



Influence of the Students Council Election Process on the Effectiveness of Student Councils in Managing Student Discipline in Public Secondary Schools in Bomet County, Kenya

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Abstract: Student indiscipline cases have been on the rise in the recent past in public schools worldwide. This led students' councils being put in place to mitigate on students unrests in schools. However, schools still experienced cases of learner's unrests among cases of indiscipline. This study aimed to examine the influence of the election process on the effectiveness of student councils in managing student discipline in public secondary schools in Bomet County, Kenya. The Distributed Leadership Theory (DLT) provided the theoretical lens for this study which emphasized shared leadership between different levels of organizational leadership. The study employed correlational research design, targeted 166 public secondary schools. The sample size was 579 respondents while census, stratified, simple random and purposive sampling techniques were adopted. Research instruments were questionnaires and interviews. Validity was tested using experts' opinion, and Cronbach alpha used to test reliability. Quantitative data was analyzed using descriptive statistics and inferential statistics. Qualitative data was analyzed thematically and all ethical considerations upheld. The result was that students' council election process has a positive and significant statistical relationship with management of student discipline of ($\beta = .990, p < 0.05$). The study concluded that students' council election process has a significant influence on the effectiveness of student councils in managing student discipline in Public Secondary Schools. The Ministry of Education should come up with guidelines on how the student's council election process can be made better to improve their effectiveness in managing students' discipline.

Keywords: Students Council Election Process, Student Councils, Student Discipline, Kenya

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1. Introduction

Discipline is critical for smooth functioning of schools' worldwide. As noted by Liguluka and Onyango (2020), discipline is an important element of student behaviour that not only helps to regulate students' reactions to various situations but how they react with others. According to

Simeon and Nnaa (2020), the effectiveness of any school is to a large extent affected by students' discipline. Effective teaching and learning are enhanced when school discipline is good. For school discipline to be enhanced the staff, pupils, parents, members of the Parent-Teacher Association (PTA) and many other members of the community, all need to be brought in some way or the other into decision-making processes on ways discipline can be

enhanced (Ikegbusi & Manafa, 2023). The involvement of all stakeholders in the administration and decision-making process in the institution is vital in enhancing the principal's capacity to cope with challenges facing them (Prasetyarini et al., 2021). Student involvement in student discipline has been done through student leaders. There have been various types of students' leaders in the history of teaching and learning who include prefects, captains, councilors, ministers and student councils (Innocent & Andala, 2021). The study will mainly focus on the change from prefectural system to the student councils. The prefectural system of student leadership previously in place in most secondary schools played a very important role in the administration of schools (Jayawardena, 2021). Despite the important role prefects played in the student discipline, students were not involved in the selection of prefects but instead they were imposed on them by the student discipline; in some schools' prefects were given special privileges such as different uniforms, special diet and cubicles (Kariithi, 2024).

This privileged position of the prefects caused resentment. It also made them target of attack during disturbances and isolated them from the mainstream students' body and as a result, they were unable to read the mood of the school (Kwasi et al., 2021). The ineptitude of the prefects, coupled by the poor school management practices that were authoritarian and dictatorial, resulted to disastrous effects caused by students' indiscipline and unrest that led to loss of several lives of innocent students and wanton destruction on school property worth several millions in many schools across the country (Kumah et al., 2025). The challenges caused by the indiscipline and unrests called for a bold proactive action that was to make student discipline more participatory, by involving students through students' councils. In this set up the students democratically elect their leaders (Dzikunu et al., 2024). In some cases, the elected leaders are confirmed by the teachers or at times the administration puts down some minimum requirements which aspiring candidates are required to meet before they can be cleared to run for any office.

Student councils are representatives' structure through which students in post-primary schools become involved in the affairs of the schools, working in partnership with school management, staff and parents for the benefits of the school and its students (Ijaz et al., 2024). Student councils or student governments are not an entirely new phenomenon in Kenya and in the world at large (Atieno, 2023). The US, the UK, Finland, Ireland, Norway, Singapore and South Africa have active student councils at high school level (Jayawardena, 2021). Student councils have supported school effectiveness through assisting in management by participation, responsibility and accountability, hence creating a sense of ownership of the

school and its activities among students' population. Student councils have achieved much in European countries. In Ireland, they have promoted the increase in creating awareness of young people's rights and reflect a changing way of thinking about children and young people (McCormack et al., 2021). The focus is on a respect for authority and accepting the roles assigned to them by their parents (Devine, 1999). In Belgium, student councils lobbied successfully to make the math's curriculum easier in secondary schools (Degroote & Van Houtte, 2022). In Finland, student councils were involved in developing the matriculation examination (Järvinen et al., 2021). They argue that one of the reasons for their success is that a third of upper secondary school students are members of the organization. In Kenya, the Ministry of Education (MoE), with support from UNICEF, introduced the Kenya Secondary School Student Council (KSSSC) system in 2009 with a view to making secondary school governance more participatory.

Student council's system allows adequate participation of students in the running of school. Students are involved in decision making process, formulation of policies and structures of the school (Liguluka & Onyango, 2020). Student councils at the high school level are of critical importance. High school students mainly consist of adolescents and thus it is imperative for the teachers and other stakeholders to understand the behavioural impulses associated with the stage (Farinelli, 2023). The adolescence stage is characterized by several physical, social and cognitive changes (Ikegbusi & Manafa, 2023). Some of the physical changes are largely related to increased hormonal production that leads to development of distinct features in both boys and girls. Social change is mainly associated with an identity crisis. In this case, adolescents have an increased need for belongingness and thus increased need to belong to a particular group whose norms they are able to identify with (Luwumba et al., 2022). Students' councils in high schools play several functions and thus are an essential part of administration. One of the roles played by the students' leadership in high schools is resolution of conflicts (Whitehead, 2019). Students' leadership acts as the medium through which students can effectively communicate their concerns to the administration (Nadunga, 2019). Therefore, it acts as an important link between the students and the student discipline. Furthermore, students' leadership serves as a source of model behavior for the rest of the students' body. Their level of participation in school management varies from school to school and also depends on the educational policies in place.

Many secondary schools in Kenya had adopted the student councils' system of administration after the Ministry of Education gave the directive to do so (Chepkwony et al., 2024). Despite this directive, several schools had

challenges with adoption. Others have the hybrid system, where they have both the prefects and the student councils. A study conducted by Yuen and Leung (2020) in Hong Kong showed that establishment of school governance in secondary schools was faced with challenges, such as conflicting interests of the students and tension between students and the administration. These challenges surfaced when the school became more established, grew in size, took in more students, moved into a bigger campus, and subsequently needed to face the public examinations. The scholars further argued that understanding such institutional factors could enable school administrators to effectively institutionalise student participation, such as forming student councils. The involvement of students in the decision-making process in the school system is an avenue through which responsibility, innovativeness and a sense of democracy is inculcated into the student (Olatunde & Atanda, 2024). Moreover, this will facilitate positive character development of the students in tandem with the national goals of education (Dembo, 2024). Despite government effort and emphasis to have all schools embrace change and incorporate students in managing schools, the question is; Are all schools in Kenya giving young people freedom of expression and appropriate participation in policy making as enshrined in the United Nations convention on the rights of the child (Njoroge & Nyabuto, 2024). The convention gave the child rights on a wide range of issues including right to education, play, freedom from violence, exploitation and abuse, food, shelter and a right to have their voice heard on issues affecting them (Nyaga, 2025).

1.1 Statement of the Problem

Over the last few years there have been increased calls for the inclusion of students in decision making in secondary schools in Kenya owing to the frequent occurrences of student unrests in the sector (Katolo, 2021). Calls for inclusions of students in the decision-making structure in schools have led to various attempts by the Ministry of Education (MoE) to put in place structures for inclusion. The most prominent being the formation of the Kenya Secondary School Student Council (KSSSC) in 2009 with a view to making secondary school governance more participatory. The enactment of the Basic Education Act No.14 of 2013 that gives authority to student councils to be represented in BOM meetings. In this new arrangement, students would be part and parcel of decision-making. Despite this laudable move by the government, not much research had been conducted to find out the effects of involving student councils in decision making in secondary schools since its inception. More so, the influence of the students council election process on the effectiveness of student councils in managing student discipline in public secondary schools in Bomet County, Kenya. which this

study sought to determine, with a view to filling the knowledge gap between theory and practice.

2. Literature Review

2.1 Students Council Election Process on the Effectiveness of Student Councils and Management of Student Discipline

As noted by Williams et al. (2020), as much as learners' councils are in place, schools still experience cases of learner's unrests among of cases of indiscipline. A study was conducted by Simiyu (2024) on council election process of the students and effectiveness of student councils' effectiveness in Public Secondary Schools in Siaya County. The aim of the study was to determine learners' council leaders' election process influence of effectiveness of learners' council in management of learners' discipline. The approach that had utilized was convergent parallel mixed methods, 14 deputy principals sampled, 178 leaders of learner's council and the director of education at county level. A correlational research design had been adopted while participants in the study had been selected purposively. The study had used primary data which had been accessed by use of surveys and interview schedules. Quantitative data that had been gathered in the study was analyzed by use of both descriptive statistics and inferential statistics while qualitative data had been analyzed thematically and presented by use of narration and word verbatim. The study results revealed that many of the public secondary schools had blended learners' councils with other members of the council elected but school administrators had appointed most of the student's council members. Findings further revealed that learners' council election process enhanced learners' councils' effectiveness. The study had been conducted in a different study setting and hence there existed a literature gap in the study context which the current study sought to fill.

Ministries of Education worldwide have introduced policy for the student council for enhancement of involvement of learners in governance of schools and make learners leadership more participatory with the intention of reducing learners unrest cases in schools (Wink et al., 2021). Indiscipline cases in secondary schools exist as learners in public schools either boycott lessons, are dishonest, disobedient to instructors, prefects as well as school administrators (Wise & Jung, 2025). In public secondary schools, drugs and substance abuse exist, arson attacks have been witnessed worldwide in public secondary schools not excluding violence against fellow learners (Wandasari et al., 2023). Due its rampancy, Kinyua (2025) decided to examine the factors that influence

learners' councils' effectiveness in non-private schools in Kirinyaga East Sub-County, Kenya. In the study, learners' councils' election process and its influence of learners' councils' effectiveness was examined. To achieve this goal, descriptive survey design had been adopted and 572 respondents were targeted while 279 were sampled by use of both randomly and purposively. Primary data had been used which had been accessed using both questionnaires and interview schedule. Analysis of the quantitative data had been done using descriptive and inferential statistics while qualitative data will be analyzed using common themes. Findings revealed that learners' council election process improves learners' councils' effectiveness that improves learners' discipline. Literature reviewed led to development of the following hypothesis statement.

H01: *There is no statistically significant relationship between students' council election process and the effectiveness of student councils in managing student discipline in public secondary schools in Bomet County, Kenya.*

3. Methodology

The study adopted a correlational research design and employed a mixed methods methodology where both quantitative and qualitative paradigms were utilized. This study was conducted in Bomet County. According to the Ministry of Education (2023), there are 166 public secondary schools in Bomet County. The researcher chose this area because it encompassed a range of public secondary schools with varying resources, student demographics, and educational challenges and several schools have functional student councils. The study targeted 166 schools and 166 principals, 17,107 students and 80 student councils in Bomet County. The total accessible population was 17,353. Yamane (1973) sample size determination formula was used to calculate sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where; n is the sample size required, N is the population size, e is the level of precision =0.10, $n = 17,353 / (1 + 17,353 * 0.05^2)$ where n was equivalent to 391 respondents, however, due to smaller population of principals and student council, a census approach for the two was adopted which increased the sample size to 579. Substitution of 166 public secondary schools in the above formula revealed that 114 public secondary schools was sampled. The 114 secondary schools were selected purposively on the basis of being public schools. Stratified random sampling technique was used to group the respondents into principals, students and students' council

where census sampling technique was used to get all the principals and student council from all the 114 public secondary schools which form the sample size of the current study. The students were selected using simple random sampling technique. The adoption of simple random sampling was to ensure every member of the population has a chance of being selected that was equal and unbiased. Simple random sampling yields a sample that was able to mirror the target population in an accurate manner which makes it easy to generalize the findings. Questionnaires and interview schedule were the main data collection instruments in the study. Content validity was adopted the instruments were validated by giving them to my supervisors in the department of Education Administration, Planning and Management to ascertain if they were measuring the constructs under study.

A Cronbach alpha coefficient was adopted to measure internal consistency. Firdaus et al. (2021), argue that as a rule of thumb, a reliability of 0.7 and above is considered as adequate and therefore recommended. The composite reliability was 0.775 and therefore the research instruments were acceptable and further analysis could be done. Data collection was undertaken in three phases. The first phase involved obtaining a research permit from National Commission for Science, Technology and Innovation (NACOSTI) with an introductory letter from the Directorate of Graduate Studies, University of Kabianga. After the permit has been granted, the researcher made a reconnaissance trip to the research area, meet with the relevant officers of the universities to explain the purpose of the research, sought permission and set the date which was appropriate to administer the tools to be used in the study. The second phase involved administering data collection instruments. Piloting and testing of the instruments using the same category of participants from two schools in the neighboring Belgut Sub-County. The pilot study was undertaken to determine if the data collection instruments are clear to the respondents. Restructuring, removal or addition of the items was made where necessary. The researcher organized training for 2 enumerators who assisted the lead researcher in the data collection. The third phase involved data collection. The procedure for data collection involved drop and pick for the questionnaire where by the questionnaire tools were left with the respondents for a week to be picked as stipulated. The researcher booked appointments with school principals so that he was given an appropriate time to undertake the interviews. Document analysis involved visiting the deputy principal and principal offices to get documents such as discipline black books, staff minutes and students' handbooks.

In this study, quantitative data was analysed using both descriptive statistics and inferential statistics. Responses were organized into pertinent areas of the study based on

research questions. The descriptive statistics that were used to analyse quantitative data involved means, percentages, frequencies and standard deviation. The correlation between decision making and students discipline was done using Pearson Product Moment Correlation coefficient. Data was presented in tables. The researcher then drew conclusions to establish relationships and make further research recommendations. Simple linear regression analysis was adopted to predict outcomes and test hypotheses. If the p-value was less than 0.05, the null hypothesis was rejected and vice-versa. The regression model was as follows;

$$y = \alpha + \beta_1 X_1 + \epsilon$$

Where; y is the dependent variable (management of student discipline), α is the regression constant, β_1 is the change in y for each change in X_1 , X_1 is students' council election process and ϵ is the margin of error

When carrying out this study, ethical considerations were upheld where the principle of informed consent was addressed by explaining the purpose of the study to participants, making them aware that participation is optional and that they could choose to or not to participate. Anonymity was ensured by telling the respondents not to indicate their names on the questionnaires. Confidentiality was ensured in that the study responses did not be disclosed to any other person not directly involved in the study.

Debriefing of the participants about the findings of the study was done for those respondents who may be interested to know the findings. An authorization permit was sought by the researcher from National Commission for Science, Technology and Innovation (NACOSTI) before carrying out the study. The researcher upheld anonymity and participation in the study was purely on voluntary basis. The respondents will not be exposed to any risks and possible benefits were maximized and while harm minimized. Approval was sought from Institutional Scientific and Ethical Review Committee (ISREC) and Board of Graduate Studies (BGS). The researcher further sought permission from schools principals and ministry of education before data collection process commences.

4. Results and Discussion

4.1 Response Rate

Response rate was provided to determine the percentage of completed responses relative to the actual sample size. The response rate was provided in this study because it is an indicator of data quality, dictates sample representativeness, risk of nonresponse bias and the overall findings statistical power. The response rate was provided in Table 1.

Table 1: Response Rate

Category	Questionnaires issued	Questionnaires returned	Response Rate
Principals	114	92	80.7
Students	385	321	83.4

The response rate for questionnaire for principals was 80.7% and for students it was 83.4%. This meant that the response rate was excellent and hence eliminated nonresponse bias and guaranteed that the data was highly representative of the target population. This further meant that further analysis and reporting could be conducted.

4.2 Demographic Information

The study had sought to understand the distribution of the principals by gender, 59.8% were male while 40.2% female. Both genders participated in the study which implied that diverse subjects participated in the study

which ensured the study results were accurate, and applicable in a broad manner. In relation to the length of service as principals in the schools, 67.4% had spent less than 5 years, 28.3% between 5 and 10 years and 4.3% more than 10 years. All the respondents had stayed in the schools, long enough and therefore understood the influence of the student's council election process on the effectiveness of Student Councils in managing student discipline in Public Secondary Schools in Bomet County, Kenya. The study was also interested in determination of the demographic information of the students. The results were presented in Table 2.

Table 2: Demographic Information (Students)

n=321		Frequency	Percent
Gender	Male	199	62.0
	Female	122	38.0
Total		321	100.0
In which class the respondents were in	Grade 10	114	35.5
	Form 3	96	29.9
	Form 4	111	34.6
Total		321	100.0

Table 2 shows that 62.0% of the students were male and 38.0% female. Both genders participated in the study and therefore gender inclusivity was achieved which enhanced diversity of opinions that improved the study quality. The study also sought to understand the class in which the respondents were in, 35.5% were in Grade 10, 34.6% Form 3 and 34.6% Form 4. The respondents were drawn from different class levels which implied that different opinions were collected and hence diversity of opinions gathered which in turn improved the quality of the study.

4.3 Management of Student Discipline

The dependent variable was management of student discipline in Public Secondary Schools in Bomet County. The respondents were required to rate their responses on a 5-point Likert scale and the results were presented in Table 3 and Table 4. For interpretation purposes, strongly disagree and disagree were added to get the value of respondents who disagreed while strongly agree and agree was added to arrive at the value of respondents who agreed while those who neither agreed nor disagreed were reported on their own as displayed below.

Table 3: Management of Student Discipline (Principals)

n=92		S. D (5)	D (4)	U (3)	A (2)	S. A (1)	Mean	Std. Dev
Student's discipline is better managed when peer led guidance fostered.	F	15	10	11	18	38	2.41	1.51
	%	16.3	10.9	12.0	19.6	41.3		
Council members run mentorship programs to indiscipline students.	F	10	15	9	37	21	2.52	1.30
	%	10.9	16.3	9.8	40.2	22.8		
Council members actively listen and mediate to de-escalate minor peer conflicts before requiring intervention by the administration.	F	10	10	9	15	48	2.12	1.43
	%	10.9	10.9	9.8	16.3	52.2		
Council assists teachers through routines supervision in dining hall.	F	10	10	11	52	9	2.57	1.15
	%	10.9	10.9	12.0	56.5	9.8		
Council assists teachers through routines supervision in during study period.	F	11	9	9	25	38	2.24	1.39
	%	12.0	9.8	9.8	27.2	41.3		
Composite							2.37	1.36

The study revealed that 60.9% of the principals stated that student's discipline is better managed when peer led guidance fostered while 27.5% disagreed and 12.0 neither agreed nor disagreed. This indicated that majority of the respondents agreed that student's discipline is better managed when peer led guidance fostered, with a mean of 2.41 and SD=1.51. The study by Amoah et al. (2025) also

established that student's discipline is better managed when peer led guidance fostered. On whether council members run mentorship programs to indiscipline students, 63% agreed, 27.2% disagreed and 9.8% neither agreed nor disagreed. This indicated that council members run mentorship programs to indiscipline students, an argument supported with a mean of 2.52 and SD=1.30. The study by

Salgong et al. (2021) also established that students council members run mentorship programs to indiscipline students. In relation to whether, Council members actively listen and mediate to de-escalate minor peer conflicts before requiring intervention by the administration, 68.5% agreed, 21.8% disagreed and 9.8% were neutral. This means that majority of the respondents revealed that council members actively listen and mediate to de-escalate minor peer conflicts before requiring intervention by the administration, a perception supported by a mean of 2.12 and SD=1.43. The study by Rakiro et al. (2021) also established that students council members actively listen and mediate to de-escalate minor peer conflicts before requiring intervention by the administration.

The respondents revealed that council assists teachers through routines supervision in dining hall, as supported by a mean of 2.57 and SD=1.15. The finding is consistent with that of Kiumi et al. (2019) that students council assists

teachers through routines supervision in dining hall. On whether, council assists teachers through routines supervision in during study period, the statement recorded a mean of 2.24 and SD=1.39 which implies that, the students' council assists teachers through routines supervision in during study period. The study agrees with that of Nthebe, (2020) that the students' council assists teachers through routines supervision in during study period. Management of student discipline construct recorded an aggregate mean of 2.37 and SD=1.36. This implies that management of student discipline is of great concern to principals in Public Secondary Schools in Bomet County and students' council plays a critical role in discipline management in Public Secondary Schools. The students were also requested to provided their opinions on management of student discipline in Public Secondary Schools in Bomet County and results were presented in Table 4.

Table 4: Management of Student Discipline (Students)

n=321		S. D (5)	D (4)	U (3)	A (2)	S. A (1)	Mean	Std. Dev
The student council plays an active role in managing student discipline.	F	39	39	29	116	98	2.39	1.35
	%	12.1	12.1	9.0	36.1	30.5		
Student council members act as role models in terms of discipline.	F	28	44	39	29	181	2.09	1.42
	%	8.7	13.7	12.1	9.0	56.4		
Students respond positively to disciplinary measures suggested by the student council.	F	58	39	29	102	93	2.59	1.47
	%	18.1	12.1	9.0	31.8	29.0		
The presence of the student council helps reduce cases of indiscipline in the school.	F	28	39	29	58	167	2.07	1.37
	%	8.7	12.1	9.0	18.1	52.0		
The administration trusts the student council to help manage discipline issues.	F	29	39	28	58	167	2.08	1.38
	%	9.0	12.1	8.7	18.1	52.0		
Composite							2.24	1.40

The study had sought to know from the students whether the student council plays an active role in managing student discipline, 66.6% agreed, 24.2% disagreed and 9.0% neither agreed nor disagreed. Majority of the students' respondents revealed that the student council plays an active role in managing student discipline, a perception supported by a mean of 2.39 and S. D=1.35. The study by Chepkwony et al. (2024) also established that student council plays an active role in managing student discipline. On whether student council members act as role models in terms of discipline, 65.4% agreed, 22.4% disagreed while 12.1% neither agreed nor disagreed. Majority of the students revealed that student council members act as role models in terms of discipline, an argument supported by a

mean of 2.09 and S.D =1.42. The finding is similar with that of Olatunde and Atanda (2024) that student council members act as role models in terms of discipline. On whether, students respond positively to disciplinary measures suggested by the student council, 60.8% agreed, 30.2% disagree and 9.0% neither agreed nor disagreed. Majority of the students revealed that students respond positively to disciplinary measures suggested by the student council, a perception supported by a mean of 2.59 and S.D = 1.47. In the study by Ofoyuru and Too-Okema (2021), it was also established that students respond positively to disciplinary measures suggested by the student council.

In regards to whether the presence of the student council helps reduce cases of indiscipline in the school, 70.1% agreed, 20.8% disagreed and 9% neither agreed nor disagreed. This implies that majority of the respondents revealed that the presence of the student council helps reduce cases of indiscipline in the schools, an argument supported by a mean of 2.07 and SD = 1.37. The study concurs with that of Simeon and Nnaa (2020) that the presence of the student council helps reduce cases of indiscipline in the schools. Another area of interest was whether the administration trusts the student council to help manage discipline issues, 70.1% agreed, 21.1% disagreed and 8.7% neither agreed nor disagreed. The majority of the respondents revealed that the administration trusts the student council to help manage discipline issues with a mean of 2.08 and S.D = 1.38. The

study by Rossa et al. (2025) also established that the administration trusts the student council to help manage discipline issues. The overall mean of the construct was 2.24 and SD=1.40 which implies that all there are efforts to manage discipline in public secondary schools in Bomet County.

4.4 Descriptive Statistics

The study had sought to examine the influence of the student's council election process on the effectiveness of student councils in managing student discipline in public secondary schools in Bomet County, Kenya. Findings were presented in Table 5 and Table 6.

Table 5: Students Council Election Process (Principals)

n=92				S. D (5)	D (4)	U (3)	A (2)	S. A (1)	Mean	Std. Dev
Elections of student council representatives in the school is always transparent.				F 15	11	10	27	29	2.52	1.46
				% 16.3	12.0	10.9	29.3	31.5		
A transparent election process enhances students' council effectiveness.				F 9	11	10	52	10	2.53	1.14
				% 10.9	12.0	10.9	56.5	10.9		
We have a school policy that govern student council election process.				F 11	10	15	20	36	2.35	1.40
				% 12.0	10.9	16.3	21.7	39.1		
We offer support to election of student council members.				F 9	10	15	20	38	2.26	1.36
				% 9.8	10.9	16.3	21.7	41.3		
We avail sufficient resources to run the election of students' council representatives in the school.				F 10	11	10	15	46	2.17	1.43
				% 10.9	12.0	10.9	16.3	50.0		
We allow students to make decisions regarding election of students' council members.				F 15	9	10	27	31	2.46	1.46
				% 16.3	9.8	10.9	29.3	33.7		
Composite									2.38	1.38

The study sought to determine whether elections of student council representatives in the school is always transparent, majority of the respondents agreed with the statement as supported a mean of 2.52 and SD = 1.46. The finding is consistent with that of Simiyu (2024) that elections of student council representatives in majority of the schools is always transparent. The statement, a transparent election process enhances students' council effectiveness recorded a mean of 2.53 and SD=1.14. This implies that the perception of the majority of the respondents was that a transparent election process enhances students' council

effectiveness. The study agrees with that of Naliaka (2025) that a transparent election process enhances students' council effectiveness. Another area of interest was whether schools had a school policy that govern student council election process, majority of the respondents revealed that a school policy that govern student council election process existed, as supported by a mean of 2.35 and SD = 1.40. The study corroborates with that of Hukay and Thinguri (2023) that schools have a school policy that govern student council election process. On whether principals offer support to election of student council members, 63%

agreed, 20.7% disagreed and 16.3% neither agreed nor disagreed. This implies that majority of the principals stated that they offer support to election of student council members, an argument supported by a mean of 2.26 and SD = 1.36. The study by Muchson et al. (2025) also established that principals offer support to election of student council members.

In regards to whether principals' avail sufficient resources to run the election of students' council representatives in the school, 66.3% agreed, 22.9% disagreed and 10.9% neither agreed nor disagreed. Majority of the respondents revealed that principals' avail sufficient resources to run the election of students' council representatives in the school, a perception supported by a mean of 2.17 and SD=1.43. The study agrees with that of Griebler, and Nowak (2022) that principals' avail sufficient resources to run the election

of students' council representatives in the schools. In relation to whether principals allow students to make decisions regarding election of students' council members, majority of the respondents agreed as supported by a mean of 2.46 and SD=1.46. This implies that the principals allow students to make decisions regarding election of students' council members. The study is in agreement with that of Luti-Mallei (2020) that principals allow students to make decisions regarding election of students' council members. The construct recorded a mean of 2.38 and SD=1.38 implying that schools have a student's council election process which have an effect on the effectiveness of student councils in managing student discipline in public secondary schools. The study also sought to understand the Students Council Election Process from the Students and the results were presented in Table 6.

Table 6: Students Council Election Process (Students)

n=321		S. D (5)	D (4)	U (3)	A (2)	S. A (1)	Mean	Std. Dev
The administration vet's potential student leaders before they are allowed to participate in elections.	F	29	44	39	181	28	2.58	1.11
	%	9.0	13.7	12.1	56.4	8.7		
The student council election process is transparent and fair.	F	44	28	58	59	132	2.36	1.43
	%	13.7	8.7	18.1	18.4	41.1		
All students are given equal opportunities to participate in elections.	F	29	39	58	83	112	2.35	1.31
	%	9.0	12.1	18.1	25.9	34.9		
School administration does not interfere with student council elections.	F	28	44	39	58	152	2.18	1.38
	%	8.7	13.7	12.1	18.1	47.4		
I trust the integrity of the student council election process.	F	58	29	39	82	113	2.49	1.49
	%	18.1	9.0	12.1	25.5	35.2		
Composite							2.39	1.34

The study had sought to determine whether administration vet's potential student leaders before they are allowed to participate in elections, 65.1% agreed, 22.7% disagreed and 12.1% neither agreed nor disagreed. This implies that majority of the respondents agreed that administration vet's potential student leaders before they are allowed to participate in elections a perception supported by a mean of 2.58 and SD =1.11. The study by Rufaida (2023) also established that administration vet's potential student leaders before they are allowed to participate in elections. On whether the student council election process is transparent and fair, 59.5% agreed, 22.4% disagreed and 18.1% neither agreed nor disagreed. Majority of the respondents revealed that student council election process is transparent and fair, a perception supported by a mean of 2.36 and SD=1.43. The study by Saha and Print (2020) also established that student council election process is

transparent and fair. On whether all students are given equal opportunities to participate in elections, 60.8% agreed, 21.1% disagreed and 18.1% neither agreed nor disagreed. This implies that majority of the respondents revealed that all students are given equal opportunities to participate in elections, an argument supported by a mean of 2.35 and SD=1.31. The study agrees with that of Muchson, et al. (2022) that all students are given equal opportunities to participate in elections. In relation to whether school administration does not interfere with student council elections, 65.5% agreed, 22.4% disagreed and 12.1% neither agreed nor disagreed. This implies that majority of the respondents revealed that school administration does not interfere with student council elections, an argument supported by a mean of 2.18 and SD = 1.38. The study by Abidin et al. (2021) also established

that school administration does not interfere with student council elections.

On whether students trust the integrity of the student council election process, 60.7% agreed, 27.1% disagreed and 12.1% neither agreed nor disagreed. This implies that majority of the student’s perception was that students trust the integrity of the student council election process, a perception supported by a mean of 2.49 and SD=1.49. The study agrees with that of Feuerstein (2022) that students trust the integrity of the student council election process. The overall mean of the construct was 2.39 and SD=1.34 which implies that students consider student’s council election process as important in enhancement of the effectiveness of student councils in managing student discipline in public secondary schools. The Deputy Principal interviewed revealed that;

“Students council adopt peer modeling to promote positive behaviour; they enforce the rules

of the school, report behaviour related issues to instructors and help new learners to understand the policies of the school. The student’s council election process involves announcement of nominations, running of campaigns, voting, counting of the ballots as well as inauguration being held. When the elections are cognitively understood as free and fair, the leaders chosen earn the respect and peers mandate which makes it easier for school rules enforcement, conflicts mediation and unrest reduction.”

4.5 Correlation Analysis

Correlation analysis was conducted to determine the nature, strength and direction of the nature of relationship between student council election process influencing the effectiveness of student councils and management of student discipline in public secondary schools in Bomet County. Findings were presented in Table 7.

Table 7: Correlation Analysis

		Student Discipline Management
Student Discipline Management	Pearson Correlation	1
	Sig. (2-tailed)	
Council Election Process	Pearson Correlation	.791*
	Sig. (2-tailed)	.000

*. Correlation is significant at the 0.05 level (2-tailed).

In Table 7, results revealed that there is a positive, strong and significant relationship between students’ council election process and management of student discipline (r=0.791, p=0.000). The study by Rossa et al. (2025) also established that there is a positive, strong and significant relationship between students’ council election process and management of student discipline.

4.6 Regression Analysis

Regression analysis was conducted to estimate associations between outcome variable and one or more predictor variables. Regression analysis is conducted for phenomena description, associations strength quantification, covariates control and making of predictions on the basis of data observed. Model summary was presented in Table 8.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965 ^a	.932	.931	1.07589

a. Predictors: (Constant), student council election process

The adjusted R² is 0.931 which implies that 93.1% change in management of discipline could be explained by

students’ council election process. ANOVA results were presented in Table 9.

Table 9: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5022.618	1	1255.654	1084.77	.000 ^b
	Residual	365.781	319	1.158		
	Total	5388.399	320			

- a. Dependent variable: School Discipline Management
b. Predictors: (Constant), student council election process

F value was $F(1, 319) = 1084.77$, $p < 0.05$. This implies that the regression model was fit for the current study and could be adopted to predict management of school discipline.

Regression co-efficient estimates were presented in Table 10.

Table 10: Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.089	.197		10.614	.000
1 Council Election Process	.990	.064	.973	15.507	.000

Dependent variable: Students discipline Management

Table 10 revealed that students' council election process has a positive and significant statistical relationship with management of student discipline of ($\beta = .990$, $p < 0.05$). This meant that when students' council election process is improved by an extra unit, it improves management of student discipline by .990 units when training, council size, and school culture are kept constant. The study had adopted (H_{01}) that there is no statistically significant relationship between students' council election process and the effectiveness of student councils in managing student discipline in public secondary schools in Bomet County, Kenya. The null hypothesis was rejected as p-value did not exceed 0.05. The study therefore concluded that there is a statistically significant relationship between students' council election process and the effectiveness of student councils in managing student discipline in public secondary schools in Bomet County, Kenya. The finding is consistent with that of Naliaka (2025) that there is a statistically significant relationship between students' council election process and the effectiveness of student councils in managing student discipline in public secondary schools.

5. Conclusion and Recommendations

The study concluded that students' council election process has a positive, strong and significant relationship with management of student discipline. A transparent election process enhances students' council effectiveness. Students' council election process improves the

management of student discipline when the elections of student council representatives in the schools is always transparent, when the schools have a school policy that govern student council election process, when principals offer support to election of student council members, when principals' avail sufficient resources to run the election of students' council representatives in the schools and when principals allow students to make decisions regarding election of students' council members. The Ministry of Education should come up with guidelines on how the student's council election process can be made better to improve their effectiveness in managing students' discipline. A concern should be on how students' council are chosen and the students' council elections should be conducted without interference for the schools' administration. The study recommended that schools management should always ensure students' election process is transparent. Schools should always have a policy that govern student council election process. The principals should always offer support to election of student council members. The principals should always avail sufficient resources to run the election of students' council representatives in the schools. The principals should always allow students to make decisions regarding election of students' council members.

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