Original Research Article

Students' Councils Involvement in the Formulation of Rules and Regulations on Discipline in Secondary Schools 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, 21.2 % 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 analyze the influence of student councils' involvement in the formulation of rules and regulations on discipline in secondary schools Migori County. 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 study findings indicated that there was weak, positive correlation between the two variables [$r = .428$, $n=63$, $p> 0.01$], with high levels of Students' councils formulation of rules and regulations connected with high levels of students discipline in secondary schools, and it was statistically significant as p-value $(0.211) > 0.01$ level (2 tailed). The study concluded that students' council should be more involved in the formulation of rules and regulations on their' discipline. It was recommended that students' councils should be sufficiently prepared in their involvement in formulation of school rules 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: Student, council, formulation, rules, regulations secondary discipline, Schools, Kenya.

INTRODUCTION

There have been numerous types of students' leaders in the history of teaching and learning. These leaders include prefects, captains, councilors, ministers and student councils (Monahan (2009)). Students' Governing Councils (SGC) is mainly found in higher institutions of learning like the universities. Students elect their leaders who represent their grievances to university management. Ministers are students' leaders in tertiary institutions like Teachers Training Colleges. The chief minister is responsible for coordinating the activities of other ministers. Students' leaders in high schools are referred to as captains, prefects or monitors. In primary schools' leaders are referred to as prefects or monitors. Prefects are mostly selected by school authorities for their academic ability and conformity to the philosophy of alma mater. According to Schwartz (2015), the prefect system reflects a hierarchical type of management (O'Gorman, 2004). Student councils on the other hand, differ primarily in that student elect the members. They aim to represent students' issues and are a voice for students within the school.

The work of Vaccar (2015) supported those students themselves also confirmed that their councils played their role well. Student councils were involved in ensuring rules and regulations were followed to the letter as indicated by 118(73.7%) of the respondents; promoted good discipline by holding regular meeting and discussion with students as shown by 130(81.3%) of the respondents and encouraged fellow learners to participate and was responsible for the sound functioning of school. Lack of clearly defined roles and prospects for student councils also could contribute to a level of anxiety among the teachers regarding the failure of discipline if there was an increase in the level of student involvement in school matters (McLoughlin, 2014). Furthermore, Teachers Monahan (2009) also identified transparency and clarity of purpose in the activities of the council as one of the most significant factors for the operative procedure of a council. Although it is perhaps impossible to listen to children too much; there is a threat if teachers feel disempowered and avoided through students' consultation. This gives a number of reasons why there might be opposition to student councils, including previous bad understanding of students using the council (McLoughlin, 2014).

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.

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.

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 student councils.

LITERATURE REVIEW
Influence of Involvement of Student Councils in the Formulation of Rules and Regulations on Discipline in Secondary Schools
Ownership is imperative in all sectors of learning. The work of David (2011) where a cross-sectional survey among 270 student leaders in London was done found that there has been a tendency among some school administrator and teachers to define the issues which affect students quite by themselves without involving students or use the jointly formulated rules and regulations. Subsequently, these aggravate and exasperate students greatly and cause elements of indiscipline. On the contrary, when student councils are allowed to participate in formulation of rules and regulations, they tend to own and abide by them (Walsh 2016). According to David (2011) this makes management of schools become easy and academic performance equally improves. However, he did not look into the extent of involvement of student councils in formulation and rules and their influences on discipline of schools. While the work of David (2011) dealt with 270 student leaders, the current study dealt with 283 guidance and counseling teachers to fill the research gap.

Significance of Rules and Regulations in Schools
More order and directions are needed in schools. According to Boostrom (2017) the rules in schools normally outline ways of thinking about oneself and the world. Additionally, Johnson and Johansson (2013) postulated that the school rules and regulations are designed to promote high standards of behaviour in and around the school and on any school visit or activity. They are based on clear values of humbleness, hard work, a wide outlook, inclusivity and tolerance, which are in line with the School's aims and values and also apply in today's society. Students are required to display good manners, common sense, honesty and consideration for others at all times. These rules place emphasis on positive behaviour and seek to promote an excellent teaching and learning environment in which all students can realize their potential (Wainryb 2016). They recognize the School's duty to defend and protect the welfare of all students, and to take action against inequalities and discrimination of any kind. There is

reliability on a culture of mutual respect between students, staff and parents. Schools should to promote these rules through assemblies, house meetings, creation of periods; through induction and INSET to staff; and parent meetings and information evenings (Alemneh, 2019).

In every school, according to Boostrom (2017), rules are very important in the classroom because classroom rules not only build up a strong connection between the student and the teacher but also build a very strong connection in the whole class. They work as a unit from the very beginning as it has been the basic rule if you want to build up law and order in the classroom (Alemneh, 2019; Boostrom 2017). Rules are closely related to discipline. The work of Wainryb (2016) noted that discipline is an essential component of any successful school environment. It plays a critical and pivotal role in student learning. A student should know this important rule because, without discipline, they misbehave and hurt the class environment. Misbehavior can have a major negative impact on the learning environment for all students (Alemneh, 2019).

School rules help in time management hence achievement of learning objectives in schools. Studies by Thornberg (2018) confirms that one thing that rules and regulations really teach learners when they are truly following any kind of rules in the classroom or in any institutes in which they are studying. This has been found significant in that time management help to improve quality many cases. Without any doubt, according to Boostrom (2017) school rules are very necessary like a blue moon, for the rules contribute to discipline and respect, and provide a framework for students to create a conducive atmosphere for all the staff in a well-structured environment. Students are not just passive receivers in their socialization process. As put forward by Neff and Helwig (2018) who had a constructivist approach to understanding the development of reasoning about rights and authority, young people as well as adults interpret their experiences and reflect on them: some social norms or rules would be accepted while others would be rejected, questioned or doubted by them (Wainryb 2016).

Learners should not be neglected in school matters. According to Alemneh (2019); Odoyo (2016) students are key stakeholders and the most essential resources in education. It is absolutely essential to direct them to exhibit an acceptable attitude and behavior within and outside the school (Anna, 2013). In an attempt to achieve an organized and peaceable school environment and maintain rules and regulations, the school management specifies instructions and procedures to guide the activities of members of the educational institution (Odoyo, 2016). Education is generally a lifelong process that begins at home and continues as a formal and informal training. How a student learns and his or her success in learning the

lessons of life are dependent upon earlier lessons. In this regard, Carlon (2017) added that attitude affects perceptions and development through the learning process and is ultimately manifested in student's behavior (Alemneh, 2019). Diverse strategies to maintain discipline have been employed both at the national and school levels. Amongst others, the adoption and placement of school rules and regulations in secondary schools are the main target for monitoring and curbing students' unwanted behaviors (Carlon, 2017). While the work of Alemneh (2019) addressed assessing the impact of School rules and regulations on students' perception, the current study dealt with the significance of rules and regulations in schools to fill the research gap.

Ordinarily, discipline is essential for almost everything a school can offer to all students. Studies by McLoughlin (2014); Alemneh (2019) links both the culture and the climate of a school and for a satisfactory climate to exist in a school, a certain level of discipline must exist therein. In schools where discipline is a serious problem—for instance, when students bully each other—parents prefer to transfer their children to other schools (Jennifer & Gareth, 2016). Since the well behaved students usually perform well academically, their transfer to another school could affect their overall performance of the former school as well. According to McLoughlin (2014) perception is a process of interpreting and understanding one's environment well. It is the process through which people select, organize, and interpret what they see, hear, touch, and smell, and create meaning from such things and respond to the world around them. Furthermore, perception is also a process through which people receive, organize, and interpret information from their environment (Carlon, 2017). The secondary school students' perception on school rules and regulations, therefore, has a great impact on the way they obey and adhere to such rules and regulations (Jennifer & Gareth, 2016). Perceptions and attitudes go hand in hand. In this regard, students' attitudes on school rules and regulations have a significant link with the perception toward promoting good behavior in schools. According to Neff and Helwig (2018) students should have enough understanding about school rules and regulations to exercise easy and effective implementations. A study by Herbert (2019) found that many students think that most school rules are good and without these rules, the school would not be a pleasant place to be (Neff & Helwig 2018).

Rules and regulations are also significant in the higher institutions. Research by Okon, Ajah, and Ekarika (2022) pointed out that university students' non-compliance with rules and regulations has been attributed to different reasons. Some of these are the home, school and society at large have been blamed (Ukala, 2018; Ewara, 2018). In this regard, Gaston (2015) for instance suggested systems thinking and inconsistent school policy enforcement as factors in student's expression of incivilities. Furthermore,

university students come from different backgrounds; have different orientation hence oftentimes see their entry into university as coming of age and being in charge of their concerns with support from peers and friends (Ewara, 2018). They from time to time see school rules as being external to them hence submit unwillingly to discipline (Amoah, Francis, Laryea, & Abena, 2015). This sentiment was supported by Simba, Agak and Kabuka (2016) that they develop an attitude of unwillingness to comply with rules and regulations (which may be due to the way they perceive discipline. Additionally, perception is the process of detecting stimulus and assigning meaning to it (Woolfolk, Hughes & Walkup, 2008). The perception of individuals' is affected by factors like interest and experience (Woolfolk *et al.,* 2008); expectations, past experiences, mood and motivations (Amoah *et al.,* 2015). Students' awareness of school discipline thus could be seen as a product these issues. According to Woolfolk *et al.,* (2008) these factors which reside within the individuals' (students) contribute significantly to their insights and how it plays out on their behaviour.

Formulation of Rules and Regulations on Discipline

Failure to abide by school orders is disadvantageous. As Boostrom (2017) suggest, some students do not abide by the school rules and regulations, and for the same reason, they dropout from school. Some students are not aware of and have less awareness about school rules and regulations that can instill in them standard behavior. Schools play a significant role in the socialization process of young people; it is where they learn to regulate their own conduct, respect others, and manage their time responsibly and thus become responsible citizens (Gaston 2015; Carlon, 2017). School rules and regulations are found to be promoting good behavior and discipline.

In formulation of rules and regulations, Chaplain (2014) observed that the goal charted with rules for the classroom and the whole school leads to a safe environment and good working relationship. Regulations and rules should be more clear, attainable and be subject to the school policy and government regulations. Rules can be for deterrence and also, after the act of disobedience, prescribe the consequences of the offence in relation to its seriousness. Walsh (2016) further says that the rules in schools are mostly rules that relate to teacher-student and student-student associations. The code of behavior of a school can uphold or improve an existing positive learning situation. It can, if rules and regulations included are prescribed by school authorities and complied with by learners, reduce the task of using tough remedial actions or measures against misbehaving learners. On the contrary, Mukiti (2014) reiterated that most of the times, decisions that teachers impose on students were the same that students themselves could gladly own if they were given an opportunity to participate in their negotiations. The true reward to

student council members was to give chance to give service to their class and school.

Alternative Rules and Regulations on Students Discipline

With respect to discipline in schools, the work of Eggleton (2012) suggested that effective instruction, supplemented by wide effective classroom management strategies and alternative school programmes that aim to discipline for reform, should form the disciplinary style in schools. Disciplinary strategies for modification may include guidance and counseling, chaplaincy and remedial assistance. In this regard, a school-wide discipline policy supported by teamwork (educators) and a 'visible principal', that is a principal who is present when disciplinary problems need to be attended to, without always assigning disciplinary responsibilities to the Head of department or Deputy Principal. Emmer, Evertson, and Warsham (2014) recommend as an alternative to corporal punishment educators should help each learner to realize that his/her behaviour is not acceptable and can be changed. They suggest teachers should not attribute all the evil behaviour to the child's choice. Unwanted behaviour may have been enforced on him or her. Teachers should not always undertake that the learner is the one who cannot make good choices of behaviour. According to Docking (2011) praising good behaviour in the classroom maintains correct behaviour and reduces behaviour complications. A warning has been given against criticizing bad behaviour while overlooking good behaviour. In this light, Wragg (2009) supports the idea of praising good behaviour by signifying that a teacher needs to promote good behaviour by a reward or appreciation like praise or a positive node (Emmer *et al.,* 2014).

In regard to alternative rules and regulations, Dadisman, King, Manahan, and Quade (2007) recommended that after-school detention and revocation of privileges like recess approaches are more enlightened and constructive than beating learners. These authors share Mercure's (2006) ideas with respect to in-school seclusion. This approach suggests that learners involved in bad behaviour should be removed from other learners and be asked to do their class work or assignments in secluded classrooms or halls where they are all alone. They also agree that these are meant to be beneficially punitive rather than creating playtime during isolation. In agreement, Emmer *et al.,* (2003) write about withholding a privilege in order to lessen unproductive social behaviour. The privilege can be any common or desired activity and it could be restored provided an appropriate behaviour has been displayed again in class or school.

Involvement of Students' Councils in the Formulation of Rules on Discipline in Secondary Schools

Involving students in formulation of rules and regulations also make them have skills in the same. According to Simuforosa and Rosemary (2014) the skills

in collaboration, participation, initiative, expression, listening to and understanding many voices and many cultures, essential to the emerging democratic, post-industrial societies often are neglected in schools, therefore students resort to unrests when they are not engaged in formulation of policies that affect them in schools. Involving student leaders into formulation of school rules improves school and class attendance. According to Young (2010) who echoed the same sentiment, student councils encourage high academic achievements and learning if they are involved in aspect of learning like in the areas of curriculum development, formulation of rules, regulations, and code of conducts discussion of disciplinary matters of fellow students and examination policy making. In this regard, Walsh 2016) also found out that when Students are integrated into the system, their self-esteem rise through the sharing of trust, responsibility and participation in school matters. This helps them to promote discipline in schools such that when one violates, peers would remind them of their involvement before they are summoned for disciplinary measures (Young, 2010; Simuforosa & Rosemary, 2014). In school management, involvement and delegation are closely related. As explained by Fletcher (2010) in Canada, student's council support schools effectiveness by assisting management in the formulation of rules and regulations, taking up responsibility given to them and are accountable. While the work of Simuforosa and Rosemary (2014) dealt with learner indiscipline in schools, the current study dealt with the influence of involvement of student councils in the formulation of rules and regulations on discipline in secondary schools to fill the research gap.

In European schools, Walsh (2016) did a study from 620 students and found out that giving students councils voice promote inclusiveness and reduce indiscipline up to 65 percent a figure, which according to Best and Khan (2008); Bloomberg and Volpe (2008) is considered to be statistically significant Walsh (2016) also found out that students could generate code of conduct, rules, and anti-bullying policies, improve students' and staff relationships, provide opportunities for students to engage in structural partnerships with teachers, parents and school managers in the effective operation of schools. Another form of indiscipline comes from poor performance in some class subjects. This was prescribed by the work of Bell (2010) who found that some students who find science and mathematics subjects an uphill task tend to be unruly. This can be solved by making mathematics curriculum easier in secondary schools and to reduce indiscipline in school considerably. Consequently, Hannan (2013) and McKenna (2009), found out that student councils who are involved in formulation of school rules and regulations, including developing matrix of examination are successful.as a result, a third of the student councils involved from upper secondary are appreciating the fact that they help in the formulation of rules and regulations (Hannan, 2013).

In African, countries such as Ghana, Nigeria and South Africa, students' involvement of student councils in the formulation of rules and regulations is very important. Contributions from Bush (2007); Duma (2011), Nyagiati and Yambo (2018); Phaswana (2013) confirmed that participation of students in the formulation of rules and regulations is an acceptable practice in South African secondary schools which was mandated by law. All public state schools in South Africa must have democratically elected school governing bodies composed of teachers, non-teaching staff, parents and learners altogether (Phaswana 2013). This gives students a sense of oneness, ownership, belonging and motivation. A report on Sub Saharan education by World Bank (2008) indicated that 48 percent of the student councils in the African region have their duties, responsibilities, special rights in which they are allowed to punish students who behave contrary to the rules and regulations. The report stated that role of the student councils includes being role models for other pupils, to promote the ethos of the school, maintain the standards of discipline, and attend school events and student council meeting when required and to ensure that all students adhere to full school rules and regulations including time keeping. However, each school is unique and has its own rules and regulations, which the student councils uphold as they influence the other students to adhere to them. While the work of Phaswana (2013) used cross sectional survey design, the current study will use an ex post facto design to fill the research gap.

In Kenya, the work done by Achieng *et al.,* (2017); Vundi, Majanga and Odollo (2014) confirmed that student councils exist and their involvement in pertinent deliberations are really motivating them to work hard and improve discipline and this had made the role of teachers limited to teaching and carrying out other academic duties. Even though the study has confirmed that student councils exist, it is as if the teachers have now left their work to students. They teach and go home leading to a lot of indiscipline by the students (Achieng *et al.,* (2017). Furthermore, Wango (2009) found out that student councils who are working in partnership with the schools administration have achieved common goals, increased student engagement, improved discipline and success (Kirui, Yambo & Langat, 2018). The aim of student engagement is to enhance students' experience through a well-developed relationship to enhance discipline in schools. Highly engaged students in formulating regulations have improved in personal, vocational and academic outcomes including time utilization (Vundi *et al.,* 2014).

Participation has been regarded as more practical. According to Kyalo, Kanori and Njagi (2017); Adhanja, Nyakan and Yambo (2016) lack of student's involvement in the formulation of school rules and regulations in schools is regarded as a total problem to the administration, teachers, parents and the entire society. This is because student councils are seen as

young, unformed and lack awareness to handle student welfare. While rules are a set of guidelines that govern and regulate organizational decisions and actions, regulations are guidelines of standards governing an organization, for instance with respect to conduct of management of the school (Yambo, 2023). These regulations must be observed and obeyed and consequently, they become rules in themselves made by students.

The formulation process should be guided by existing government policies, principles of management and ethos among others while relevant stakeholders such as, parents, teachers and students should be involved in the process (MOE & HRD, 2008). In a school setting, the MOE may issue its regulations to school prescribing, for example, the procedures schools should follow in administering public exams, the conditions of entry and the fees to be charged. Every institution should formulate its own rules and regulations for the smooth running of the affairs of the institutions and positive aspects and accruing advantages emphasized. As put forward by Omulama and Yambo (2023); Muthui, Muthaa and Barchok (2017) contravening or breaking a rule and a regulation is a wrongdoing and the offender should be given a chance to explain out before being punished. Each offence deserves its own punishment. This has been applicable to all teachers, students and support staff. According to Kyalo *et al.,* (2017); Olel and Oloo (2017) a principal should remind its members of staff and students about these rules regularly. The consequences of breaking rules and regulations should also be made clear and penalties meted out to those who break them.

Involving students have been considered as cooperation and teamwork. Research by Mule (2011) on factors influencing students' leaders' involvement in governance of public secondary schools found out that all principals were aware of the importance of participatory school management as a way of governance. The study also revealed that there was no statistically significant difference between principals' education level and students' leaders' involvement in public secondary schools. Principals across the sampled schools involved students in school governance issues to some extent irrespective of their age and gender (Mwangi 2013; Omulama, Yambo & Sika, 2023). While the studies by Mule (2011) had a sample of 196 participants, the current study dealt with sample of 348 participants to fill the research gap.

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.

Involvement of Students' Councils in the Formulation of Rules and Regulations on Discipline in Secondary Schools in Migori County

In order to correlate the involvement of student councils in the formulation of rules and regulations on their discipline principal's questionnaire was used to generate their ratings on the same. The p-value was set at alpha 0.01. This was shown in table 4.8 using the Pearson's product-moment correlations and generated using SPSS version 23. In order to answer to answer the research objective, the researcher tested the null hypothesis:

Ho2: There is no statistically significant influence of involvement students' councils in the formulation of rules and regulations on their discipline in secondary schools in Migori County.

Principals

The study sought to find out whether there was a statistically significant influence in the involvement of students' councils in the formulation of rules and regulations on discipline in secondary schools. The findings were analysed as indicated in Table 4.8

Statements and the statistical tests were presented as shown in the table 4.8

Table 4.8: Correlation between student councils formulation of rules and regulations on student discipline

		Student councils formulation of rules and regulations	Student discipline
Student councils formulation of rules and regulations	Pearson Correlation	1	.428**
	Sig. (2-tailed)		.000
	N	63	63
Student Discipline	Pearson Correlation	.428**	1
	Sig. (2-tailed)	.000	
	N	63	63
**. Correlation is significant at the 0.01 level (2-tailed)			

The study findings indicated that there was weak, positive correlation between the two variables [r =.428, n=63, p> 0.01], with high levels of Student councils formulation of rules and regulations connected with high levels of students discipline in secondary schools. This can be seen from the table 4.8 that the relationship between student councils formulation of rules and regulations and students discipline varied in the same positive direction with coefficient correlation of 0.428 which was way above the significant level set at 0, 01.The hypothesis that *"There is no statistically significant influence of involvement of students' councils in the formulation of rules and regulations on their discipline in secondary schools in Migori County"* was therefore rejected and the alternative hypothesis that *"There is statistically significant influence of student councils in the formulation of rules and regulations on their discipline in secondary schools in Migori County"* was accepted. The study therefore recognized that there is positive correlation between involvement of students' councils in the formulation of rules and regulations on students' discipline. This implies that the more the students' councils are involved in the formulation of rules and regulations the more disciplined they become. The finding was found to be in line with the studies done by Walsh (2016) who reported that when students are involved in formulating rules and regulations, they tend to own and abide by them (Boostrom (2017). This finding motivated and encouraged both school leadership and that of students.

Deputy Principals

The deputy principal's questionnaire was used find their responses on the influence of the student councils formulation of rules and regulations on discipline. They rated from the lowest happening to the highest happening.

Table 4.9: Students' councils formulation of rules and regulations (N=77)

Statement	Responses					Total
	Very Low	Low	Moderate	High	Very High	
Students' council are actively involved in the process of formulation of rules and regulations	25	23	15	10	04	77
Percentage	32.4	29.8	19.5	13.1	5.2	100

Fiend data 2023

The findings from table 4.9 showed that majority of the deputy principals 56 (71.95 percent) had a very low response that students' council are actively involved in the process of formulation of rules and regulations. From the findings only 21 (28.05 percent) reported high response that students' council are actively involved in the process of formulation of rules and regulations. It came out clearly that student councils are not actively involved in the process of formulation of rules and regulations on their discipline in Migori County. More research has proved that failure to actively involve student leaders or their council in formulation of rules and regulations could be disastrous. In this regard, Adhanja *et al.,* (2016); Simuforosa and Rosemary (2014) added that the skills in teamwork, participation,

initiative, expression, listening to and understanding many voices and many cultures, essential to the emerging democratic, post-industrial societies often are neglected in schools, therefore students resort to unrests when they are not engaged in construction of policies that affect them in schools. Consequently involving student leaders into formulation of school rules improves school and class attendance (Gregory &Clemen (2011).

Students' Councils propose rules
The Student's questionnaire was used to find their responses on involvement of student councils in the formulation of rules and regulations on their discipline and rated from the lowest happening to the highest happening.

Table 4.10: Students councils propose ideas for rules and regulations (N=82)

Statement	Responses					Total
	Very Low	**Low**	**Moderate**	**High**	**Very High**	
Students' council propose ideas of amending rules and regulations	11	12	18	17	24	82
Percentage	**13.3**	**15.4**	**21.6**	**20.6**	**29.1**	**100**

Fiend data 2023

The findings from table 4.10 indicated that 50 (60.98 percent) of the student council leaders reported that students' council propose ideas of amending rules and regulations while 32 (39.02 percent) reported that students' council do not propose ideas of amending rules and regulations or their ideas are not taken into consideration. Their involvement was found to be important as supported by the work of Johnson and Johansson (2013) who postulated that the school rules

and regulations are designed to promote high standards of behaviour in and around the school. The presence of the rules and regulations are a constant reminder that sanity should prevail in schools all the times.

Guidance and Counseling Teachers
The guidance and counselor's questionnaire was used find their responses on school rated from the lowest happening to the highest happening.

Table 4.11: Students' council participates in the barazas (N=79)

Statement	Responses					Total
	Very Low	**Low**	**Moderate**	**High**	**Very High**	
Students' council participates in the barazas that discuss issues of rules and regulations that takes care of students interests	08	09	15	25	22	79
Percentage	**10.2**	**11.4**	**18.9**	**31.7**	**27.8**	**100**

Fiend data 2023

The findings from table 4.11 revealed that most of the guidance and counseling teachers 55 (69.2 percent) reported the highest happening that Students' council participates in the barazas that discuss issues of rules and regulations that takes care of students interests that take care of their interests. Only a few of the G/C teachers, 24 (30.8 percent) reported on the contrary that students' council do not participate in the barazas that discuss issues of rules and regulations that takes care of students interests, creating a *baraza* for them was found to beneficial as noted by Weinstein and Mignano (2016) that this involvement gives the student freedom to engage in significant matters.

SCDEs Response on Involvement of Students in Formulation of Rules and Regulations
During the Interview with the SCDE, the data showed that student council involvement in the formulation of rules and regulations is important to prevent strikes resulting from unfavorable school policies. Majority of the participants had the opinion that students council should be part of policy-making forums and meetings especially the board of management (B.O.M) meetings. Respondent E stated that:
> "*Student councils are not involved in the B.O.M meeting as often as they should. They learn from these meetings and discussions how to listen to their fellows needs, and can balance the needs of the students with those of teachers.*"

More SCDE who participated in the interview who were, A, C, D, and G reiterated that:

> *"Students' council play the mediatory role between other students and teachers thus they must be part of the decision-making team. The B.O.M meetings allow the students council to talk about their fellow students' welfare and challenges,"* said respondent G.

Education provides a learning avenue for young learners. As much as other education stakeholders are considering the students to be still young to be involved in formulation of their rules and regulations, on the contrary, Idu and Olugbade (2011); Adesoji and Adetero (2015) reiterated that those who are in higher classes are old enough to represent others in cardinal rules and regulations formation in schools.

This study had established the important role played by student council in the formulation of school rules and regulations. The respondent E noted

> *That student councils facilitate consultation between the general students and the school management in the administration of discipline in school*

These findings were in line with work of Mudis and Yambo 2015); Huddleston (2017) that student councils involvement in formulation of rules and services increase harmony in schools because students feel happy when they perceive that the policies implemented by the school are mutually agreed. On the same note, Mayieka, Yambo and Nyamwange (2018) equally claimed that the primary causes of conflict in schools are due to the top-down administration and implementation of policies without student consultation and fair involvement.

Research by Huddleston (2017) noted that student council has the potential to reduce indiscipline as observed between 2008 and 2011 when indiscipline cases reduced from 7.4% to 4%. However, the primary question presented by this study is "why are schools still experiencing indiscipline cases and unrests? For example, Kodero Bara Boys and Moi Nyatike Boys both got burned in early 2021. While answering this question, it is prudent to consider the argument presented by Achieng *et al.,* (2017); Odhiambo, Odera and Yambo (2015) who stated that student council is a new concept and the gap in student leaders' discipline management skills is accelerated by a gap in the schools administrative structure. The primary challenge facing student council concerning the management of discipline is lack of capacity to strengthen student's council's leadership skills.

CONCLUSION
Involvement of Students' Councils in the Formulation of Rules and Regulations on Discipline in Secondary Schools in Migori County

The study findings indicated that there was weak, positive correlation between the two variables [r =.428, n=63, p> 0.01], with high levels of Student councils formulation of rules and regulations connected with high levels of students discipline in secondary schools. This can be seen from the table 4.8 that the relationship between student councils formulation of rules and regulations and students discipline varied in the same positive direction with coefficient correlation of 0.428 which was way above the significant level set at 0, 01. The hypothesis that *"There is no significant effect of student councils formulation of rules and regulations on their discipline in secondary schools in Migori County"* was therefore rejected and the alternative hypothesis that *"There is significant effect of student councils formulation of rules and regulations on their discipline in secondary schools in Migori County"* was accepted.

Most principals 56 (71.95 percent) had a very low response that students' council are actively involved in the process of formulation of rules and regulations.

RECOMMENDATIONS

Students' councils should be empowered and allowed to effectively express general students' grievances and concerns. Through involvement in formulation of school rules and regulations they can bring to the administration the intriguing issues and complaints from other students. These concerns should be given significant weight and consideration when formulating the school policies. On the same note, the students' councils should be allowed to benchmark leading skills from other higher schools and government institutions to grant them full leadership package to administer their roles effectively. Students' councils to visit schools from the same or different sub-counties and counties to learn what others are doing. Also, students' councils might attend court sessions to learn how to solve complex disagreements. Benchmarking should help the students' councils acquire new skills and competencies to contribute valuable insights into the school management programs so that they become more valuable to the administration and to their peers.

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