to school rules and regulations. Four respondents (18.2%) agree to no extent with the statement, six respondents (27.3%) to small extent, while two respondents (9.1%) to very small extent. None of the respondents agree with the statement to very great extent. The results show that two respondents (9.1%) agree to very great extent that effective written presentations by students' council leaders ensures smooth management of school routine and academic programs. Ten respondents (45.5%) agree to great extent with the statement, three respondents (13.6%) to no extent, five respondents (22.7%) to small extent, while two respondents (9.1%) agree to very small extent.

The findings further indicate that one respondent (4.5%) agree to very great extent that ability of students' council leaders to manage stress improves communication which enhances management of conflicts. Four respondents (18.2%) agree to great extent with the statement, five respondents (22.7%) to no extent, nine respondents (40.9%) to small extent, while three respondents (13.6%) agree to very small extent. The results show that 10 respondents (45.5%) agree to great extent that ability of students' council leaders to identify and interpret non-verbal communication reduces bullying in schools. Four respondents (18.2%) agree to no extent with the statement, six respondents (27.3%) to small extent, while two respondents (9.1%) agree to very small extent. None of the respondents agree to very great extent.

The results in Table 43 show that 68.2% of the respondents agree to either great extent or very great extent that effective listening by students' council leaders promotes management of conflicts. A percentage of the respondents (13.6%) agree either to small extent or very small extent with the statement, while 18.2% concur to no extent. This shows most of the respondents agree that leaders of students' council use effective listening in conflict resolution.

The results indicate 45.5% of the respondents agree either to great extent or very great extent that effective oral/verbal presentations by students' council leaders enhances students' adherence to school rules and regulations. A percentage of the respondents (36.4%) agree to either small extent or very small extent with the statement, while 18.2% concur to no extent. This shows effective verbal presentations by students' council leaders is not a common practice in schools. The results show that 54.6% of the respondents agree to either great extent or very great extent that effective written presentations by students' council leaders ensures smooth management of school routine and academic programs. A percentage of the respondents (31.8%) agree either to small extent or very small extent with the statement, while 13.6% concur to no extent. This indicates that majority of students' council leaders use effective written presentations to support school administration in management of discipline.

The results indicate that 22.7% of the respondents agree either to great extent or very great extent that ability to manage stress improves communication which enhances management of conflicts. A percentage of the respondents (54.5%) agree either to small extent or very small extent with the statement, while 22.7% concur to no extent. This shows that most of students' council leaders lack competence in stress management. The findings reveal that 45.5% of the respondents agree either to great extent or very great extent that ability of students' council leaders to identify and interpret non-verbal communication reduces bullying in schools. A percentage of the respondents (36.4%) agree to either small extent or very small extent, while 18.2% concur to no extent. This shows that majority of students' council leaders do not significantly show competence in identifying and interpreting non-verbal communication.

Considering the combined percentages of great extent and very great extent, the ranking of communication skills considered is: effective listening; effective written presentations; effective oral/verbal presentations, and ability to identify and interpret non-verbal communication; and ability to manage stress. The ranking is in the order of extent to which they are shown starting with the most displayed to least one. The results indicate that effective listening is above average, while effective written communication is slightly above average. Effective oral presentations and the ability to identify and interpret non-verbal communication are slightly below average, while ability to manage stress is far below the average. This show a significant gap in the ability to manage stress, effective oral presentations, and ability to identify and interpret non-verbal communication. For leaders of students' councils to successfully manage discipline the gap noted need to be addressed by training them in communication skills.

4.8.1 Testing the Null Hypothesis

The fourth objective of the study was to determine influence of students' council communication skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. The researcher was curious to know if communication abilities of leaders of students' councils affects students' behavior. The null hypothesis which stated that students' council communication skills do not significantly influence management of discipline in public secondary schools in Mbeere

South Sub- County, Embu County, Kenya was tested at 0.05 level of significance. Table 44 displays the results of the test.

Table 44: Model Summary of Communication Skills on Management of Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.779 ^a	0.607	0.606	0.38671	1.857

a. Predictors: (Constant), communication skills

The results in the Table 44 show that R is 0.779. This indicates a strong correlation between communication skills and management of discipline. The Durbin-Watson value of 1.857 which is between zero and two (0 – 2) shows a positive autocorrelation. The fact that the R Square is 0.607 suggests that communication skills may account for 60.7% of management of discipline while other factors can account for the remaining 39.3%. Table 45 displays the model regression coefficients.

Table 45: Regression Coefficients of Communication Skills on Management of Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	0.438	0.205		2.133	0.034
Communication skills	0.882	0.048	0.779	18.494	0.000

a. Dependent Variable: Management of discipline

The results in Table 45 indicate that Sig. value is 0.000, which is less than 0.05. This shows communication skills have a substantial impact on management of students' discipline. Therefore, the null hypothesis is disproved. The t-value of 18.494, which is higher than critical t-value of 2.0, further supports the idea that communication skills have a major impact on how discipline is managed among students. Coefficient B value of 0.882 implies that one percent improvement in communication skills would result to 0.882% improvement in management of students' discipline. Additionally, this suggests that communication skills account for 88.2% of the management of students' discipline with other aspects contributing 11.8%. The regression equation for prediction of management of discipline by communication skills is as follows:

$$Y = A_4X_4 + E$$

Where,

$Y = \text{Management of discipline}$

$A_4 = 0.882$

$X_4 = \text{communication skills}$

$E = 0.438$

Thus, the regression equation is $Y = 0.882 * X_4 + 0.438$

Management of discipline = $0.882 * \text{Communication skills} + 0.438$

The results in Table 45 show that communication skills: effective listening; effective written presentation; effective oral/verbal presentation; ability to identify and interpret non-verbal communication; and ability to manage stress positively influence management of discipline. The findings are in accordance with Sterrett's (2012, as cited in Nyaga, 2018) suggestion that one way to improve management of students' discipline is to establish lines of communication and foster a culture of discourse in the school. The results concur with UNICEF and KSSHA (2013, as cited in Nyaga, 2018), who note that poor communication is one of the factors contributing to unrest in public secondary schools which complicates the administration of students' discipline. The findings of the study agree with Obiero et al. (2021) deduction that there is a significant relationship between principal's ethical communication skills and students' discipline in secondary school. The results suggest the need to train leaders of students' councils in communication skills as a strategy to enhance their competences in managing discipline. It would be important to determine causal relationship between communication skills and management of discipline

4.9 Multiple Regression Analysis

The researcher performed a multiple regression analysis on each of the four constructs related to the management of discipline by students' council leaders. Table 46 presents the findings.

Table 46: Model Summary for the General Linear Regression Equation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.543 ^a	0.295	0.282	0.51136

a. Predictors: (Constant), conflict resolution skills, peer mentoring skills, decision-making skills, communication skills

The results in Table 46 show that R is 0.543, which is considered to be a reasonable correlation. R Square is 0.295, which suggests that the variables communication, peer mentorship, decision-making, and conflict resolution skills account for 29.5% of the management of students' discipline. Table 47 present coefficients of the general linear regression equation.

Table 47: Coefficients of the General Linear Regression Equation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	0.610	0.377		1.617	0.107
Conflict resolution skills	0.263	0.092	0.199	2.843	0.005
Peer mentoring skills	0.257	0.091	0.209	2.820	0.005
Decision making skills	0.188	0.074	0.177	2.543	0.012
Communication skills	0.113	0.088	0.102	1.279	0.202

a. Dependent Variable: Management of discipline

Unstandardized coefficients reveal how much the dependent variable varies with an independent variable when all other independent variables are held constant. According to results in Table 47, the unstandardized coefficients for communication skills, peer mentoring skills, decision-making skills, and conflict resolution skills are 0.263, 0.257, 0.188, and 0.113, respectively. Consequently, there is 0.263% increase in management of students' discipline for every one percent increase in conflict resolution skills, 0.257% increase in management of students' discipline for every one percent increase in peer mentoring skills, 0.188% increase in management of students' discipline for every one percent increase in decision-making skills, and 0.113% increase in management of students' discipline for every one percent increase in communication skills.

The t-values for conflict resolution skills, peer mentoring skills, decision-making skills, and communication skills are 2.843, 2.820, 2.543 and 1.279 respectively. The t-value of communication skills is below t-critical value of 2.0 which indicate they have no significant influence on managing students' discipline. The t-values of conflict resolution skills, peer mentoring skills, and decision-making skills are all over 2.0, which confirms significant effects on managing students' discipline. The Sig. values for conflict resolution skills, peer mentoring skills, decision-making skills and

communication skills are 0.005, 0.005, 0.012, and 0.202 respectively. Communication skills are over 0.05, therefore, they have no significant influence on management of students' discipline. However, conflict resolution skills, peer mentoring skills, and decision-making skills are below 0.05, confirming substantial effects on management of students' discipline. The regression equation to estimate management of discipline as predicted by conflict resolution skills, peer mentoring skills, decision making skills and communication skills is as follows:

$$Y = 0.263 X_1 + 0.257 X_2 + 0.188 X_3 + 0.113 X_4 + 0.610$$

Where,

Y = Management of discipline

X_1 = Conflict resolution skills

X_2 = Peer mentoring skills

X_3 = Decision making skills

X_4 = Communication skills

Based on findings presented in Table 47 is established that the most influential skills are conflict resolution, followed by peer mentoring, decision-making and communication skills in management of students' discipline.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

The purpose of the study was to find out if there is influence of students' council leadership skills on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. Based on the results, the following are the main findings of the study:

The study's first objective was to determine how students' council leaders conflict resolution skills affects management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. The results of the study reveal that conflicts exist in schools and there are efforts by leaders of students' councils to have them resolved. Further, majority of the students' council leaders had not received training in conflict resolution skills. Conflict resolution skills considered are applied to great extent in managing discipline. The null hypothesis, which state that students' council conflict resolution skills have no significant impact on how students' discipline is managed in public secondary schools in Mbeere South Sub-County, Embu County, Kenya, was tested at 0.05 significance level. The regression results reveal that students' council conflict resolution skills have a significant influence on management of students' discipline. Therefore, for students' council leaders to be effective in conflict resolution as a strategy in management of discipline, it is paramount to equip them with the following conflict resolution skills; patient listening, practice of impartiality, negotiation, collaboration and emotional intelligence.

The second objective of the study was to establish whether students' council peer mentoring skills influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya. The findings of the study show that students' council leaders receive training in peer mentorship and are good role models to students. It is also revealed that students' council leaders refer matters beyond their ability to higher authority for proper handling which leads to promotion of discipline management. Further, the findings reveal that there is a high tendency of students' council leaders to refer issues beyond their ability to higher authority. There were few instances where students' council leaders participated in decision making but facilitated

the process of decision making. Majority of the students' council leaders did not show competence in peer mentoring skills considered. The null hypothesis that students' council peer mentoring abilities have insignificant influence on management of discipline in Mbeere South Sub-County, Embu County, Kenya, was tested at 0.05 level of significance. The regression results disclose that students' council peer mentoring abilities have substantial influence on management of discipline. Therefore, peer mentoring skills of students' council leaders, such as active listening, maintaining confidentiality of matters, dedication to peer mentoring relationships, ability to empathize with students, and acting as a facilitator rather than a decision-maker in conflict resolution, have an impact on management of discipline in schools.

The third objective of the study was to establish how management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya is affected by the decision-making skills of students' council leaders. The results show that students' council leaders receive training in decision-making and majority of the schools occasionally involve them in decision-making process. The findings also reveal that making consultations before coming to a final decision is ranked highest in influencing management of discipline, while ability to own the decisions and not allowing consensus in decision-making is ranked lowest among the skills considered. Making consultations is the most displayed competence in decision-making by students' council leaders, while ownership of decisions made is the least shown. At a significance level of 0.05, the hypothesis that students' council decision-making skills have no significant influence on management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya was tested and the regression results show a considerable influence. Hence management of discipline is influenced by students' council leaders' skills in decision-making that include making of decisions in good time, the ability to objectively make decisions, doing consultations before making final decisions, the ability not to allow consensus in decision-making, and the ability to own the decisions made.

The fourth objective of the study was to determine how students' council leaders' communication skills affect management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya. From the study findings, students'

council leaders are trained in communication skills and the attentiveness to complaints from students by students' council leaders fosters student comprehension, which supports discipline management among students. The findings reveal that meetings of students' council leaders and students as well as with school administration are occasionally held. The findings also reveal that oral communication skills are ranked highest in influencing management of discipline among the considered skills. Students' council leaders display most competence in effective listening and least in stress management among the considered skills. The hypothesis that students' council communication skills have no significant influence on how discipline cases of students are handled at public secondary schools in Mbeere South Sub-County, Embu County, Kenya, was assessed at a significance level of 0.05 and the regression results display a significant influence. It follows therefore, management of discipline in schools is influenced by the students' council communication skills, which includes; the ability to listen effectively to complaints, the capability to make oral and written presentations, the capacity to manage stress, and the potentiality to interpret non-verbal cues.

5.2 Conclusion

Based on the first objective of the study, the findings show that majority of the students' council leaders had not been trained in conflict resolution skills such as patient listening, practice of impartiality, negotiation, collaboration and emotional intelligence which aid in regulating students' discipline. There is significant positive correlation between conflict resolution skills and management of discipline. The study concludes that students' council conflict resolution skills influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.

According to the study's second objective, majority of students' council leaders are trained in peer mentoring and are good role models to students. Most of the leaders of students' council did not show desired competence in peer mentoring skills. Peer mentoring skills; active listening, maintaining confidentiality, dedication to peer mentoring relationships, ability to empathize with students, and acting as a facilitator rather than a decision-maker in conflict resolution, have an impact on management of students' discipline. The study concludes that students' council peer mentoring skills

influence management of discipline in public secondary schools in Mbeere South Sub-County, Embu County, Kenya.

Regarding the third objective, the study found that majority of students' council leaders are trained in decision-making skills and they are occasionally involved in making decisions. Practice of decision-making skills which include timely decision-making, objectivity in decision-making, consultation in decision-making, not allowing consensus in decision-making, and ownership of decisions by students' council leaders influence management of discipline. The study concludes that students' council decision-making skills influence management of discipline in public secondary school in Mbeere South Sub- County, Embu County, Kenya.

Concerning the study's fourth objective, majority of students' council leaders are trained in communication skills and they hold meetings with students and school administration occasionally. Practice of communication skills which includes the ability to listen effectively to complaints, the capability to make oral and written presentations, the capacity to manage stress, and the ability to interpret non-verbal signals by students' councils' leaders have an impact on management of discipline. The study concludes that students' council communication skills influence management of discipline in public secondary schools in Mbeere South Sub- County, Embu County, Kenya.

5.3 Recommendations

From the results the following recommendations are made:

- i) The Ministry of Education should instruct all school boards of management to allocate some funds in the annual budget to cater for training and welfare of students' council leaders.
- ii) The school boards of management, the principals and the deputy principals should hold meetings regularly to evaluate the contribution of students' council leaders in the management of the school.
- iii) The Ministry of Education in collaboration with Kenya Institute of Curriculum Development (KICD) should design and develop a curriculum

on leadership skills for students' council leaders and avail the necessary teaching and learning materials.

- iv) The school should develop performance appraisal system for students' council leaders that gives them the opportunity for self-evaluation. This would help in identifying the training needs and areas that require improvement.
- v) The Ministry of Education should develop policy guidelines to assist Quality Assurance and Standards Officer (QASO) in monitoring the activities of students' council leaders.

5.4 Suggestions for Further Study

Based on the results, the following are suggested areas for further study:

- (i) A comparative study on the influence of students' council leadership skills in management of discipline should be done in other sub-counties in Embu County.
- (ii) A similar study should be done in private secondary schools in Mbeere South Sub-County to compare the findings.
- (iii) A study should be done to determine the casual relationship between students' council leadership skills and management of discipline in schools.

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APPENDICES

Appendix I: Introductory Letter

Dear Sir/Madam,

I am a student of Chuka University undertaking a research project on the influence of students' council leadership on the management of the students' discipline in Mbeere South Sub- County, Embu County, Kenya. Your school has been identified to participate in this study.

I seek permission to visit your school and collect the required data. The researcher guarantees that the data collected will only be used for this study and it will be held with utmost confidentiality.

Your contribution in this study will be highly appreciated. Thank you in advance.

Yours faithfully

John Kariuki Simba

Appendix II: Questionnaire for Student Council Leaders

This questionnaire is aimed at collecting data on the influence of students' council leadership skills on management of students' discipline in secondary schools in Mbeere South Sub-County, Embu County, Kenya. The responses you give will be of great benefit to the researcher in accomplishing his academic goal. Please respond to the questions honestly and appropriately. The answers you give will be treated confidentially and used only for the purpose of this study. Do not write your name or the name of your school anywhere in the questionnaire.

Section A: Information on Bio Data

1. What is your gender?
Male Female
2. Kindly indicate your age
15years or below , 16 years , 17years , 18 years or above
3. What is the category of your school?
National Extra-County County Sub-County
4. What is the type of your school? Girls Boarding , Boys Boarding , Mixed Boarding ,
Mixed Day
5. Which position do you hold in the students' council leadership? Chairman , Dining hall councillor , Games councillor , Dormitory councillor , Class councillor
6. How long have you served in students' leadership?

Section B: Management of students' discipline

Please indicate your opinion on the following statements regarding management of students' discipline. Respond by ticking the extent to which you agree or disagree to the statements. KEY: 1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly agree

Statement	1	2	3	4	5
1. Students' council leaders are involved in the management of the students' discipline.					
2. The school involve students' council leaders in conflict resolutions in the management of students' discipline.					

3. Students' council leaders influence the outcomes of the conflicts resolution process in the management of students' discipline.					
4. The school allow practice of peer mentoring as way of managing students' discipline.					
5. Peer mentoring by students' council leaders influence management of the students' discipline.					
6. Students' council leaders are involved in decision-making process as a strategy to manage students' discipline.					
7. Students council leaders influence the final decision made during the management of students' discipline.					
8. Students' council leaders are involved in communication within the school as a way to enhance management students' discipline.					
9. Timely and effective communication by students' council leaders influence management of students' discipline					

Section C: Conflict Resolution Skills and Management of Students' Discipline

a. In your opinion does the school train students' council leaders on conflict resolution skills?

Yes [] No []

b. From your experience, does the training of students' council leaders on conflict resolution skills influence how they manage students' discipline? Yes []

No []

c. How often do students' council leaders resolve conflicts in your school?

Always [] Often [] Sometimes [] Rarely [] Never []

d. Please indicate your opinion of conflict resolution skills and management of students' discipline. Respond by ticking the extent to which you agree or disagree to the following statements. KEY: 1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly agree

Statement	1	2	3	4	5
1. Patient listening by students' council leaders to students, teachers, non-teaching staff and the school administration help in reducing conflicts and in management of students' discipline.					
2. Practice of impartiality/fairness by students' council leaders in conflicts resolution promotes management of students' discipline eg adherence to school routine.					
3. The use of non-violent dispute resolution mechanisms (persuading, accommodating, negotiating, and supporting) by students' council leaders reduces					

conflicts resulting to improved management of students' discipline.					
4. Use of collaboration strategy by students' council leaders in management of conflicts results to satisfying outcomes to parties involved which promotes management of students' discipline.					
5. Students' council leaders emotional intelligence (ability to perceive, use, understand, manage, and handle emotions) improves management of students' discipline.					

e. Kindly put a tick on your opinion about students' council leaders' conflict resolution skills in management of discipline in your school. KEY: 1. Very Small Extent, 2. Small Extent, 3. No Extent, 4. Great Extent, 5. Very Great Extent

Statement	1	2	3	4	5
1. Patient listening helps in management of bullying in schools.					
2. Impartiality is a key students' council leadership skill in management of school routine.					
3. Negotiation is a major students' council leadership skill that helps in management of conflicts in schools.					
4. Collaboration among students' council leaders helps in management of supervision of students activities.					
5. Emotional intelligence is a critical students' council leadership skill in management of conflicts in schools.					

f. In your opinion, how does the students' council leaders conflict resolution skills helps in the management of students' discipline?

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Section D Peer Mentoring Skills and Management of Students' Discipline

a. In your opinion, are students' council leaders' good role models to students?

Yes [] No []

b. Are the students' council leaders trained on peer mentorship skills?

Yes [] No []

c. If yes to (b) above, who trains them?

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- d. Please indicate your opinion of peer mentoring skills and management of students' discipline. In each item put a tick in the number that represents your feelings. KEY: 1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly agree

Statement	1	2	3	4	5
1. Active listening to students concerns by students' council leaders is mentoring skill which promotes management of students' discipline.					
2. Maintaining of confidentiality of matters discussed between students' council leaders and students enhances management of students' discipline.					
3. Students' council leaders commitment to peer mentorship relationship by dedicating time and other resources promotes management of students' discipline.					
4. Students' council leaders ability to empathize with students in effort to resolve conflicts improves management of students' discipline eg for cases of bullying and use of abusive language.					
5. Students' council leaders refers issues beyond their ability to higher authority to ensure proper handling resulting to promotion of management of students' discipline.					
6. Students' council leaders plays the role of a facilitator and not of a decision-maker in conflict resolution which enhances management of students' discipline.					

- e. Kindly put a tick on your opinion about students' council leaders peer mentoring skills in management of discipline in your school. KEY: 1. Very Small Extent, 2. Small Extent, 3.No Extent, 4. Great Extent, 5. Very Great Extent

Statement	1	2	3	4	5
1. Active listening by students' council leaders facilitates proper time management.					
2. Students' council leaders ability to observe confidentiality enhances management of conflicts.					
3. Students' council leaders commitment to peer mentoring relationship enhances adherence to school rules and regulations					
4. Students' council leaders ability to empathize with students experiencing some challenges helps in managing cases of bullying.					
5. The ability of students' council leaders to understand their limits/scope of operation enhances time management.					

- f. In your opinion, how does the students' council leaders peer mentoring skills helps in the management of students' discipline?

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Section E: Decision-Making Skills and Management of Students’ Discipline

- a. Are students’ council leaders trained on decision-making skills? Yes [] No []
- b. Are students’ council leaders involved in decision-making process in your school?
Yes [] No []
- c. In your own opinion, does involvement of students’ council leaders in decision-making influence discipline management in your school? Yes [] No []
- d. If yes ‘c’ above in which ways?

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- e. How often are the students’ council leaders involved in decision-making process in your school? Always [] Often [] Sometimes [] Rarely [] Never []
- f. Please indicate your opinion of decision-making skills in management of students’ discipline by putting a tick [√] in the number that represents your feeling. KEY: 1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly agree

Statement	1	2	3	4	5
1. Making of decisions by students’ council leaders in good time enhances management of students’ discipline.					
2. The ability of students’ council leaders to objectively make decisions facilitate management of students’ discipline.					
3. Students’ council leaders promotes management of students’ discipline and ensures quality decisions are made by seeking inputs from school administrators, teachers and students before making final decisions.					
4. Students’ council leaders’ ability not to allow consensus decision-making (making decisions that everyone supports) enhances management of students’ discipline.					
5. Students’ council leaders’ ability to own the decisions they make promotes management of students’ discipline.					

- g. Kindly put a tick on your opinion about students' council leaders' decision-making skills in management of discipline in your school. KEY: 1. Very Small Extent, 2. Small Extent, 3.No Extent, 4. Great Extent, 5. Very Great Extent

Statement	1	2	3	4	5
1. Timely decision-making by students' council leaders helps in time management.					
2. When students' council leaders base decision-making on some set objectives, adherence to school rules and regulations by students gets achieved.					
3. Seeking of inputs from students, teachers and school administration by students' council leaders before making the final decision helps in management of conflicts.					
4. Students' council leaders' ability to avoid consensus decision-making ensures quality decisions are made and there is improved time management.					
5. When students' council leaders take responsibility and owns the decisions they make management of conflicts improves.					

Section F: Communication Skills and Management of Students' Discipline

- a. Are the students' council leaders trained on communication skills?
 Yes [] No []
- b. If yes in 'a' above, how does these skills help in management of students' discipline?

- c. How often are the meetings between students' council leaders and students held?
 Always [] Often [] Sometimes [] Rarely [] Never []
- d. How frequent do students' leaders hold meetings with the school administration?
 Always [] Often [] Sometimes [] Rarely [] Never []
- e. Please indicate your opinion of communication skills in management of students' discipline. In each item put a tick in the number that represents your feelings. KEY: 1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly agree

Statement	1	2	3	4	5
1. Effective listening to students' grievances by students' council leaders enhances understanding among students which promotes management of students' discipline.					

2. Effective oral/verbal presentations by students' council leaders provides clear directions that promotes management of students' discipline.					
3. Effective written presentations by students' council leaders enhances time management which facilitates management of students' discipline.					
4. The ability of students' council leaders to manage stress facilitate communication which enhances management of students' discipline.					
5. The ability of students' council leaders to identify and interpret non-verbal communication promotes management of students' discipline.					

f. Kindly put a tick on your opinion about students' council leaders decision-making skills in management of students' discipline in your school. KEY: 1. Very Small Extent, 2. Small Extent, 3.No Extent, 4. Great Extent, 5. Very Great Extent

Statement	1	2	3	4	5
1. Effective listening by students' council leaders promotes management of conflicts.					
2. Effective oral/verbal presentation by students' council leaders enhances students' adherence to school rules and regulations.					
3. Effective written presentation by students' council leaders ensures smooth management of school routine and academic programmes.					
4. Students' council leaders ability to manage stress improves communication which enhances management of conflicts.					
5. Students' council leaders ability to identify and interpret non-verbal communication reduces bullying in schools.					

Thanks for your responses

Appendix III: Questionnaire for Deputy Principals

You are kindly requested to give answers to the following questions. All the responses provided will be treated with utmost confidentiality.

Section A: General Information

- a. What is your gender? Male Female
- b. What is the category of your school?
National Extra-County County Sub-County
- c. What is the type of your school?
Girls Boarding Boys Boarding Mixed Boarding Mixed Day
- d. For how long have you served as Deputy Principal in this school?
Below 2year Between 2-4years Between 4-6 years Between 6-8 years
above 8 years

Section B: Management of Students' Discipline

Please indicate your opinion on the following statements regarding management of students' discipline. Respond by ticking the extent to which you agree or disagree to the statements. KEY: 1: Strongly disagree, 2: Disagree, 3: Undecided, 4: Agree, and 5: Strongly agree

Statement	1	2	3	4	5
1. Students' council leaders are involved in the management of the students' discipline.					
2. The school involve students' council leaders in conflict resolutions in the management of students' discipline.					
3. Students' council leaders influence the outcomes of the conflicts resolution process in the management of students' discipline.					
4. The school allow practice of peer mentoring as way of managing students' discipline.					
5. Peer mentoring by students' council leaders influence management of the students' discipline.					
6. Students' council leaders are involved in decision-making process as a strategy to manage students' discipline.					
7. Students' council leaders influence the final decision made during the management of students' discipline.					
8. Students' council leaders are involved in communication within the school as a way to enhance management students' discipline.					
9. Timely and effective communication by students' council leaders influence management of students' discipline.					

Section C: Conflict Resolution Skills and Management of Students’ Discipline

a. Are the students’ council leaders in your school trained on conflicts resolution skills?

Yes [] No []

b. From your experience, does the training of students’ council leaders on conflict resolution skills influence how they manage students’ discipline? Yes []

No []

c. To what extent do students’ council leaders in your school show competence in following conflict resolution skills? KEY: 1. Very Small Extent, 2. Small Extent, 3.No Extent, 4. Great Extent, 5. Very Great Extent

Conflict Resolution Skill	1	2	3	4	5
1. Patient listening					
2. Observe impartiality					
3. Negotiation					
4. Collaboration					
5. Emotion intelligence					

d. How does training of students’ council leaders in conflict resolution skills influence the management of students’ discipline?

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Section D: Peer Mentoring Skills and Management of Students’ Discipline

a. Are the students’ council leaders in your school trained on Peer mentoring skills?

Yes [] No []

b. Are the students’ council leaders trained on peer mentorship skills?

Yes [] No []

c. If yes to (b) above, who trains them?

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d. To what extent do students’ council leaders in your school show competence in following Peer mentoring skills? KEY: 1. Very Small Extent, 2. Small Extent, 3. No Extent, 4. Great Extent, 5. Very Great Extent

Peer mentoring skills	1	2	3	4	5
1. Active listening					
2. Observing Confidentiality					
3. Commitment to peer mentoring relationship					
4. Show Empathy for mentee					
5. Knowing their limits/scope of operations					
6. Play role of a facilitator and not of a decision maker					

e. How does training of students' council leaders in Peer mentoring skills influence the management of students' discipline?

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Section E: Decision-Making Skills and Management of students' discipline

a. Are the students' council leaders in your school trained on decision-making skills?
 Yes [] No []

b. Are students' council leaders involved in decision-making process in your school?
 Yes [] No []

c. In your own opinion, does involvement of students' council leaders in decision-making influence discipline management in your school? Yes [] No []

d. To what extent do students' council leaders in your school show competence in following decision-making skills? KEY: 1. Very Small Extent, 2. Small Extent, 3.No Extent, 4. Great Extent, 5. Very Great Extent

Decision making skills	1	2	3	4	5
1. Making decisions in good time					
2. Making decisions objectively					
3. Seek input from other people					
4. Discourage consensus decision-making					
5. Ownership of decisions					

e. How does training of students' council leaders in decision-making skills influence the management of students' discipline?

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SECTION F: Communication Skills and Management of Students' Discipline

a. Are the students' council leaders in your school trained on Communication skills?

Yes [] No []

b. To what extent do students' council leaders in your school show competence in following Communication skills? KEY: 1. Very Small Extent, 2. Small Extent, 3.No Extent, 4. Great Extent, 5. Very Great Extent

Communication skills	1	2	3	4	5
1. Effective listening					
2. Effective oral/verbal presentation					
3. Effective written presentation					
4. Ability to manage stress					
5. Ability to identify and interpret non-verbal communication					

c. How does training of students' council leaders in Communication skills influence the management of students' discipline?

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Thank you for your responses

Appendix IV: Sub County Director of Education Authorization

MINISTRY OF EDUCATION *State Department of Early Learning & Basic Education*

Telegrams: Education
Telephone: Mbeere: 0702671967
Email: deombeeresouth@gmail.com
Fax:
When replying please quote



Sub-County Education Office
Mbeere South
P.O. Box 227 (60113)
KIRITIRI.

REF:NO.MBRS/EDU/GA/M/5/384

20/06/2022

John Kariuki Simba
Chuka University

RE: RESEARCH AUTHORIZATION

This office acknowledges receipt of your research authorization to carry out research in Mbeere South Sub-County on “**Influence of Students Council Leadership Skills on Management of Discipline in Secondary Schools in Mbeere-South Sub-County, Kenya.**”

Permission is hereby granted and request prospective participants and respondents to accord you cooperation and support as you may require.

We wish you success in this undertaking.


GRACE KARIMI
SUB-COUNTY DIRECTOR OF EDUCATION
MBEERE SOUTH

SUB-COUNTY DIRECTOR OF EDUCATION
MBEERE SOUTH
P. O. Box 227 - 60113, KIRITIRI
Date:..... Sign:.....



Appendix V: Chuka University Ethics Review Letter

CHUKA



UNIVERSITY

Knowledge is Wealth (*Sapientia divitia est*) Akili ni Mali
CHUKA UNIVERSITY INSTITUTIONAL ETHICS REVIEW COMMITTEE

Telephones: 020-2310512/18
Direct Line: 0772894438

P. O. Box 109-60400, Chuka
Email: info@chuka.ac.ke,

Website: www.chuka.ac.ke

REF: CUIERC/ NACOSTI 282

24th March 2022

TO: John Kariuki Simba

Dear Sir/madam

RE: Influence of Students 'Council Leadership Skills on Management of Discipline in Secondary Schools in Mbeere South Sub-county, Embu County, Kenya


This is to inform you that *Chuka University IERC* has reviewed and approved your above research proposal. Your application approval number is *NACOSTI/NBC/AC-0812*. The approval period is 24th March 2022 to 24th March 2023.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by *Chuka University IERC*.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to *Chuka University IERC* within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to *Chuka University IERC* within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to *Chuka University IERC*.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely


Dr. Benjamin Kanga

SECRETARY

Appendix VI: National Commission for Science, Technology and Innovation (NACOSTI) Permit



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 596365

Date of Issue: 09/June/2022

RESEARCH LICENSE

This is to Certify that Mr.. JOHN KARIUKI SIMBA of Chuka University, has been licensed to conduct research in Embu on the topic: INFLUENCE OF STUDENTS' COUNCIL LEADERSHIP SKILLS ON MANAGEMENT OF DISCIPLINE IN SECONDARY SCHOOLS IN MBEERE SOUTH SUB-COUNTY, EMBU COUNTY, KENYA for the period ending : 09/June/2023.

License No: NACOSTI/P/22/18144

Applicant Identification Number: 596365



Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

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