



RESEARCH ARTICLE

INTEGRATION OF THE STUDENT'S REPRESENTATIVE COUNCILS AND THE MANAGEMENT OF
SECONDARY SCHOOLS IN KENYA

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ARTICLE INFO

Article History:

Received 03rd March, 2017
Received in revised form
24th April, 2017
Accepted 05th May, 2017
Published online 30th June, 2017

Key words:

Integration of the students representative
council in management of secondary
schools

ABSTRACT

The involvement of students' leaders in school management is seen as a precursor to stability and overall school success. Stability in learning institutions is a fact that immensely contributes to the realization of the learning institution's goals and objectives. School Prefects have been in place for a long time with the sole purpose of acting as a link between the teachers, school management and fellow students. In a recent development, a student representative will be required to be on the Board of Management as an ex-officio member according to the basic education Act 2013. Despite the bold steps aimed at ensuring harmony in secondary schools through student inclusivity in decision-making, cases of student unrests are still prevalent within secondary schools in Kenya. This study investigated the extent of the integration of the student's representative councils in the management of secondary schools in Kisumu County, with specific focus on the role of the student's representative councils in secondary school management. The study was guided by Douglas Mc. Gregor's Theory Y which encourages participatory approach to management. The study involved 199 public secondary schools that have existed for at least five years. The respondents, who included the principal, deputy principal, board of management chairperson and student leaders were drawn from 60 secondary schools. Data were collected by use of questionnaires, document analysis, and observation. This study adapted a descriptive survey research design aimed at collecting information from respondents on their attitudes and opinions in relation to integration of the students' representative councils in secondary schools management. The data collection instruments were questionnaires, document analysis guide and observation schedule. Data were analyzed by use of SPSS and subjected to a chi-square test for verification. Qualitative data were taken through content analysis. The study found that the roles of the members of the students' representative council did not significantly influence their integration in secondary school management. This study recommends that the members of the students' council be inducted into the performance of their roles, and that further research be conducted focusing on the role of the student's council as pertains academic excellence in management of secondary schools.

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Citation: Tom M. Omtondo and Joyce W. Kanyiri, 2017. "Integration of the Student's Representative Councils and the Management of Secondary Schools in Kenya", *International Journal of Current Research*, 9, (06), 52871-52878.

INTRODUCTION

Since Kenya attained independence in 1963, it has committed itself to improving the standards of education at all levels in the belief that education, apart from being a human right it is a social vaccine in the fight against poverty, and a means to achieving the goals of national development, integration and peace (Suri and Kalapana, 2008). To this end there have been various amendments and improvements in the way education is managed. Educational Management has been among the issues given focus as a possible way to improving educational outcomes. The management policies and practices in place influence the performance of a firm (Zimmermann, 2002).

That effective management is possible to greatly improve a situation. Participatory management entails involving individuals or groups who have a stake, or claim in how well the organization performs, including investors, directors, managers, employees, unions, customers, creditors, the community, the state and region, and the society in general. Organizational environments are constantly changing, and therefore organizations must be modified accordingly to ensure that organizational goals can be attained (Peter and Certo, 1993). In education, participatory management has been popularized as the best way to go by involving all the stakeholders as far as educational issues are concerned. Students too are expected to be involved in some way in school management since they are the direct beneficiaries. In secondary schools, the involvement of the students' council in management with focus on the roles has been encouraged as a means to promoting good management but the challenges

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facing the integration of the student representative council in school management have not been empirically established.

Statement of the Problem

A Student's Council is a representative structure for students only, through which they can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students. (<http://en.wikipedia.org/wiki/students-council>). The students' council is responsible for passing on requests, ideas and complaints from students to the school management. The student representatives are usually elected from and by the students' body although there may be prerequisites for candidacy. While the mode of putting in place student leaders has changed, students have all along been engaged in school governance but despite this, there have been unrests schools as students still feel inadequately considered in the management of the schools. Recently, among other recent incidents of unrests, a secondary school in Kakamega North district was closed indefinitely after students went on rampage, destroying property complaining over poor meals (Kitelu, 2014).

Purpose of the Study

The purpose of this study was to investigate the extent to which the student's representative councils are integrated in the management of secondary schools in Kenya, by taking the case of Kisumu County.

Objective of the Study

The objective of this study was to: Examine the roles of the members of the students' representative councils in secondary schools in relation to their integration in school management.

Research Question

This study intended to answer the following question: To what extent do the roles of the members of the students' representative councils affect integration in the management of secondary schools?

Rationale of the Study

Management of schools in Kenya and the world over continues to pose challenges to the managers. The challenges are as a result of the ever changing nature of the society. The challenges arising from the schools' internal and external environments affect the school's every aspect and therefore impact on the school effectiveness in realizing its goals either positively or negatively. In order to cope with these developments, various trends in school reforms have been witnessed, among these being reform in the way schools are managed. In Kenya, the Cabinet Secretary for education is responsible for the overall governance and management of basic education and for effectiveness, establishes structures of governance and management in education which among other duties will be required to enhance the culture of democracy, accountability and transparency in the governance and management of basic education. This is aimed at ensuring an enabling environment for teaching and learning which cannot take place in a chaotic environment which often is a result of students' unrest. The student's representative councils through which students participate in school management are aimed at

resolving and curbing the thorny issue of students' unrest. Identifying the challenges to the functionality in integration of the students' representative councils in secondary school management will no doubt help improve management.

Significance of the Study

The study will serve several purposes. Firstly, it will provide knowledge and Literature for future researchers in related area. It will also provide an understanding that could affect a shift in school management. This study should assist the Ministry of Education, the Teachers Service Commission, Management of Secondary Schools, sponsors, and other stakeholders with the necessary information required in the management and smooth running of secondary schools. The recommendations are expected to enhance the issue of the roles of the students' representative councils.

Assumptions of the Study

It was clear to the researchers that there were some other factors such as individual differences of the members of the students representative councils, differences in the nature of the schools, the environments in which they exist, and political factors among others that could also affect the integration of the students representative councils in the management of secondary schools in Kenya but the researcher was not interested in these other factors at the moment because their inclusion would have widened the scope of the study and interfered with focus.

Scope of the Study

This study investigated the extent of the integration of the students' representative councils in the Management of Secondary Schools in Kisumu County, but with specific focus on the roles of the members of the students' representative councils in secondary school management. The study was guided by the Gregory McGregor's Y theory of management, and conducted through a descriptive survey research design on a sample of 60 secondary schools in Kisumu County. This study was conducted during the year 2015. Data were collected using questionnaires, interviews, observation and document analysis methods and analyzed using descriptive and inferential statistics and reported using tables and text.

Theoretical Framework

Organizations differ in the nature of the systems they develop and maintain and in the results they achieve. Varying results predictably follow from different models of organizational behavior. These models constitute the belief system that dominates management's actions in each organization. It is highly important that managers recognize the nature, significance and effectiveness of their own models as well as the models of others around them (Newstrom, 2010). Performance of an organization is influenced by the management policies and practices in place (Zimmermann, 2002). Zimmermann argues that management also influences the performance of the economy at the level of the organization in aggregate and that "With effective management, it is possible to greatly improve a situation" (p22). School Administration should therefore, be guided by the general theories and principles of management. This study was guided by Douglas MC Gregor's Theory Y. (McGregor,

1960). Mc Gregor points out that expenditure of physical and mental effort in work is as natural as play or rest. Control and punishment are not the only ways to make people work and that man will direct himself if he is committed to the aims of the organization especially if the job is satisfying and further observes that the average man learns under proper conditions not only to accept but seek responsibility and imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees. Participative managers consult with their employees bringing them in on problems and decisions so that they work together as a team. The managers are not autocrats, but neither are they managers who abandon their management responsibilities. They still retain ultimate responsibility for the operation of their units, but they have learned to share operating responsibility with those who perform the work. This participative approach produces better results than the alternative approach of handing out authorization orders. The overriding consideration here is the fact that, staff will contribute more to the organization if they are treated as responsible and valued employees.

Roles of the Students Representative Council and Integration in Management of secondary schools

The Students Representative Council (SRC), helps share students ideas, interests and concerns with teachers and school principals. They often also help raise funds for school-wide activities, including social events, community projects, helping people in need and in school reform. For example, most schools do food drives, fund raisers and parties to raise funds. According to several schools; "A student council is a representative structure for students only, through which they can become involved in the affairs of the school, working in partnership with school management, staff and parents for the benefit of the school and its students. Student councils operate in many forms. Many secondary schools have one set of officers per grade level. In some schools, a student council representative is assigned to each class with the role of passing on request, ideas and complaints from students in that class to the student council.

How students relate to each other in and-out-of the classroom is a critical component of school climate and has an impact on school and classroom discipline. One of the most challenging tasks in primary or secondary school classroom is to build a learning community where students respect one another and value learning. Too often, students communicate, resolve conflicts violently, and have negative attitudes toward school and learning. Class meetings get students involved in constructive decision-making in their classrooms and schools. They build a climate of trust and respect between teachers and students, as well as among students and help them take ownership and responsibility for their classroom which is the ultimate goal of the classroom meetings. Research has found that students often develop a better sense of responsibility when given a chance to make meaningful contributions in their own classroom. When students believe they are contributing to the school environment in a significant way, they feel a more positive attachment to the school and are motivated to learn. It is also evident that students who are allowed to participate in problem solving and make some of their own decisions are likely to buy into the solutions agreed upon by the class during the meeting (Etsi, 2012).

Class meetings are beneficial for teachers and students in several ways:

- Provide students with opportunities to assume responsibility and help students take ownership for their actions by involving them in the process of understanding and questioning rules, guidelines, limits, and consequences. They are able to reason and reflect on their actions, think about the consequences of their behaviour, and comprehend the impact they have on others. It is when students believe their ideas are respected and valued that they will be productive participants and will truly take ownership and responsibility of their learning.
- Self-esteem is raised because the setting provides an opportunity for students to recognize abilities, describe activities and even admit mistakes without feeling vulnerable.
- Self-empowerment is increased when opinions are listened to with respect and when it is seen that an individual's particular contribution has led to a worthwhile solution to a problem or has been of interest to other people.
- The students listening skills are enhanced which is important because the ability to listen attentively and with real understanding is an important skill for all students to acquire. They are able to appreciate the value of listening to each other, and learn that respect is earned and reciprocated.
- Enhances reflective dialogue which helps listening with understanding.
- Students also gain needed experiences in skills of reading non-verbal clues such as tone, facial expressions, and gestures. Clear and concise speech is another important skill that is developed. It does not take long for students to realize that when their speech is unclear or disjointed, they will be unable to make their point of view known.
- Help students learn the connection between cause and effect of their behaviour. Empathy is fostered by asking questions such as, "Would you want to be treated like that?" They learn to set aside their own desires, views, and values as they hear another person's sensitivity to other's feelings makes it less likely that students will hurt, taunt, or isolate others.

Most researchers in education agree that an effective discipline system should be able to ensure the safety of students, teachers and workers and also create an environment conducive to learning. Effective discipline does not only refer to the specific means schools use to punish offending students or establish, maintain, or restore order but it is the training that enables students to make appropriate choices in a learning environment of warmth and support, which includes limitations with both positive and negative consequences. Combs (1995) observes that, responsibility and cooperation are learned behaviours offering students information and encouraging self-choice, while allowing them to make decisions independently teaches them to solve problems and accept the consequences of their own behaviours, both positive and negative. Combs points out that: Until students are allowed to have and to begin feeling appropriately interested in school and classroom rules, classroom control and good learning environment will always be a risk. Students are far more likely to develop good character and become accountable when they are provided an

opportunity to learn and actively participate in a democratic learning environment (p.29). Many professionals believe that increase in domestic violence and child abuse results in children who display learning and behaviour characteristics that lead to frustration, school failure, and even retaliatory violence (Murdick and Barbara, 1995). Living with violence inhibits the cognitive processes by which a child develops an awareness of the self. This lack of self-awareness results in a feeling of powerlessness and may lead to the child seeing adults as threatening rather than as supporters and providers of their innate needs. A sense of personal power is perceived as essential to all people, and many children find that bringing weapons to school provides them with that sense of power.

discipline and unrest in secondary schools. The report came up with the recommendations on the following:

- Discipline in secondary schools.
- Strategies for the achievement of UPE, EFA by 2005 and 2015 respectively.
- Ways of increasing transition rate from primary to secondary

According to this report, cases of student unrest in Kenya were not new, with the first case dating as early as 1908 at Maseno School and several students' unrests in schools between the years 2000/2001 as indicated in Table 1.

Table 1.

Province	Existing number of schools	Number of schools that experienced student unrest	% of schools goings on strike	Gravity
Central	630	85	13.5	Violent and destructive
Coast	151	4	2.6	Destruction of property
Nyanza	680	7	1.0	Destruction of property
Eastern	626	76	12.4	Destruction/Deaths
R. Valley	625	50	8.0	Violent and destructive
Western	408	19	4.7	Destruction to property
Nairobi	93	2	0.02	Destruction to property
N. Eastern	21	7	33.3	Destruction of property

Source: Ministry of Education, Science and Technology

Educational managers who take theory Y approach to discipline strive to provide intelligent leadership in their organizations so that maximum potentials can be released from their subordinates. Such leaders thus use discipline as an effective by-product of efficient application of leadership skills so as to gain willing cooperation from teachers, students and other workers within the rules and regulations set by the educational management and duly accepted by all members in the organization. The main aim of this approach is to inculcate among all organizational members a voluntary self-discipline. This approach takes a positive view about discipline (Okumbe, 1998). In the new constitutional dispensation in Kenya, the composition of the school Board of Management shall consist of the following membership;

- Six persons elected to represent parents of the pupils in the school
- One person nominated by the County Education Board.
- One representative of the teaching staff
- Three (3) representatives of the sponsors of the school
- One person to represent special interest groups in the community
- One person to represent persons with special needs
- One student representative who is ex-officio member (Republic of Kenya, Basic Education Act 2013). This is a bold move aimed at ensuring harmony in secondary schools. However, there is need to conduct thorough research on the challenges to, functionality of integration of the students in management of secondary schools in Kenya.

In order to improve secondary school management among other issues pertaining education a task Force on Student Discipline and Unrest in Secondary Schools (September, 2001) was constituted to brainstorm with various stakeholders and came up with the Republic of Kenya, Ministry of Education, Science and Technology Report on the task force on students

Concerning school administration, the Task Force observed that, lack of clear established channels of communications in a school and where freedom to express opinions by teachers, students and parents is curtailed, mistrust between students and the administration is created. This creates a situation where students have no way of expressing their grievances leading to frustrations and resulting in disruptive behaviour. The committee thus came up with the following recommendations on this matter

- Where there is need for any change in school policy, the head-teacher makes adequate consultations and records the same in the school logbook.
- Head teachers make adequate consultations with the BOM/PA for any institutional policy changes, affecting issues such as uniforms, chances, diet, and record the same in the log book and communicate it to DEO/PDE (Sub County and County Director of Education)
- Where a Head teacher must be away from his/her station for any duration, it be recorded in the school log book and where the period of absence exceeds 24 hours the Head-teacher gets written permission from the District Education officer and formerly requests the Deputy head teacher to take charge of the situation and copies the same to the DEO and the chairman of the Board of Governors.
- Circulars, which are not confidential in nature, be prominently displayed on the relevant notice boards in the school and the same is recorded in the school log book.
- Head teachers cultivate a democratic and participatory environment in the school and encourage regular "BARAZAS" where teachers and students are to express views, suggestions and grievances and where the school administration can get an opportunity to expound on policies.

Concerning the issue of prefects, the report observed that the prefect system plays a very important role in the administration of a school. A good prefect is one who is self-disciplined, respectful, well balanced, presentable, moderate, obedient, creative and mature and has leadership qualities. The task force was informed that; more often than not students were not involved in the selection of prefects but were imposed on them by the school administration.

- In some schools prefects were given special privileges such as uniforms, special diet and cubicles.
- Some prefects were wielding too much power and were harsh in their treatment of other students;
- Some prefects molest other students.

The task force observed that where students are not involved in the selection of prefects there is a possibility of appointing unpopular students thus rendering them ineffective. In some cases, the students appointed, as prefects were academically weak and were therefore unable to cope with added responsibility.

- The privileged position of prefects causes resentment from the mainstream student's body and is therefore unable to read the mood of the school.

This task force recommended that;

- Schools develop criteria known to all concerned and the student leader should be
 - Academically above average
 - Honest, fair, respectful, obedient, firm and consistently active in co-curricular activities
 - Exhibit leadership qualities
- The duties of prefects are clearly spelt out to avoid incidences of duplication and usurping the authority of the administration.
- Prefects be easily identifiable and their position recognized and respected without setting them apart from other students.
- Prefects are inducted to orientate them into their roles and responsibilities.
- Periodic consultative meetings are held between prefects, teachers and the school administration and the minutes of the meetings be tabled at BOM meetings.

There have been various studies on student leadership in educational institutions. The studies, including those of Etisi (2012), Duke (1989) and Combs (1995) have discussed the importance of attempts to involve students in school decision-making. They have indicated that the elected student leaders have the role of passing on requests, ideas and complaints to the school management. That when students believe they are contributing to the school environment in a significant way, they feel a more positive attachment to the school and are motivated to learn. Rules, Sanctions and procedures are discussed frequently before being formalized into school discipline. Students are therefore far more likely to develop good character and become accountable when they are provided an opportunity to learn and actively participate in a democratic learning environment through involvement. When their needs of significance and competence are unmet they turn to violence to fulfill them. Students in secondary schools in Kenya tend to display similar tendencies when they feel neglected or ignored as far as their lives while at school are

concerned. To inculcate self-discipline amongst the students, they therefore need to be listened to which is seen as a positive view about discipline (Okumbe, 1998). Management of secondary schools in Kenya is taking this approach with the aim of addressing the problem of rampant student's unrests in secondary schools. The students are getting involved in school management through the student's representative council as one of them becomes a member of the Board of Management.

Summary

This selected reviewed literature related to students' representative councils in secondary schools with a focus on the roles of the students' representative councils in secondary schools. It was realized from the literature reviewed that; the common practice in learning institutions including secondary schools is that student leaders are democratically elected by fellow students have roles which include linking the students to the institutional management and, that institutions of learning, including secondary schools attempt to forge a working relationship with the students through the representative councils.

RESEARCH METHODOLOGY

This study applied both the use of quantitative and qualitative methods. This is pragmatism; a philosophical underpinning for mixed methods studies. In this study therefore, both quantitative and qualitative data were collected at the same time and findings analysed and interpreted together.

Roles of the Members of the Students' Representative Council and Integration of Students' Representative Council in School Management

The objective of this study was to determine the influence of roles of the members of the students' representative councils on integration of students' representative council in the management of secondary schools. Different categories of the respondents were asked to rate the influence of roles of the members of the students' representative councils on integration of students' representative council in the management of secondary schools, on a Likert scale. The responses obtained are summarized in Table 2. The data above shows the responses of principals, deputy principals, BOM – Chairmen and student leaders on the influence of roles of the members of the students' representative councils on integration of students' representative council in school management. Most principals surveyed (15.6%) agree that the roles of the members of the students' representative councils influences integration of students' representative council in school management while another 7.3% of principals strongly agreed. Only 1.0% of principals surveyed disagreed that roles of the members of the students' representative councils influences integration of students' representative council in school management. But none of the principals surveyed (0.0%) were undecided as to whether roles of the members of the students' representative councils influences the integration of students' representative council in school management. Generally, most principals surveyed (22.9%) were of the view that roles of the members of the students' representative councils influence integration of students' representative council in school management while only 4.1% disagreed. When the same question was put to deputy principals, most deputy principals surveyed (9.4%) agreed that the roles of the members of the students'

Table 2. Roles of the Members of Students' Representative Councils and Integration of Students' Representative Councils in School Management

		Roles of students' representative councils influences integration					
Respondent Category		UND	DA	SDA	A	SA	Total
Principal	Count	0	1	3	15	7	26
	Percent	.0	1.0	3.1	15.6	7.3	27.1
D/ Principals	Count	1	3	3	9	8	24
	Percent	1.0	3.1	3.1	9.4	8.3	25.0
BOM - Chairman	Count	0	5	1	13	6	25
	Percent	.0	5.2	1.0	13.5	6.2	26.0
S/ Leaders	Count	2	4	3	4	8	21
	Percent	2.1	4.2	3.1	4.2	8.3	21.9
Total	Count	3	13	10	41	29	96
	Percent	3.1	13.5	10.4	42.7	30.2	100.0

Note. UND = Undecided; DA = Disagree; SDA = Strongly Disagree; A = Agree; SA = Strongly Agree.

Table 3. χ^2 Results of Views on Influence of Roles of the Members of Students' Representative Councils on Integration in School Management

Variable	N	Df	χ^2	Sig.	Cramer's V	Decision
Roles of Students' Councils	199	12	14.613	.263	.225	Accept H_{02}

Note. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .66.

representative councils influences integration of students' representative council in school management and another 8.3% strongly agreed. Some 3.1% of deputy principals surveyed disagreed that roles of the members of the students' representative councils influences integration of students' representative council in school management while another 1.0% of the deputy principals surveyed were undecided. Generally, most deputy principals surveyed (17.7%) were of the view that roles of the members of the students' representative councils influence integration of students' representative council in school management while only 6.2% disagreed. Hence deputy principles generally supported the fact that the roles of the members of the students' representative councils influence integration of students' representative council in secondary school management. The same question was also put to BOM - chairmen. Most BOM - chairmen surveyed (13.5%) agreed that the roles of the members of the students' representative councils influence integration of students' representative council in school management while 6.2% strongly agreed. Further, only 5.2% of BOM - chairmen surveyed disagreed that roles of the members of the students' representative councils influences integration of students' representative council in school management. No (0.0%) BOM - chairman surveyed was undecided on this matter. Generally, most BOM - chairmen surveyed (19.7%) were of the view that roles of the members of the students' representative councils influence integration of students' representative council in school management. Only 6.2% of the BOM - chairmen surveyed felt that the roles of the members of the students' representative councils do not influence integration of students' representative council in school management. Generally, the BOM-Chairmen were of the view that the roles of the members of the students' representative councils influence integration of students' representative council in school management. When the same question was put to the student leaders, their responses followed basically the same pattern as those already described. Most student leaders surveyed (8.3%) strongly agreed that the roles of the members of the students' representative councils influence integration of students' representative council in school management while 4.2% of the student leaders agreed. Moreover, only 4.2% of student leaders surveyed disagreed that roles of the members of the students' representative

councils influences integration of students' representative council in school management. Some 2.1% of the student leaders surveyed were undecided on this matter. Generally, most student leaders surveyed (12.5%) were of the view that roles of the members of the students' representative councils influences integration of students' representative council in school management while only 7.3% of the student leaders surveyed felt that the roles of the members of the students' representative councils do not influence integration of students' representative council in school management. Generally, the student leaders were of the view that the roles of the members of the students' representative councils influence integration of students' representative council in school management. Data on the last row shows the total responses of all respondents, principals, deputy principals, BOM – Chairmen and student leaders on the influence of roles of the members of the students' representative councils on integration of students' representative council in school management. Most respondents (42.7%) agreed that the roles of the members of the students' representative councils influence integration of students' representative council in school management while 30.1% of the respondents strongly agreed. Another 10.3% of the respondents disagreed that roles of the members of the students' representative councils influence integration of students' representative council in school management while 10.4% strongly disagreed. Another 3.1% of the respondents were undecided as to whether roles of the members of the students' representative councils influence integration of students' representative council in school management. On the overall analysis, most respondents (72.9%) were of the view that roles of the members of the students' representative councils influence integration of students' representative council in school management while another 23.9% generally disagreed. It was deduced from these results that the roles of the members of the students' representative councils influence integration of students' representative council in school management. The data in Table 2 was subjected to chi-square test of goodness-of-fit to test the hypothesis that there is no significant difference in the opinions of staff of secondary schools on the influence of roles of the members of the students' representative councils on integration of students' representative council in school management. H_{02} :

The roles of the members of the students' representative councils do not influence the integration of students' representative council in school management. The results of the analysis are summarized in Table 3. The results of chi-square test of the views of the respondents on the influence of roles of the members of the students' representative councils on integration of students' representative council in school management show that $\chi^2(12, N = 199) = 14.613, p = .263$, which led to acceptance of the null hypothesis. There were no significant differences between number of the respondents who agreed that the roles of the members of the students' representative councils influence integration of students' representative council in school management and those who disagreed. The hypothesis that the roles of the members of the students' representative councils do not influence the integration of students' representative council in the management of secondary schools in Kisumu County was therefore accepted. The finding suggested by the data in Table 2 was therefore discounted. This means that the roles of the members of the students' representative councils have no influence on integration of students' representative council in school management. While The Cramer's V Coefficient ($C = .225$) indicates that 22.5% of the integration of students' representative council in the management of secondary schools in Kisumu County is dependent on the roles of the members of the students' representative councils, this value cannot be relied on because the whole model is not significant. Hypothetically, students' representative councils can be adequately intergraded in school management by up to 24.8% if the roles of the members of the students' representative councils are properly articulated and structured, other factors notwithstanding.

DISCUSSION

This study pursued one specific objective, and consequently made one major finding, on the objective. Most respondents (72.9%) were of the view that the roles of the students' representative councils influence integration of the students' representative councils in school management. This finding was however discounted by a chi-square test showing that $\chi^2(12, N=199) = 14.613, P = .263$ leading to the establishment of the fact that the roles of the members of the students' representative councils do not significantly influence the integration of the students' representative councils in school management. However, adequate integration can be realized if the roles of the members of the students' representative councils are properly articulated and structured.

Findings

The objective of this study was to determine the influence of the process of formation of the students' representative council on integration of students' representative council in the management of secondary schools. Different categories of the respondents were asked to rate the influence of process of formation of students' representative council on integration of students' representative council in management of secondary schools, on a Likert scale. Preliminary analysis indicated that the process of formation of the students' representative council influences integration of student's representative council in school management. This view was confirmed by a chi square test. The study established that the process of formation of students' representative council influences the integration of students' representative council in the management of

secondary schools in Kisumu County. The study determined the influence of roles of the members of the students' representative council on integration of students' representative council in management of secondary schools. Different categories of the respondents were asked to rate the influence of roles of the members of the students' representative council in the management of secondary schools on a Likert scale. From the results, it was deduced that the roles of the members of the students' representative council has influence on integration of students' representative council in secondary school management. However, a chi-square test established that the roles of the members of the students' representative council do not significantly influence the integration of the students' representative council in the management of secondary schools in Kisumu County. The study observes, despite the fact that the roles of the members of students' representative council do not significantly influence integration of the students' representative council in school management, adequate integration can be realized if the roles of the members of the students' representative councils are properly clarified and streamlined and students leaders be properly inducted into the performance of their roles. Based on the finding and the conclusion drawn above, the study makes the following recommendations.

1. The school principals should ensure that the roles of the members of the students' representative councils are properly articulated and structured by ensuring induction and orientation for the student's representative councils into their roles and responsibilities for harmony between the student's representative councils, the rest of the students and the entire secondary school community.
2. The researcher takes exception of the fact that this study focused only on Kisumu County yet the issue of school management is of national concern. The study therefore, suggests that a similar study be conducted on a larger scale to cover the whole country as a sure way of assessing the extent to which the students' representative councils are integrated in secondary school management in Kenya.
3. This study realized that there was inadequate induction of the members of the students representative councils that some just existed as a formal requirement and were barely involved in the management of the schools. The study hence recommends that the members of the students representative councils be adequately inducted into their roles and be fully integrated in the management of secondary schools.

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