Original Research Article

Involvement of Student Councils in the Supervision of their Welfare on Discipline in Secondary Schools in Migori County, Kenya

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Abstract

Students' councils leadership is a participatory form of governance, which exist worldwide and can improve discipline of learners. In Kenya, it was established in 2009 after the burning of caporal punishment, between the years 2015-2018, 31.2 % of secondary schools in Migori County went on strike, 11.7% in Homa Bay, 10.2 in Kisii and 5.7% in Narok despite government directive that these student councils to be involved in the management of schools among other policies to reduce the conflicts. This is therefore prompting a study in Migori County. The objective which guided the study was to establish the influence of involvement of student councils in the supervision of their welfare activities on discipline; The study used conceptual framework. The study used descriptive survey and ex-post facto research designs. Targeted population was 1140 respondents. Principals, Deputy Principals (DPs), heads of guidance and counseling (HGC) and Presidents of Student Councils (PSCs) and 8 Sub-county Education officers (SCDE). The researcher used purposive sampling to find 8 SCDEs and use 30 percent to get a sample of 85 Principals, DPs, HGC and PSCs from a population of 283 respectively. Data collection instruments will be questionnaires for principals, DPs and students. Interview schedules for HGC and SCDEs. Two experts from the department of Educational Administration at Maseno University will scrutinize the instruments to ensure their validity. Reliability of the instruments will be determined by employing Pearson's product moment for the test-retest and reliability coefficient of 0.75 up to 0.99 was realized, hence the instruments were termed reliable. The findings revealed that involvement in supervision of students' welfare on students discipline had weak positive correlation (0.071) and it was statistically significant as p-value (0.211) > 0.01 level (2 tailed). The study concluded that students should be more involved in the supervision of their welfare on students' discipline. It was recommended that students' councils should be sufficiently prepared in their supervisory roles in school management to enhance discipline. The data was analyzed using both quantitative and qualitative methods. The study was significant to students; principals and education stakeholders. The researcher adhered to research ethical considerations.

Keywords: Involvement, student, councils, supervision, welfare, discipline, Schools, Kenya.

INTRODUCTION

Students' unrest in schools has been a universal phenomenon. The work of Bäckman and Trafford (2007) in Britain reiterated that the principals and school managers have a task to solve this perennial puzzle. It has been noted with concern that students need guidance. According to Gross (2010) who conducted a research among young students in London postulated that guidance and counseling for students in schools, make them to understand their teachers and appreciate them, thereby boosting their discipline, morale and academic efforts. This worked easily when the student leaders were first engaged and eventually teamed up with peer counselors. Consequently, this made the relationship between student leaders and peer counselors cordial. It can be argued that personal development is a major aim of guidance though; it also fosters student's personal interest, supplementing teacher's effort in assisting with academic problems (Hannan 2013; Jeffs 2012). In order to equip secondary school students with the needed leadership skills, their training should start from primary and lower grades. In this regard, the studies done by Sailor (2010) on behaviour training and leadership also echoed that the challenges inherent in education systems in both developing and developing nations should start from pre-school, home and church. While the work of Hannan (2013) dealt with a pilot study to evaluate the

impact of student participation, the current study dealt with the influence of involvement of student councils on their welfare activities on discipline in secondary schools to fill the research gap.

The World Bank (2011) report further opined that although students' access to basic education is crucial and significant for any meaningful country's economic growth and development, student-leaders participation towards national development depends on the quality of education they received and their completion rate at primary and secondary levels respectively. Many of the Australian Education managers, according to Hart (2011) regarded the student leaders in-put and the teachers' performance management system as the most suited means through which teachers' work was evaluated. The study carried out by Naidu (2011) on teachers' performance evaluation, was conducted to determine the base for selection, advancement, control, accountability, ensuring the achievement of organizational goals, and professional development. This study also evaluated the contribution of student leadership which was reported to be significant. In India, when dealing with student councils and their participation in decision making, Anupama and Minaketan (2011) opined that perception of student teachers about teachers' competencies shows knowledge of subject matter ranked first among 23 competencies. This was an indication that subject matter was pre-requisite for teaching profession. Importance of a competency without attaching its effect on pupils' academic achievement may not be useful for decision making in education circles.

When dealing with the issues of participatory school governance, Dhakal (2007) found it more beneficial to schools when they are allowed to exercise their democratic rights since they know themselves and can choose their own leaders who know how to solve their specific problems. The same sentiment was supported by Carnegie Young People Initiative Conference (2001) when it was pointed out that student's school management find easy time and support from student leaders who are well trained and behaved Global Social Service Workforce Alliance (GSSWA, 2020).

In America, administrative decentralization is like distribution of authority to different agencies, groups and even stakeholders and this supports the establishment of distribution of authorities to students through students' councils like supervision of students' welfare activities (Simuforosa &Rosemary, 2014). Still in America schools, the research by Schwartz (2015); Osher, Bear, Sprague and Dayle (2010) prescribed that managements involve students in decision-making and allow them to contribute meaningfully to their code of conduct and they are given opportunity to present their ideas opinions. According to Bickmore (2012); Sailor (2010) every school is required by law to have student council and in France, the high Education is structured in

a way to allow student involvement in decision-making. This idea was fully supported by democratic parents and guardians. In this regard there are student unions where at least one student should be a member (Jeffs, 2012; Osher *et al.,* 2010). While the work of Sailor (2010) used focus group discussion in data collection, the current study made use of questionnaires for data collection to fill the study research gap.

In South Africa, Phaswana (2013) found that the ruling government came up with policies aiming at encouraging student governance. In public schools, students in eighth grade or higher must be represented in the representative council of learners (RCL). Schools must establish RCL who are elected by students. In addition, are to participate in decision-making and must be involved in schools' affairs. From Nigeria, student council known as students' representative council (SRC) work to create awareness on academics and moral issues. Student councils enable the students to make decisions that affect them positively mainly in their academic performance (Adesoji & Adetero, 2015).

In Kenya, persistent wave of strikes secondary schools was the main reason why student councils were created in the year 2009. There was a need to hear students through their Representatives (Kahi, Mukite & Musitwa, 2012). The major argument ranges from changing attitude towards the children and young people in the society to increasing need to encourage and promote youth participation (Keogh &Whyte, 2005). Empirical evidence that exist demonstrates the positive aspect of student councils such as assistance in management, improving staff and student relationships, reduction of indiscipline cases like unrest in schools and improving performance in both academic and co-curriculum program (UNICEF, 2011) & (KSSHA&UNICEF, 2012). Students' involvement is concentrated within elected students councils (Kahi *et al.,* 2012). Student councils are not new phenomenon in Kenya and the entire world. According to Achieng, Kaberia and Sang (2017) student councils have been active in many tertiary education institutions. Most schools were not using student councils to promote democratic participation, until the policy was reinforced in the year 2009. They pointed out that student councils act as a link of communication between the students and school administration. Students in decision-making refer to the involvement of students in school affairs through established systems like student councils (Mudis & Yambo, 2015).

The ministry of Education had been undergoing fundamental structural changes to enable it to deliver services effectively and efficiently. In undertaking the structural reforms, they involved several stakeholders at every stage in spirit of openness and inclusiveness (Ojwang, 2012). Provision of quality Education in a school is a shared responsibility and the school democratic administration ensures that students, teachers

and Board of Management (BOM) members have access to school management. According to Rakiro (2022); Achieng *et al.,* (2017), it is prudent for teachers and students to share leadership in school. Consequently, while the work of dealt with Ojwang (2012) dealt with causes and effects of students' unrest the current study will deal with influence of involvement of student councils in decision making on discipline in secondary schools to fill the research gap.

One of the solutions to perennial students' strikes and unrest according to Mwangi (2013) is to involve the student councils in decision-making and the main duty of student councils is to direct and guide other students. Student councils are believed to be role models to other students therefore they are expected to ensure order and harmony among other students especially on their welfare activities. They are supposed to defend and reinforce the school rules and regulations (Mudis & Yambo, 2015). Despite government effort and emphasis to have all schools embracing changes and incorporating students' management, schools are not giving young people freedom of expression and appropriate participation in policy making (Mwangi 2013).

In the management of students discipline in secondary schools, Tuitoek, Yambo and Adhanja (2015) postulated that principals play major role in the management of all school affairs including allocating financial resources to students' council. Despite involving students' involvement in decision making in schools, creating time by schools BOM to listen to them, there has been still rampant unrest and rebellion amongst them.

The table 1.1 shows cases of indiscipline in four counties neighboring Migori which are Narok, Kisii, Migori and HomaBay. Between the years 2017-2021; Narok had 5.7% of the schools experiencing different kinds of indiscipline including burning of schools, Kisii 10.5%, Migori 31.2% and HomaBay 11.7%. These violence and disruptions in schools are likely caused by many factors ranging from the fact that students are not involved in decision making on matters affecting them, in the formulation of rules and regulations, in the communication channel to the supervision of their welfare actives among other factors (MOEST, 2022).

Table 1.1: Unrest, poor performance and rampage incidences in secondary schools in Narok, Kisii, Migori and HomaBay counties between the years 2019-2022

Counties	Schools	2015	2016	2017	2018	Total	Percentage
NAROK	262	2	6	4	3	15	5.7%
KISII	364	11	5	6	15	37	10.2%
MIGORI	**283**	**9**	**15**	**17**	**21**	**62**	**31.2%**
HOMABAY	324	9	12	5	12	38	11.7%

Source: Adopted from Ministry of Education in Narok, Kisii, Migori and HomaBay

In Kenya, schools violence stated in the late 1980s through 2000s and it became a national problem between the years 2016-2018. In the year 2020 alone between the months of May- August 130, secondary schools suffered burning of school infrastructure because of student unrest and violence (MOEST, 2022). The increase in both frequency and intensity of students protest mainly targeted other students rather than protest against school conditions (Republic of Kenya, 2022). These frequent school strikes occurrences have received national attention and condemnations and thus, prompted Educational stakeholders to form task force to look into the issues leading to these disruptions. The inquiries formed came up with various solutions among them was involvement of students in the management of schools through their student leaders, hence Student councils were to be formed in each school. They are to be involved when making decisions in post primary Education in Kenya (Omollo, 2023).

As seen in table 1.1, in the past, Secondary schools in Kenya have witnessed upsurge in discipline cases among students. This prompted a task force report

on student discipline working between June and July of 2012 observed that violent strikes affected more than 300 secondary schools in the country (Republic of Kenya 2013). Sound discipline approach is therefore seen as an essential ingredient in the creation of a happy and industrious school community (Njoroge & Nyabuto, 2014).

As put forward by Rakiro (2022) student councils are among the reforms in the Education sector that the government is undertaking. These student councils are to be directly elected by the students themselves and then endorsed by the administration, it is expected that participatory management of schools have to move further (Abwere, 2009). The changing of students' leadership from prefect to student councils has changed roles to being directive taker to a bridge of communication between students and administration, involvement in the decision-making, involvement in the formulation of rule and regulations and involvement in the supervision of students' welfares activities (Rakiro, 2022). The main aim of these roles is to influence discipline in schools. It is from this background that this

study intends to look at the influence of student councils in the secondary school management on discipline.

1.2 Statement of the problem

Student indiscipline has been on the rise in Migori County between the years 2015-2018 as compared to the neighboring counties like Narok. Kisii and Homa Bay. Between these years 31.2% of schools in Migori County experienced indiscipline cases ranging from strikes, student unrest, and poor performance to burning of schools, while the neighboring counties experienced lesser cases as can be seen in the table 1.1. The Government, the church and other education stakeholders have made effort to give solution to the problem by even ordering all schools to be involving students through their student councils for the management of discipline among other measures. Despite all these efforts, it is as if it is not working well with Migori county Secondary schools or maybe they are not embracing the involvement of student councils in the management fully. Student councils were formed in the year 2009 by Ministry of Education with a view to make secondary schools governance more participatory to influence discipline in secondary schools but indiscipline cases are still eminent in Migori county secondary schools. The study therefore investigated why indiscipline continues in this county, despite the introduction of students' councils.

LITERATURE REVIEW

2.3 Influence of Involvement of Student Councils in the Supervision of their Welfare Activities on Discipline in Secondary Schools

Studies done the In USA by Truss (2006) established that student councils help the school management to achieve ideals with the help students due to strong influence, service and inclusion in management of student. Similarly, more studies conducted in South Africa on the role of the student council linked to the day-today running of the school to student leaders who have power to exercise leadership in supervision, discipline of students, and organization of student activities was found accurate (Carr, 2005). Giving students a voice in key school matters has been found and considered more considered imperative. Studies done in San Francisco by Bryant (2008) posited that student leaders have more inspiration on their peers than those students endorsed by the teachers. Moreover, student's involvement in real life difficulties in a struggling inner-city community, increase student engagement and has valuable results for the communities they come from. As students get involved, they also learn leadership and get important role of combining positive community effect and individual student development (Brandes &Ginnis, 2010). In Italy and Australia, Hart (2011) pointed out that Students' Representatives' Council (SRC) is very common and most high schools have SRC, which are equally influential. The department of education and training, for instance, has representative, which represents the views of students in different areas.

Furthermore, Bäckman and Trafford (2007); Hart (2011) found out that most commonwealth schools, student councils are usually students in their senior grade who have considerable experience, power and effectively run their schools outside the classroom. They have some sort of ability over other students, which usually bring about good discipline needed for their academic achievement, and they participate in formulation of rules and regulation of their schools (Brandes &Ginnis, 2010). While the work of Bäckman and Trafford (2007) dealt with democratic governance of schools, the current study dealt with the influence of involvement of student councils in their welfare activities on discipline in secondary schools, to fill the research gap.

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

From the African perspective, In Ghana, student councils ensure and safeguard the general welfare of students by acting as the voice of students, airing their grievances in order to create a favorable academic environment (Hawkes, 2011; Alexia, 2014). It can be inferred that assigning this role would then free teachers to attend to other serious duties while authorizing student leaders to be responsible and responsible for the welfare of their colleagues. The work of Abebe (2017) in Ethiopia noted that some researchers argued that the routine engagement of learners within programs of the institution such as supervision, monitoring and evaluation is part of decentralization of school administration, but it is more often an outcome of pressure from the international domain. Despite schools embracing the notion of student council, it worth noting that prominence has not been placed on their ability to distribute their supervisory role as well as their authority. It still remains unclear which characteristics of school management the administration can get help assist from student leaders in terms of administration, how it can be approached and in what strategies (Alexia, 2014).

In Tanzania, Nyagiati and Yambo (2018) opined that student councils are charged with advisory and supervisory roles and are empowered effectively. For instance, the chairperson of the student council is supposed to advise Heads of schools on matters concerning students' concerns and maintenance of discipline. In their classes, student leaders control noise and maintain the general hygiene and related ones. Externally, they control activities such as games, clubs

and societies, supervise communal work within the compound, oversee the organization and life of students in dormitories and ensure that meals are served well and on time (Kambuga & Omollo, 2017). This goes hand in hand with ensuring that other recourses are also in place for their use as suggested by Olel and Oloo (2017) that schools should provide optimal provision of education resources for students regularly. Student councils play an important role in addressing student unrests, they play various roles like communicate student welfare to the management, coordinate co-curricular activities in the school, supervising preps in the morning and evening. They also check students' attendance in such activities as manual work and monitor indiscipline students in the school to address student unrests (Nzioki, 2015). The situation in Nigeria, has not been varied, it was reported by Nwankwo (2014) that student unrests were attributed to lack of effective decision- making by school management who saw students resorting to violence so as to vent their frustrations and differences (Arekenya, 2012). Students' participation in decision-making in the areas human resources among other things was very low. This seems to be an area that is reserved for the adults as students are viewed as immature (Hawkes, 2011) to handle such cases. In Ghana, student councils ensure and defend the general welfare of students by acting as the voice of students, airing their complaints in order to create a conducive academic environment (Alexia, 2014).

In the Kenyan situation, Chepkawai, Lelan and Kosgei (2022) noted that student councils play a good communication role in making sure that students' welfare are taken care of. A typical example, student councils ensure that students get consent to be out of class during lessons whenever they are sick or are engaged in other activities like cleaning of the school (Arekenya 2012). In this regard, Kimame (2018) added that principals play the roles of coordination, planning, communication, supervision and facilitating of activities of the entire system. Clear roles and goals should be defined to achieve set objectives in schools as planned. Students leadership has been equally found to be useful as put forward by Chepkawai *et al.,* (2022) student councils play a good role in solving student unrests in terms of interclass unrests and dormitory unrests, monitoring and supervision of school programmes like preps plus manual work. According to UNICEF and Kenya Secondary Schools Heads Association, a student Council refers to a student body appointed or elected in a school educational institution to be able to represent students' interests and welfare to the school management (KESSHA & UNICEF, 2013). Therefore involvement of students in issues that affect them like decision making roles played by student councils should be clearly defined to be able to manage indiscipline in schools (Indimuli, 2012).

As administrators, school principals use a variety of discipline administration tactics to maintain a productive learning environment. Some of these approaches according to Ndagire (2012) include preventive management techniques, behavior adjustment, reactive or punitive and corrective management techniques. Preventive management approaches are a combination of many techniques used to control student discipline before it occurs (Ndagire, 2012, Olel & Oloo 2017). It is true that student councils can equally be actively involved in the regulation of their welfare activities in schools. For this to be realized, McArdle (2011) posited that it is imperative for principals to understand the connection between student incentive and student behavior, then they need more direct training in this area of concern. Furthermore, Bickmore (2012) reiterated that staff cannot assume that principals understand that all student behaviors are purposeful, and that there is oftentimes a direct link between a student's motivation and their inappropriate behavior. In order to eradicate indiscipline, Bush (2007) recommended that students have to be positively kept busy. Other educational stakeholders also advocate for the involvement students in their welfare as well as that of the community and development that includes participation in tree planting, cleaning public markets and such like activities. Student councils play crucial role in welfare activities when they assume the role of teachers in schools daily and few communal ones. The activities range from organizing out of class activities to like games to solving, minor indiscipline cases in classes and ensure that all the students get their quality meals at the right time and orderly, while the work of Ndagire (2012) used focus group discussion to collect data, the current study used interview schedule to fill the research gap.

Students' welfare activities are varied and are important. According to Hawkes (2011) student councils play important roles in school management since they are given many roles like supervising their welfare activities, coordinating co-curricular activities, supervising learning activities especially during preps in the morning and evening when teacher are not there. They also monitor indiscipline cases when teachers are not around hence they are the link between student body and the school administration (Abwere, 2009). The work of Gitome, Katola and Nyabwari (2013) added that student councils act as the informers of the administrations of all the bad or good happenings in schools thus, teachers will know what take place without them be in the direct contact with the students (Mudis & Yambo, 2015).

Additionally, according to Omollo (2023) another way of promoting discipline in school was by promotional opportunities of teachers offered by TSC. Such promotions from one job group to another, promotion of a classroom teacher to senior teacher position, and promotion from deputy head teacher to principal highly influence teacher and principals' performance on maintenance of students discipline in schools. When this is coupled with the relevant

placement of teachers, it will highly enhance their ability to help maintain students discipline with a high mean rating (Yaakob, Habibi, Mukminim & Lantio, 2019). It has also been found by Nick and Nataha (2019) that poor home background, conditions and low prestige accorded the teaching profession by the employer and by the community may make them not be able to attract the learners who they teach to aspire to be even teachers in future. This disparity together with other factors cannot make them be able to cover the syllabus on time, address learner's content and be able to monitor the students' discipline adequately. Employer therefore should provide enabling and conducive environment for both teachers and learners. The research by Omollo (2023) dealt with a study population of 3291; the current study dealt with a population of 1140 to fill the research gap.

2.3.1 Students' Welfare and Wellbeing

Ordinarily, education has been considered important for enhancing students' welfare and wellbeing. According to the work of Kaur and Amanpreet (2020) on service quality in higher education, university education plays a key role in preparing graduates who are expected to contribute to the economic, industrial and social development worldwide. Universities are therefore expected to equip, expose students to learning environments that equip them with desirable skills, values, and attitudes to meet the current and future needs of society (Abbott, 2017). Research done by Sohail and Hasan, (2021) on the students' perceptions of service quality in Saudi universities noted that the society, include students who are the primary customers, who expect universities to provide quality education service experience that reflects value for the funding by respective governments and fees paid by the students plus their guardians (Branson & Gross 2014). Consequently, the delivery of quality education service is not only essential and important but a critical parameter of education service excellence (Kaur & Amanpreet, 2020; Sohail & Hasan, 2021). Thus, universities should be sensitive to customers' perceptions of service quality because it has a bearing on their competitive advantage confronted with the ever-growing competition for students to enroll into academic programs on offer (Branson & Gross 2014).

Students' welfare and wellbeing normally get keen attention when enrolment increases. The work of Sadera, Tanui and Kara (2022) posited that enrolled students influence future recruitment efforts through positive word of mouth communication to potential students on the service experience in a university (Mwiya, 2017). Students' welfare and wellbeing service quality has a bearing on the sustainability of universities with a higher education service enhancing their reputation and customers' loyalty (Mmutle & Shonhe, 2017). Although there is no agreement on the various components of education service quality among scholars, students' welfare services have been identified as a salient parameter of service experience in universities

(Kara *et al.,* 2016; Kaur & Amanpreet, 2020; Mwiya *et al.,* 2017; Viraiyan *et al.,* 2016)

Most schools have a vision and philosophy that support learning and students wellbeing. Studies by Serhan and Serhan (2019) who did more work on the perception and impact of impact of food service attributes on customer satisfaction among students' revealed that the welfare services entailed essential services that aimed at promoting the physical, mental, and social wellbeing of learners in an institution. In the universities, Ocansey (2018) added that the components of students' welfare services include but are not limited to sports and recreation, catering, guidance and counseling and health care services. Furthermore, Serhan and Serhan (2019) opined that quality provision of these vital services helps to maintain discipline and enhance the wellbeing of the students as well as improve learning outcomes; students' satisfaction, and loyalty to school leadership (Musonda, 2015; Serhan & Serhan, 2019). According to Lugosi (2019), catering services enable students to satisfy their basic needs of food and water thus having the essential energy to attend classes and learn amicably. The catering spaces also facilitate positive social interaction among the students (Kaur & Amanpreet, 2020).

The tenets of students' welfare and needs are not few. According to Yeravdekar and Yeravdekar (2014); Ocansey (2018) there are spiritual and psychological services are key hence it was underscored that students' access to chaplaincy services, quality guidance and counselling experiences in universities makes them confident of their new environment and improves their outlook for the future. Effective guidance and counseling services also help students to address personal psychosocial issues that interfere with their wellbeing and academic success. Yeravdekar and Yeravdekar (2014) assert that the period that students spend in universities is a life stage characterized by transition to independence in decision making away from their families. Consequently, the period affects the development of long-term behaviors that also affect their health and wellness (Mokoena & Dhurup, 2017). While the work of Yeravdekar and Yeravdekar (2014) dealt with healthcare delivery systems at higher educational institutions in India, the current study dealt with students' welfare and wellbeing on their discipline in secondary schools in Migori County, Kenya to fill the research gap.

More issues on students' wellbeing, welfare and academic achievement have been a great concern to education stakeholders. According to Souttera, O'Steena and Gilmore (2014) significant attention to conceptualizing and evaluating well-being in academic and in policy circles, well-being remains narrowly defined, if not undefined, the term in education, complicating efforts to plan for and monitor it effectively (Ereaut & Whiting, 2018; Konu & Rimpela, 2019).

Repeatedly, evaluations of youth well-being in the school context involving quantifiable metrics such as grades, test scores, attendance records, or number of visits to the chaplain, school counselor or the principal's office. Following the introduction of the Global School Health Initiative however, there has been increased consideration in the education sector to conceptualizing student well-being in broader terms (Ereaut & Whiting, 2018). For instance, emerging policy and programming relate student well-being to constructs such as physical and mental health, risk reduction and resilience, and have also focused on conditions, contexts and climates that facilitate healthy education such as safety, challenge, support, relationships and engagement (Allensworth & Kolbe, 2017; Riva *et al.,* 2020).

There exist a distinct difference between wellbeing and mental health. According to Bücker *et al.,* (2018) the construction of the concept of wellbeing within the university teaching and learning environment has been undertaken in several studies (Allensworth & Kolbe, 2017). It is useful therefore to make the distinction between mental wellbeing and mental health. Many individuals have a good sense of wellbeing while living with a mental illness, while others have a poor sense of wellbeing with no mental illness diagnosed. Clear definition of wellbeing has been done by Stanton, *et al.,* (2016:92) that wellbeing drawn from their student participants that includes "social, physical and mental dimensions" that require "balance" in order to achieve a "sense of happiness and fulfillment". Such a conceptualisation of wellbeing links with a positive psychology, in which wellbeing is recognized in two forms: hedonic (feelings of pleasure) and eudaemonic (self-actualisation) (Deci & Ryan, 2018).

Since more resources are used to educate students, Douwes, Metselaar, Pijnenborg and Boonstra (2023) prescribed that the well-being of students in higher education is under attention. Students' age in full time higher education commonly ranges between 17–24 years. This is also the critical age for the onset of psychological problems (Lipson & Eisenberg, 2018). Studies report that a considerable number of students in higher education are dealing with well-being issues such as psychological and emotional distress, feelings of anxiety and depression, and an increased risk of burnout in schools (Backhaus *et al.,* 2020; Baik *et al.,* 2019; Dopmeijer, 2021). According to Lipson and Eisenberg (2018) such numbers, combined with research indicating that well-being plays an important role in students' academic performance and drop-out rates are reduced. This has led to increasing attention on student well-being in higher education. The COVID-19 pandemic and its consequences, such as social distancing, lockdowns, and online education, have further boosted this attention because of the negative impact on the well-being of students in higher education (Doolan, 2021).

2.3.2 Supervision of students' Welfare in schools

Students should be involved in the supervision of their welfare. According to Lankara (2019) supervision is an essential skill and should be embedded in student development, training, and support (Yaakob *et al.,* 2019). As much as the nature of youth work does not often require supervision training, Farahmandian, Minavand and Afshardost (2018) added that adequate teacher professional development can assist with the acquisition of skills that can create positive environments for youth and students; therefore, it is important for youth workers to receive professional training especially on supervision of their welfare. Furthermore, Lankara (2019) found that most professionals who work with youth indicate formal supervision training is essential to their success as a supervisor. Even youth workers according to Jeffs and Smith (2010); Lankara (2019) indicated that gaining a clear understanding of the elements of school supervision provided a framework on which to base their practice, and also a basis for the evaluation of the supervision process in schools.

In order for the students to be comfortably capable of supervising their welfare with an aim of improving on their discipline, the work of Farahmandian *et al.,* (2018); Jeffs and Smith (2010) alluded that proper supervision was an important component of students work because it provided the basis for the relationship among them and the teachers. Students supervision training should address issues of accountability by offering good standards of work and ensure policies are understood well. By outlining clear training and supervision requirements, students have a clearer understanding about what is expected of them and feel able to perform essential supervision responsibilities (Lankara (2019).

Involving students in the supervision of their welfare has been found significant. In this regard, studies by Barford and Whelton (2017); Ellett, Ellett and Rugutt (2019) found that human service and child welfare should be carefully examined in schools. This should link both the individual and organizational factors to psychological, attitudinal, and behavioral worker outcomes, such as emotional exhaustion and worker retention (Lee, Rehner & Forster 2019; Mor-Barak, Levin, Nissly & Lane, 2021; Seibert, Silver & Randolph 2018). Factors such as teacher diversity and organizational climate which enables students' participation, according to Mor-Barak *et al.,* (2021) are perceived opportunities for life-work balance and supportive supervision in schools (Smith 2015). Levels of teachers caring, self-efficacy and work climate (Seibert *et al.,* 2018) have been considered for their relationships with students discipline as expected outcomes. Workers limited attention, however, has contributed to the individual sense of psychological empowerment among student welfare workers and its relationship with worker outcomes of their discipline (Lee, Weaver & Hrostowski 2011).

2.3.3 Supervision of Students' School and Class Environment

Students are in school to pursue education and according to Airasian (2019) to educate students is the major purpose of schools. Education is a means to help students to change in the positive ways, to introduce new things to them in their satisfaction. Studies by Petruzzellis, D'Uggento and Romanazzi (2016) defined satisfaction as the perception of enjoyment and accomplishment in the learning environment. Education is one of the main of achieving the same. Student satisfaction is an important component in attracting and retaining high achievement. Student satisfaction according to Edens (2012) is a key factor in perseverance in a course of action, as students who are satisfied with their experiences on campus tend to make an effort to graduate.

Generally, living environment that includes sanitation of dormitories are equally areas of involving students in supervision, research done by Roopsuwankun (2019) on students' satisfaction in Thai private vocational schools, had findings which showed that most of students were satisfied with their schools based on the result with six factors and variables that were significant analysis of satisfaction namely, parent involvement, school, environment, academic engagement, estimate of advantage in career and working skills, use of computer technology, major, current Grade Point Average (GPA), and living environment. The study therefore found that students were generally satisfied with their schools, which was the same finding as this study did (Petruzzellis *et al.,* 2016).

Students' satisfaction led to their discipline in schools. In this regard, Stoltenberg (2017) conducted a study investigating the concept of students' satisfaction in Oslo. The research was based on the findings with five factors of academic advising, quality instruction, accommodation, library facilities and general climate. It was found out that most of the students were quite satisfied with academic advising and quality instructions according to this research. Student satisfaction was fond to help in their discipline. Some respondents commented that they would prefer to have interactive discussions during classes. According to Roopsuwankun (2019) teachers should use modern methods of teaching. The findings of this study were to some degree similar to this study though the current research dealt with the supervision of students' school and class environment to fill the research gap.

Associating and involving students in the supervision of their own environment, according to Jeffs and Smith (2010) indicated that supervision is a vital part of students work practice in school. Research concluded that supervision goes beyond simply watching students (Appenzeller, 2015; Van der Smissen, 2006; Morrongiello and Schell 2019) suggest three dimensions for supervisors who work with students. The dimensions include implementing attention (extent of watching and listening), proximity (being within versus beyond arm's reach), and continuity of attention and proximity (constant/intermittent/not at all) and any change that could result in an increase of injury (Appenzeller, 2015).

As one of the delegated responsibilities, student council also supervises some school routines. According to GSSWA (2020) the main supervisor who is the teacher, must have the experience and skill to provide this guidance and help the supervisee reflect on and critically evaluate their own practice, skills, beliefs and attitudes in school. Identifying those with this experience, expertise and confidence can be challenging among students where social service workforce development is in the nascent stages, yet is vitally important (Jeffs & Smith 2010). In most cases, supervisors are direct representatives of social service organizations and assist supervisees in understanding the impact of context and policies in serving clients and community members. Foundational competencies are required for students to supervise their wellbeing in schools (Watson & Neilsen 2012). Supervision therefore is not for routine management functions; for example, allocating workload, authorizing holidays/leave. Supervision is not a disciplinary process either. It is a confidential space in which the supervisee is helped to think reflectively and critically about their practice especially touching on students' welfare.

Supervision strategies are varied. According to Van der Smissen (2017) there are three types of supervision strategies that students and youth workers may need to utilize in order to address all the dimensions of supervision—specific, transitional, and general supervision—and it is essential for undergraduate students preparing to work in this field to know their roles and responsibilities related to supervision. Furthermore, Watson and Neilsen (2012) added that specific supervision includes constant and continuous monitoring of participants, either in a one-on-one relationship or within a small group. This type of supervision has been common when the supervisor is giving instructions, the activity performed is high-risk, or there is a potential for serious injury but different on the part of students doing it on their welfare concerns (van der Smissen, 2017).

Temporary supervision, according to Morrongiello and Schell (2019) includes observing and overseeing participants as they rotate between general and specific activities (Van der Smissen (2006). A supervisor's level of involvement in transitional supervision will vary depending on the interaction among participants between activities, movement by groups of students within the facility, and the resources needed for the activity. It is important for future youth workers to learn general supervision skills and have the flexibility to turn those into specific supervision skills as the nature of the supervisees and type of activity of

lesson are altered. In this regard, the students were involved in supervising their school environment and welfare (Watson & Neilsen 2012). Different approaches have been used to describe work environment. In the work of Mor-Barak *et al.,* (2021) it was operationalized as work environment in organizational climate, and was defined as fairness in procedures and compensation, organizational inclusion– exclusion, stress, and social support. While the work of Westbrook *et al.,* (2006) investigated work environment in a child welfare organization (professional organizational culture, policy, workload) the current study dealt with the Influence of involvement of student councils in the supervision of their welfare activities on discipline in secondary schools to fill the research gap.

Among the students, as put forward by Barford and Whelton (2017), organizational environments where work responsibilities and expectations are clearly defined may reduce unbecoming students' discipline, emotional exhaustion and increase their retention in school (Van der Smissen 2006). Given that the process of authorizing students takes place in the schools, the degree of learners' psychological empowerment may be conceptualized as a mediator between school environment and outcomes expected from empowered students (Figlio & Loeb, 2018). Several studies empirically tested a model in which psychological

enablement mediated the association between school environment and psychological, behavioral, or attitudinal outcomes.

RESEARCH METHODOLOGY

This study employed both descriptive survey research and Ex post facto designs. According to Singh, (2010) descriptive research tends to produce statistical information about aspects of education, which interest policy makers and educators. This study fitted within the provisions of descriptive research design since the researcher collected data and report things the way they are without any manipulation of any. The study was carried out in secondary schools in Migori County, Kenya. The schools were public, private, mixed, day, boarding, girls and boys schools specifically in Awendo, Kuria East, Kuria West, Nyatike, Rongo, Suna East, Suna West and Uriri sub-counties of Migori County, Kenya. The area has a proximately 363,920 people.

The study population was 283 principals, 283 deputy principals, 283 guidance and counseling teachers, 283 presidents of student councils and 8 Sub-County Education Officers total of 1140.

Table 3.1 therefore presents sampling technique and size.

Table 3.1: The Sample and Sampling Technique

Respondents	Population	Technique	Sample Size
Principals	283	30%	85
Deputy Principals	283	30%	85
SCEOs	8	100%	8
Guidance and Counseling Teachers	283	30%	85
Presidents of Student Councils	283	30%	85
Total	**1140**		**348**

Grounded on the work of Best and Khan (2008); Bloomberg and Volpe (2008) which contended that 30 percent is statistically significant, considerable and convenient, as represented in table 3.1 the researcher consequently, used 30 percent to get a sample sizes of 85 Principals, Deputy Principals, Guidance and Counseling Teachers and Presidents of Student Councils from a population of 283 respectively. Since there are only 8 Sub-County Education Officers with the same needed information, they were sampled purposively which was 100% (Singh, 2010). When considering validity, Kombo and Tromp (2006) stated that validity is a measure of how well a test measures what is supposed to measure. In this regard, Singh (2010) also defined validity as the degree to which an empirical measure or several measures of concept accurately represent that topic. The other questionnaires and interview guide responses were scored and comparison between the two answers were obtained and analyzed. Reliability of the instruments was therefore determined by employing Pearson's product moment for the test-retest and the reliability coefficient

of 0.75 for questionnaires was realized, 0.71 was realized for the interview schedule then the instruments were termed reliable (Kombo& Tromp, 2006).

DATA ANALYSIS AND DISCUSSION

The study use both quantitative and qualitative methods for corroboration of results. According to Bazeley (2009) for corroboration of results, both data gathering and analysis for each method were carried out separately but concurrently. In this study therefore, data was analyzed using both quantitative and qualitative techniques. The qualitative data was sorted, coded and processed using SPSS version 23 to generate frequencies and percentages. While quantitative data was analyzed using regression analysis technique.

4.4 Influence of Involvement of Students' Councils in the Supervision of their Welfare on Discipline in Secondary Schools in Migori County

In order to correlate the involvement of student councils in the supervision of their welfare on discipline

principal's questionnaire was used to generate their ratings on the same. This was shown in table 4.5 using the Pearson's product-moment correlations and generated using SPSS version 23.

Ho₁: There is no statistically significant influence of involving students' councils in the supervision of their welfare on discipline in secondary schools in Migori County, Kenya.

In order to answer this hypothesis, the researcher dealt with it as follows:

4. 4. 1 Principals

The study sought find whether there was a statistically significant influence in the supervision of the students' welfare on discipline in secondary schools. The findings were analysed as indicated in Table 4.5

Statements and the statistical tests were presented as shown in the table 4.5

Table 4.5: Supervision of their welfare on discipline (n=63)

		Student council involvement in supervision of their welfare	Students Discipline
Student council involvement in supervision of their welfare	Pearson's Correlation	1	.071
	Sig. (2-tailed)		.211
	N	63	63
Students Discipline	Pearson's Correlation	.071	1
	Sig. (2-tailed)	.211	
	N	63	63

@=0.01

As indicated in Table 4.5, it can be observed that student council involvement in supervision of their welfare on students discipline had weak positive correlation (0.071) and it was statistically insignificant as p-value (0.211) > 0.01 level (2 tailed). Thus, the null hypothesis: There is no significant influence of involving student councils in the supervision of their welfare on discipline in secondary schools in Migori County was accepted. Value of correlations ʹrʹ lies between +1 and -1. The value of ʹrʹ nearer +1 or -1 indicates strong correlations between the variables (Amin, 2004; Bloomberg & Volpe 2008). Thus a correlation of 0.071

is a weak positive correlation. The findings of this study concurred with those Brandes and Ginnis (2010) who found no significance relationship between Student council involvement in supervision of their welfare on students discipline differed insignificantly irrespective of principal's experience and trainings.

4.4.2 Deputy Principals

The deputy principal's questionnaire was used find their responses on school rated from the lowest happening to the highest happening.

Table 4.6: Students welfare are not fully taken care of in school (N=77)

	Responses					Total
Statement	Very Low	Low	Moderate	High	Very High	
Students welfare are fully taken care of in school	09	12	15	25	16	77
Percentage	11.7	15.5	19.4	32.6	20.8	100

Fiend data 2023

The findings from table 4.6 indicated that 49 (64.0 Percent) of the deputy principals agreed that the Students welfare are fully taken care of in school while 28 (36.0 percent) responded in the opposite. This therefore means that student welfare was fully taken care in schools. Conversely, the work of Bäckman and Trafford (2007) which dealt with democratic governance of students in schools found that in most cases students are not given more freedom in schools. In Migori County this trend should continue of giving them more support in their welfare and wellbeing to bring more sanity in the schools. Additional support to students' welfare

internationally was found in the work of Abebe (2017) in Ethiopia which categorically noted that some researchers argued that the routine engagement of learners within programs of the institution such as supervision, monitoring and evaluation is part of decentralization of school administration, but it is more often an outcome of pressure from the international domain.

4.4.3 Students' Councils

The Student's questionnaire was used to find their responses on school rated from the lowest happening to the highest happening.

Table 4.7 Students meet to Deliberate on their welfare (N=82)

Statement	Responses					Total
	Very Low	**Low**	**Moderate**	**High**	**Very High**	
Students are given time to meet and discuss freely	23	17	19	09	14	82
Percentage	28.0	20.8	23.2	10.9	17.1	100

Fiend data 2023

The findings from table 4.7 indicated that 50 (60.9 percent) of the students indicated that it was too low that students are given time to meet and discuss freely while 32 (39.1 percent) reported the opposite. Here students are contesting that they do not find time to deliberate freely as expected that means their freedom is denied. While the finding in the student leadership in Kenya, Migori County seem to be denying them time to exercise their leadership rights, in Tanzania, the research by Nyagiati and Yambo (2018) opined that student councils are charged with advisory and supervisory roles and are empowered effectively.

4.4.4 Guidance and Counseling Teachers
The Guidance and Counseling Teachers questionnaire was used find their responses on school rated as it appealed to them as shown in table 4.8.

Table 4.7 Supervision of students' activities (N=79)

Suggestions	Frequency	%
Students are provided with well balance diet meals	60	75.9
Students participate in all the disciplines cases	53	67.0
Students get prompt medical attention	79	100
There is conducive learning environment in the school	60	75.9
Clubs and societies are very active in the school	62	78.4
student councils are allowed to monitor preps	61	77.2
Student councils are to approve the quality and quantity of food for the students	59	74.6

Field data 2023

The findings from table 4.8 depicted responses of the 79 Guidance and counseling teachers were asked about their response on the supervision of students' activities especially on the involvement of student councils in the supervision of their welfare on discipline in secondary schools, 100 percent, Students get prompt medical attention and many principals, 78.4 percent responded that clubs and societies are very active in the school. Furthermore, 75.9 percent reiterated that there was a condusive learning environment in the school. All these plus related ones when put into practice would provide a conducive learning environment. The work of Ochieng, Kaberia and Sang (2017) confirmed that when students are listened to, they become calm and cooperative.

4.4.5 SCDEs Response on the Supervision of Students welfare
From the interviews, the eight respondents acknowledged the importance of involving the students' council in the supervision of their welfare on discipline in secondary schools. Respondents A, B, D, E and G stated that the leadership approach implemented by the principal had a critical impact on making the students involved in school time management. One of the participants stated that:
> *"Structural leadership helps bring all parties to reach a mutual understanding between student councils, teachers and heads of department."*

The common understanding would promote peace and minimize any kind of aggression. However, respondents C, F and H had reservations concerning how prudent the students' council would become if they were give much power and privilege to supervise other students' time management. One of the respondents said,
> *"Much power will make students to do what they want. Sometimes they tend to abuse too much power and privilege."*

Another participant noted that,
> *"It is a good thing to have student leaders supervise their fellows, how they use their time. But the student councils should be answerable to teachers to avoid using the power wrongly."*

The final respondent, H, said that on the contrary:
> *"Supervision by students' council has not changed discipline much. Perhaps the student leaders need some leadership training so that they know what they are doing."*

Responses from the interview schedule by the SCDE seemed to indicate that students were given more freedom to participate and deliberate issues pertaining to their welfare on discipline in secondary schools. Their responses were found to be in line with the ideas of Truss (2006) who established that student councils help the school management to achieve ideals with the help of other students due to strong influence, service and inclusion in management. The students' leadership has a

place in the schools hierarchy of authority and this was evidenced by the work of Schwartz (2015), who clearly pointed out that the prefect system reflects a hierarchical type of management in the school system (O'Gorman, 2004).

4.4.6 Supervision of Students' welfare on discipline

The results from figure 4.2 indicated that students responded more positively enthusiastic when dealing with their welfare which has a connection with time management which regulates their activities as instructed by teachers. The work of Barford and Whelton (2017) ascertained that students were motivated academically and behaviorally by their peers more than teachers. In this regard this study was in line with the outcomes of previous researcher like Adhanja *et al.,* (2016) who noted that student leaders significantly influence their peers' behavior. Indiscipline usually occurs due to inability of to select personal values within the moral context. Therefore, the role of students' council leaders is to facilitate behavior and morality of other students through dialogue and non-judgmental. Discipline management is essential for effective discipline management. The student councils need supervision training to understand the process of discipline management.

Student council is a structure through which the rest of the students are engaged in the management of school administrative affairs. According to Huddleston

(2017) the student council is vital as it serves side by side in the management of school issues. Concerning the supervision of the student time management, the student council plays a critical role to ensure that their peers executed their assigned duties smoothly. Besides, the student council enhances the feeling that the student body is adequately represented in the school management thus they feel to be part of the school activities, and their contributions in running the school are acknowledged. The results of this study are equally confirmed by Huddleston (2017) who explained that through the new structure of the student council, there is improved participation for all students unlike traditionally, when rules and regulations were imposed on students leading to conflicts. By performing the role of supervision, student councils help their followers through role modeling, promoting school culture, reinforcing positive behaviors, inspiring them to perform some activities and representing them in school programs.

In this study, in order to confirm how student councils' are involved in the supervision of their welfare influenced discipline among them in secondary schools in Migori County, school administrators these were the principals, Deputy principals, teachers in charge of guidance and counseling as well as heads of the student's councils rated their degree of agreement as shown in Figure 4.2.
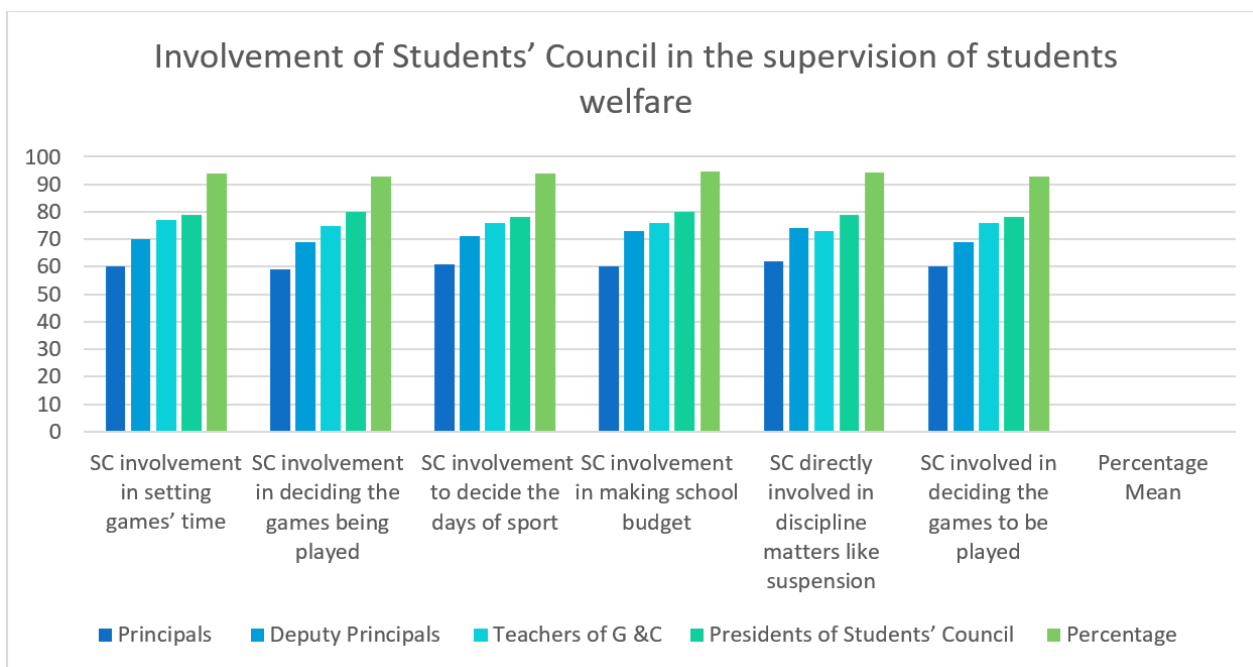

Figure 4.2: Supervision of Students Welfare

As indicated in Figure 4.2, it has been seen that 93.3 percent of the respondents agreed that students' council should be involved in the supervision of their welfare in secondary schools. Concerning involvement of student councils in supervision of time, each element

of the question (supervision of learning schedules, cleanliness, student health, time for clubs and society, preps, and supervision of meal time) was rated more than 90%. Although some respondents rated students' council in supervision of their welfare for school cleaning,

utilization of time for clubs/societies and monitoring students' meal time, they still rated them above average. Many respondents, however, strongly agreed with involving students' councils in supervision of school schedules and meal times. In this regard, as was put forward by Njozela (2016) other student leaders like the entertainment secretary should guarantee that halls are ready and equipment are working before the scheduled programs start to avoid wastage of time in class (Mudis & Yambo, 2015).

CONCLUSION

The study indicated that 49 (64.0 Percent) of the deputy principals agreed that the Students welfare are fully taken care of in school while 28 (36.0 percent) responded in the opposite. This therefore means that student welfare was fully taken care of in schools.

RECOMMENDATIONS

After examining the influence of student council involvement in the management of discipline in secondary schools in Migori, the following recommendations were made;

Students' councils should be sufficiently prepared in their supervisory roles in school management to enhance discipline. This could be achieved by organizing for them leadership workshops, seminars and regular meetings with the school administrators including sub-county, county education officers.

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