

**CONTRIBUTION OF STUDENT COUNCILS' LEADERSHIP TO ACADEMIC
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN NAIVASHA
SUB-COUNTY, NAKURU COUNTY, KENYA**

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the Degree of Master of Education in Leadership and Administration**


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DECLARATION

I declare that this thesis is my original work and has never been presented to any university for any academic award.

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DEDICATION

This work is dedicated to my late parents, Lazaro Ndung'u and Lucia Wambui Ndung'u, who planted in me the seed of education.

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I thank the Almighty God for His protection throughout my academic life. I am grateful to my supervisors, Sr. Dr. Kinikonda Okemasisi and Dr. Beatrice Ndiga, for their professional advice and constructive encouragement while I was writing my thesis. Hearty thanks to my parents and siblings for their encouragement throughout the study. All the participants of the study principals of the selected schools, teachers, and students feel appreciated. The study would not have been accomplished without your sacrifice and active participation. My heartfelt gratitude goes to my Religious Congregation, The Assumption Sisters of Nairobi, for allowing me to pursue this degree in Leadership and Administration.

ABSTRACT

This study sought to determine the contribution of student councils' leadership on the academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. The following objectives guided the study: to determine the contribution of peer mentorship on academic performance; to examine how students' council leadership promotes discipline on academic performance; to assess the influence of student leaders' communication with the administration on academic performance. The study was guided by system theory and used a convergent parallel mixed methods design. The target population was 39 principals, 2400 students, and 234 teachers across 39 public secondary schools in Naivasha Sub-County. The study used stratified sampling to group schools into female and male; then used simple random sampling to select 2 girls' boarding schools out of 3, 2 boys' boarding schools out of 3, and 2 mixed boarding schools out of 3. The researcher assigned numbers 1 to 3; the odd ones were considered for the study. Seven mixed-day out of 30 schools were sampled using systematic sampling with an interval of 4. Purposive sampling was adopted to select 13 principals out of 39 principals. Simple random sampling was applied to collect data from 240 out of 2400 students, and simple random sampling also selected 40 out of 234 teachers. The study used questionnaires to collect data from teachers and students, and an interview guide for principals. A pilot test was conducted in two public secondary schools in the sub-county. The research instruments were validated by experts with knowledge on instructional leadership from Tangaza University. Reliability was tested using the Cronbach alpha coefficient, with scores of 0.8. Quantitative data was analyzed using descriptive statistics in SPSS version 25, presented in tables, graphs, and charts. The qualitative data was analyzed thematically and reported through narratives and direct quotations. Findings revealed that involvement of student council leadership, peer mentorship, and leader's communication in the school activities had a moderately significant impact on students' discipline and academic performance in public secondary schools in Naivasha Sub-County. The study concluded that student councils' leadership needs improvement to enhance positive student discipline and academic performance. It recommends that the government should establish implementation mandating principals to consistently involve student councils' leadership in school activities and daily operations. Additionally, the Teachers Service Commission (TSC) should organize regular workshops and training sessions for teachers and principals to enhance student councils' leadership and hence contribute to higher academic performance.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| HOD | Head of Department |
| KEMI | Kenya Education Management Institute |
| KSSHA | Kenya Secondary Schools' Heads Association |
| KSSSC | Kenya Secondary Schools Students' Council |
| KUCCPS | Kenya Universities and Colleges Central Placement Services |
| MoE | Ministry of Education |
| SC | Student Council |
| SGBs | School Governing Bodies |
| UNICEF | United Nations International Children's Emergency Fund |
| USA | United States of America. |

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study investigated the contribution of student councils' leadership to academic performance in public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. This chapter presents the background to the study, the statement of the problem, the purpose of the study, specific objectives, research questions, the significance of the study, scope, and delimitation, the theoretical framework, the conceptual framework, and finally the operational definition of key terms.

1.2 Background to the Study

A student council is a group of students elected by peers to represent their views in school administration. They work in partnership with school management, staff, and parents to improve student performance (Hills & Hains, 2023). The student council represents students' needs and interests, communicates effectively with the administration, and serves as a positive role model. Effective student council leadership is crucial for academic performance and collaboration with school administration (Kilonzo & Kanori, 2017). Student council leaders must exhibit good morals, act as positive role models, and collaborate with school administration to enhance academic performance (Perry, 2022).

In Sweden, Mellander (2017) conducted a study on upper-secondary curriculum reform. The study revealed that student councils play a crucial role in decision-making regarding education, promoting critical thinking, engagement, creativity, confidence, and community. A similar study conducted by Morange and Barchok (2017) stated that student council leadership is important in schools because they represent their fellow students and act as a bridge between students and the administration. This means they help ensure students' opinions are heard, and they work to create a better school environment for everyone. This role

helps students develop communication skills, problem-solving, and teamwork, helping students develop leadership skills while making a real difference in their school community. However, communication barriers and lack of effective student leadership challenge these councils, hindering their ability to improve education quality and academic performance.

Schools involving student council leaders in decision-making are essential in raising the standards of students' discipline, and academic performance in Netherlands (Wesley, 2019). The idea is that when students have a say in the rules and policies that affect them, they feel more responsible and motivated. However, some schools neglect this aspect assuming that students are not fully mature in participating in the school's decision-making. Still, some schools do not fully embrace student input and peer mentorship, which could limit the potential benefits of having a student council involved in decision-making.

A study on the rationale and benefits of participation was carried out in Scotland (Mcwatt, 2018). The study found that the incorporation of student councils into the decisions made in schools is important for academic performance. It further stated that when school principals involve student leadership in school activities, they are likely to help create a safe and respectful environment that promotes students' discipline and academic performance. However, the study focused only rationale and benefits of participation. This study aims to investigate the contribution of student councils' leadership on academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya.

In Germany, McKenna (2016) stated that the development of clear and consistent regulations by school administrators, instructors, and students results in a secure learning environment that supports positive learning outcomes. The study further expounds that the student council is fundamental in upholding discipline standards, ensuring that students follow school rules and regulations, and participate in group discussions. This approach helps in improving academic performance. However, some school principals do not involve student

council leadership is the disciple committee (Gregorio, 2019).

Shatilya (2014) conducted a study on how students' voice can be heard in the Finnish context: the case of primary, lower secondary, and upper secondary schools in Jyväskylä in Finland. The study used a qualitative method approach and semi-structured interviews were applied to collect the data from three school principals, eight teacher supervisors, and three groups of student leaders, altogether 33 participants. The thematic network analysis, and deductive and inductive thematic analysis were used to answer the three research questions. The study found that the students' council is an essential part of the school system and plays an important role in school administration, contributing to improved academic performance among students. However, this study implored a convergent parallel mixed approach to examine the contribution of student councils' leadership academic performance in public secondary schools in Naivasha Sub-County. Heikonen and Ahtiainen, (2024) pointed out that in schools where student councils are involved in mentoring new students and actively guiding others, discipline and academic performance tend to be effective.

In China, Njaramba (2022) conducted a study on students' leadership roles and their impact on academic performance established tension between academic goals and leadership responsibilities. The study revealed that students who take on leadership responsibilities may struggle to balance their academic work with the demands of their leadership roles. The pressure to succeed in both areas can create challenges for student leaders trying to manage their time and focus. However, some school principals neglect the aspect of peer mentorship and administration support for student leadership leading to poor academic performance. A related by Zhao and Asavisanu (2023) stated that when school principals develop student leadership training programs, the student leaders become more effective in their roles and work well in improving their leadership skills. This helped them become better student leaders and also excel in their leadership roles and academic achievements. However, the study did not

specify how school principals can develop student leadership programs in public secondary schools (Cui, Wu & Erdemir, 2022).

A research on the role of stakeholders in curriculum implementation in public high schools in Nigeria was carried out (Ndifon, 2021). The study highlighted stakeholders such as teachers, parents, administrators, and students, all contribute to how the curriculum is put into practice. Student council leaders can act as a bridge between students and other stakeholders, ensuring that students' perspectives and needs considered when decisions about the curriculum are made. By involving student councils in discussions about curriculum changes, schools can create a more inclusive environment where students feel their voices are heard in shaping their education. However, many school principals and the education sector often do not include student leadership in the process of developing the curriculum. This means that student leaders, who represent the voices and interests of their peers, are denied a chance in decisions about what and how students are taught. As a result, the curriculum might not fully address students' needs or concerns, leading to poor academic performance.

Kamla (2014) conducted a study on configuring space for learner participation in school governance in South Africa. The study found that student councils are responsible for helping new students adjust and for contributing to the development and enforcement of school rules. However, many school administrators do not give student representatives the authority or support they need to play a meaningful role in school governance. This lack of empowerment means that students might not be able to fully participate or make a real impact in decision-making processes.

Furthermore, Sebola (2019) conducted a study on governance and student leadership in South African universities: Co-governing with those governed. The study found that in many South African universities, only executive management seems to have a real chance in decision-making. Most of the time, the student unions are not involved in the decision

processes. It further argues that student leadership has a strong influence among peers but really involved in crucial decision-making platforms. This suggests that for better governance and academic outcomes, universities should involve all student's leadership equally in decision-making. However, the study focused only on university education in South Africa, while this study focused on public high schools in Naivasha Sub-County.

In South Sudan, student unions are recognized for their role in supporting students' education. These unions serve as platforms where students can engage in discussions about leadership, inclusivity, peer mentorship, and academic success, helping to promote these values among the student body. However, student council leadership is viewed as an important body, but their actual influence on decision-making or shaping school policies may be limited. Without real power or involvement in key decisions, their ability to create meaningful change could be restricted (General Students Union, 2022).

A study on the role of student council participation in discipline monitoring in Tanzania's Bariadi District's public secondary schools was carried out (Lumanija, 2020). The study established that student councils play a significant role in enforcing school rules. The student council acts as a role model for positive behavioral change among students, which consequently encourages the students to be focused, work hard, to improve academically. Perry (2022) revealed that the student council performs assigned activities such as maintaining the discipline of other students in the school, inducting new students, being role models to other students, supervising group discussions, and following up on homework for students who find it challenging to complete their homework on time. This discipline is crucial in shaping individual character, fostering a positive academic culture, and contributing to the total well-being of individuals in various aspects (Malaba & Chui, 2023).

In Kenya, the Kenya Secondary Schools Students' Council (KSSSC) was conceived in 2008 against the background of finding a solution to students' indiscipline in the schools. This

means the student leaders were meant to play a role in sharing their opinions and ideas respectfully. promoting a positive and collaborative environment that enhances learning and academic performance (Wambua et al., 2019). Furthermore, studies have established that student councils' leadership plays a significant role in contributing to academic performance. This role of student council leadership acts as a bridge between students and school administration that helps create a better learning environment. They also address student concerns, promote discipline, peer mentorship, and communication, and organize activities that promote academic performance (Ndwiga, 2022).

According to Mekenye and Chui (2024), when student council leaders are more involved in decision-making through their leaders, they tend to feel more responsible for their duties and studies, which can lead to improved academic performance. However, the impact depends on how much authority and support the councils receive from school management. Nyaga (2018) found out that students had positive perceptions towards student councils when the establishment and voting were free and fair. In schools where student councils had been established, members played their roles as expected. In some schools, however, students failed to take instructions from student councils where they felt that the election of student council members was not free and fair. From these findings, it was recommended that all secondary schools should establish student councils in a free and fair process for effective management of school discipline.

Ikiugu and Maithya (2021) stated that student leadership participation is likely to guarantee that rules and regulations are followed for improved student academic achievement. Kirera (2015) highlights that student council leadership is crucial in promoting peer mentorship, with student leaders taking the initiative to support and guide their peers. This culture of mentorship fosters an environment where students can learn from each other, build confidence, and enhance both academic performance and personal growth. However, the

impact of these efforts are limited due to the lack of structured mentorship programs and proper training. Without formal guidance and support from the school administration, the full potential of peer mentorship may not be realized.

Nduta (2018) found that student council leadership plays a key role in promoting discipline, which positively impacts on academic performance. By enforcing school rules, encouraging responsible behavior, and addressing issues like absenteeism and time management, student councils help create a disciplined learning environment. However, their effectiveness is limited when they lack authority or support from the school administration. Without clear backing and guidelines, their ability to maintain discipline and improve academic outcomes is limited. Kamau (2017) revealed that student leaders serve as a link between students and the school administration, communicating concerns about academic performance, such as curriculum challenges and resource needs. Through this dialogue, they advocate for improvements that support better learning outcomes. However, if student leaders are not fully included in decision-making or their concerns are not taken seriously, this communication becomes ineffective, limiting their ability to positively influence academic success.

Furthermore, following the ban on corporal punishment in 2001 (RoK, 2001), the Ministry of Education (MoE) and the Kenya Secondary Schools Heads Association (KSSHA) proposed that student council concept, where an autonomous team of student council leaders would be expected to help ensure discipline control in the schools (UNICEF, 2017). A study by Otuoro (2021) revealed that the performance of secondary schools in Nakuru County is a great concern among school stakeholders, such as parents and the community. Otuoro further noted that 19 out of the 21 schools in Nakuru County experienced a drastic decline in academic performance in the 2021 Kenya Certificate of Secondary Education (KCSE). A study by Wamiru (2017) noted that the performance in public secondary schools of Nakuru County is of concern. The researcher found that the County got a mean score of 1.4 in the 2017 KCSE,

down from 2.6 in 2015. This was so following the KCSE grading system, of a 12-point scale, with 12 points being the highest score and 1 being the lowest. These grades range from A to E, as seen in Table 1

Table 1

The KCSE Grading System

| | | | | | | | | | | | | |
|--------|----|----|----|---|----|----|---|----|----|---|----|---|
| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| Points | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Source: Kenya National Examination Council

According to the KCSE grading system, a mean score of 6.8 as noted by Wanjiru (2018) is grade C, whereas the university cutoff point by Kenya Universities and Colleges Central Placement Services (KUCCPS) is 7.0, grade C (Kenya Universities and Colleges Central Placement Services, 2021). This shows that very few students qualify to join university, as seen in Table 1. Public secondary schools in Naivasha sub-county have low-performance records in the KCSE exams (Kenya National Examinations Council, 2021). This brings up the question of whether the student council plays a role in influencing students' academic performance (Ikiugu & Maithya, 2021). There are few studies on how student council leadership in public secondary schools in Naivasha Sub-County, Nakuru County effectively affects academic achievement in terms of their participation in peer mentoring, student discipline, and communication with administration. The scarce literature raises the question of whether students' council leadership contributes to the academic performance of students (Momanyi & Mwalwa, 2021). This makes the study urgent and viable.

Thus, this study investigated the contribution of student councils' leadership on academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. This research addressed the gap in the literature regarding the effectiveness of student

council leadership in enhancing academic performance. Specifically, the study examined how student council involvement in peer mentorship, discipline, and communication with administration affects student academic outcomes. By focusing on these key areas, the research sought to provide insights into the potential role of student councils in improving the academic performance trends observed in the region. The findings of this study could contribute to a better understanding of how to leverage student leaders to enhance academic performance, potentially informing educational policies and practices in Kenyan secondary schools and beyond. Moreover, this research aimed to shed light on the mechanisms through which student councils can effectively contribute to creating a conducive learning environment and ultimately boost academic achievement.

1.3 Statement of the Problem

Student leadership significantly enhances academic performance. In the Netherlands, student council participation in decision-making improves discipline and academic standards (Wesley, 2019). In Nigeria, student council involvement in rules and regulations leads to improved academic performance (Ndifon, 2021). Supporting student councils in guiding, mentoring, and participating in discipline also improves academic performance (Lumanija, 2020). Nduta (2018) found that student council leadership plays a key role in promoting discipline, which positively impacts on academic performance. In Kenya, student councils were introduced in 2008 to enable students to be part of the schools' management and ensure that their interests are taken into consideration.

Regrettably, discipline in schools in Naivasha Sub-County, Nakuru County, has been on the decline as reported by Githinji (2019). In addition, Wanjiru (2018) found that the county recorded a mean score of 3.5 in the 2017 KCSE, down from 6.8 in 2015. Otuoro (2021) noted that 19 out of the 21 schools performed poorly in the 2021 Kenya Certificate of Secondary Education (KCSE), scoring a C- or less. Naivasha Sub-County particularly recorded a mean

grade of D (3.6 points) (Ministry of Education, 2024). This decline in academic performance is a concern that, if not addressed, is likely to have negative consequences. For instance, there might be limitations on students' access to higher education and scholarship opportunities, which may reduce their chances of pursuing advanced degrees or obtaining better job prospects in the future.

This decline in academic performance has raised questions among stakeholders, such as parents, as to whether or not student council leadership contributes to students' academic performance in the Naivasha Sub-County. It is from this perspective that the study sought to find out the interplay of these variables and how they contribute to academic performance in public secondary schools in Naivasha Sub-County, Nakuru County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to investigate the contribution of student councils' leadership on the academic performance of public secondary schools in Naivasha Sub-County. The study may help the school administration to effectively involve students' councils in matters that affect students' lives and their academic achievement.

1.5 Specific Objectives

This study was guided by the following objectives:

- i. To investigate the contribution of student leaders' peer mentorship on student's academic performance of public secondary schools in Naivasha Sub-County Nakuru County, Kenya
- ii. To examine how student council leadership promotes discipline on students' academic performance of public secondary schools in Naivasha Sub-County Nakuru County, Kenya
- iii. To assess student leaders' communication with the school administration on students' academic performance of public secondary schools in Naivasha Sub-

1.6 Research Questions

- i. How does student leaders' peer mentorship contribute to the student's academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya?
- ii. To what extent does student council leadership promote student discipline on student's academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya?
- iii. How does communication between student leaders and the administration influence students' academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya?

1.7 Significance of the Study

The findings of this study may be helpful to the Ministry of Education (MoE) and the Teachers' Service Commission (TSC) to encourage principals to involve students in the management of schools, which might consequently improve discipline and their academic performance. This may help to minimize instances of indiscipline and students failing exams. The study might benefit school administration, particularly principals, in effectively considering students' involvement in school decisions. The teachers may also have ample time to prepare students for examinations as they can involve them in peer teaching and group discussion. The involvement of students in the decisions of the school through the students' council might enable the learners to own the decisions made, which improves their discipline as well as their performance. Parents may also benefit from a smooth running of schools as indiscipline cases are minimized and students' performance improve. The findings of this study will add to existing knowledge by providing additional literature concerning contribution of student leaders in academic performance. The study findings will be a foundation for scholars

interested in conducting studies related to the contribution of students' leaders in peer mentorship, discipline, and communication in academic performance. The findings will enhance the researcher's knowledge regarding student councils' leadership on academic performance.

1.8 The Scope and Delimitation of the Study

The study focused on students' council leadership contributions to peer mentorship, students' discipline and communication with the administration on the academic performance of public secondary schools in Naivasha Sub-County, Nakuru County. The study was conducted only in selected public secondary schools in Naivasha Sub-County. The choice of public secondary schools was chosen intentionally, as private schools are generally privately owned and operate with higher levels of competition. The target group was limited to principals, teachers, and students.

1.9 Theoretical Framework

A theoretical framework, according to Kombo and Tromp (2018), is a broad set of presumptions about the nature of a phenomenon that explains why things are the way they are in light of the selected theory. Thus, this study adopted the systems theory because student leadership is part of the school leadership system thus making the theory relevant. This also helped to have a better understanding of the students' council contribution on academic performance of public secondary schools in Naivasha Sub-County.

1.9.1 Systems Theory

A system is a set of activities laid out in collaboration to accomplish a specific goal. Mostly, each system has unique needs that contribute to the whole system. According to Ludwig von Bertalanffy (1973), systems theory is described as a collection of independent pieces that operate together in an integrated way to achieve a purpose. According to Lai and Lin (2017), the systems theory refers to a two-pronged approach where different ways are used

to achieve the same aim. The subsystems are expected to work closely with each other. That means when an organization expands, it gains more subsystems that should cooperate to convert inputs into outputs. Additionally, they asserted that the interdependencies are complex, and a little change in one subsystem could have significant consequences elsewhere in the organization.

The work of the principal within the systems theory is to align the units and make each unit play its role effectively. According to systems theory, components of each system are structured in a hierarchical order, and components are interdependent with one another in the system to the extent that one component cannot function without the support of other components (Lai and Lin, 2017). A school, as an organization, is made up of numerous subsystems that work together to accomplish tasks and produce an output. If one of the inputs into the system fails to perform, then the overall performance of the system is affected. For example, if the student council in a school performs its duties effectively with the available resources, then the students' performance is likely to be effective. Furthermore, if the school principals ensure that the students' council is involved in mentoring others, maintaining harmonious communication with the administration, and is part of the team that establishes school rules, among other managerial functions of the school, all these will contribute to the smooth operation of the school as a system and will enable effective academic performance. Just as the malfunctioning of one organ in a human body will negatively affect another organ or even the whole body, a change in the functioning of the students' council system will affect the entire school system.

1.9.2 Weakness of Systems Theory

The systems approach to management lacks universality, and its precepts cannot be applied to all organizations. One of the weaknesses of systems theory, according to Hussain (2021), is its lack of universality which leads to inefficiency. For example, in a school, there

are subsystems with different activities to be accomplished. According to Hussein (2021), another weakness of the theory is its lack of prescription. This is because it fails to include concrete actions to take in specific circumstances. The problem with systems theory is that it promotes a life model that assumes the needs of individuals and groups are met at the same time, which can lead to unrealistic expectations. That is why school unrest caused by ineffective student council involvement in school decisions may lead to the destruction of school property, affect learning, and even lead to the loss of human life (Mukiti, 2014).

1.9.3 Application of Systems Theory to the Study

System theory was applied to this study because the school as a system was made up of multiple components, such as school principals, teaching and non-teaching staff, and students who worked together to achieve the school's objectives. As noted by Lunenburg (2010), the main components of an open social system had to work together to realize the desired goals. Therefore, the principal of the school was charged with the responsibility of ensuring that all subsystems, including the students' council, worked together to improve students' academic performance. The school received resources, such as finances, teachers, students, parents, and collaboration from society, as inputs. The school provided the environment where the students' council could perform its functions, such as mentoring other students and participating in the establishment and implementation of school rules and regulations, in realization of the overall goal for effective student academic performance.

Subsystems has distinct properties both in specialization and scope of responsibilities, but there was no single subsystem that was superior or inferior to others. All subsystems performed unique but complementary roles to attain the common goals of the system. Thus, even if the principal occupied a higher position than the students' council, which was in the lowest rank of the administrative hierarchy, the role of the student council's involvement in the leadership of the schools is not inferior to that of the principal. They all performed various but

interrelated tasks in an interdependent manner to achieve high levels of school performance. It was, therefore, important that school administrators appreciated and recognized the role played by the student council in enhancing the students' academic performance, regardless of their position in the administrative hierarchy.

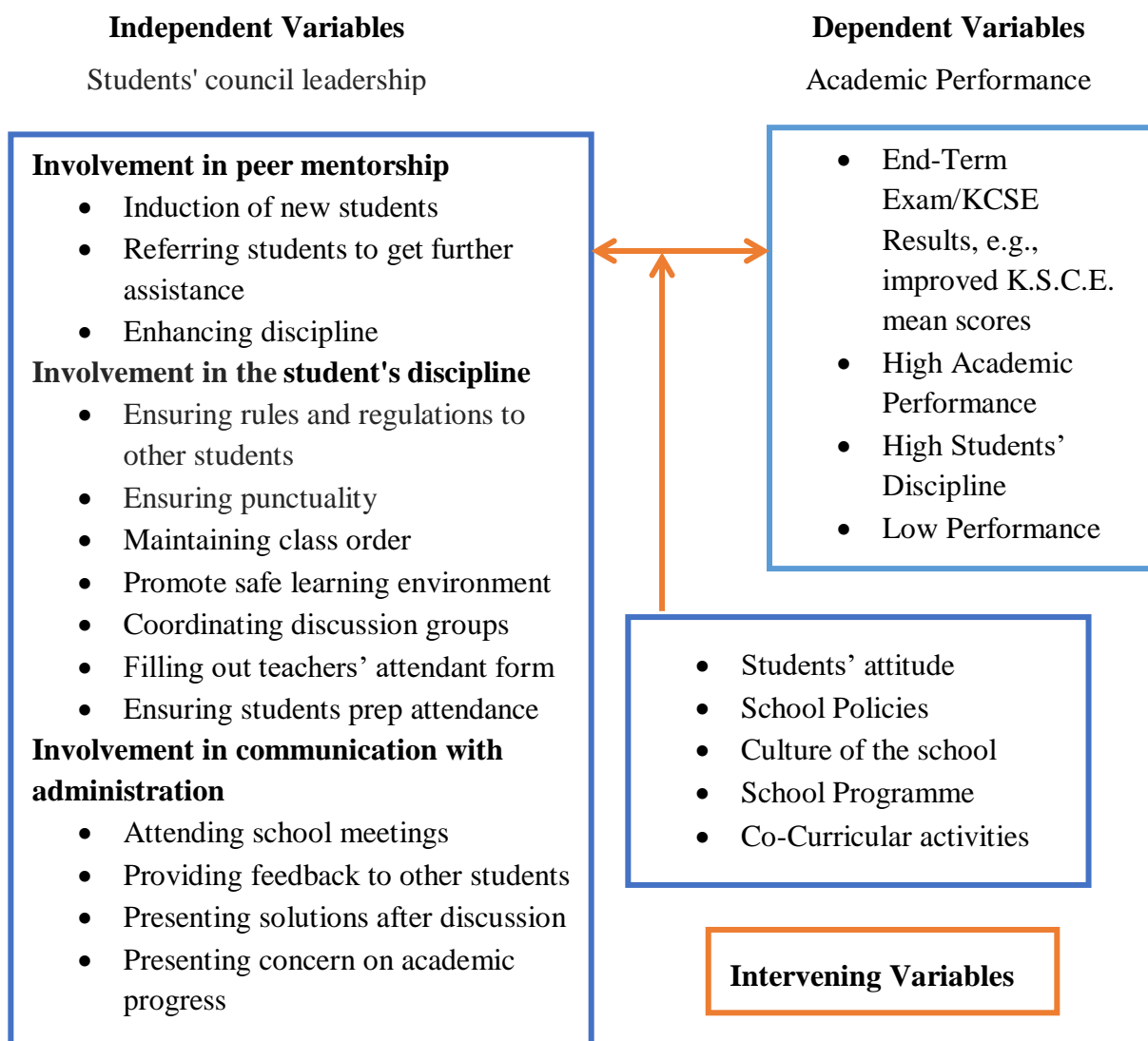
System theory consists of subsystems that affect the overall system. According to Chikere and Nwoka (2015), the most important benefit of systems theory is that it is structured. A students' council being one of the subsystems contributes to the school administration's efficiency. Established chains of command and channels of authority between the school system and subsystems contribute to the academic performance of the students. Systems theory evaluates the system's overall effectiveness rather than the effectiveness of its subsystems. This allows for the application of system concepts across organizational levels rather than only focusing on the objectives and performances of different subsystems.

1.10 Conceptual Framework

A conceptual framework is a visual diagram that illustrates how different variables are connected, including the independent, intervening, and dependent variables in the study. It depicts how the variables are related to one another (Rustamov et al., 2023). This study's independent variable is student councils' leadership. The sub-variables are peer mentorship, discipline, and communication with the administration. The dependent variable is the student's academic performance. The conceptual framework further shows students' attitudes towards school leadership and examinations as an intervening variable, as illustrated in Figure 1.

Figure 1

Conceptual Framework Showing Relationship among Variables



Source: Researcher, 2024

The conceptual framework, as illustrated in Figure 1, shows that student council leadership (an independent variable) is important for the effective academic performance of students, which is a dependent variable. The students' council is involved in disciplinary roles such as peer mentorship (induction of new students, counseling of students), student discipline (ensuring learner punctuality, minimizing noise in classes, adherence to academic program schedules, lesson attendance, prep attendance, completion of assignments, and filling out the Teachers' Service Commission (TSC)

teacher attendance form daily). Communication with the administration, as an independent variable, was examined in terms of student leaders attending school meetings, listening to administrators, expressing the concerns of other students to the administration, and providing feedback to other students. These variables were studied and related to effective students' academic performance, which were determined by the Kenya Certificate of Secondary Education (KCSE) mean grades. The study further conceptualizes students' attitudes, school policies, school culture, teaching and learning methods, school programs, and co-curricular activities as the intervening variables that affect school leadership and KCSE examinations, contributing to students' performance.

1.11 Operational Definition of Key Terms

Academic Performance: This refers to how well students perform academically as measured by their high mean grade in the Kenya Certificate of Secondary Education.

Discipline: This is the act of training someone to obey rules and regulations set in an institution.

School Rules: A set of school policies that outline students' expected behavior and conduct.

Student council: This refers to the elected group of students who represent the other students.

Student Councils' Leadership: This refers to leadership provided by a group of students elected by their peers to address issues of concern. The student council leadership helps to share ideas, interests, and concerns with teachers and school administrative authorities.

Students' council involvement in peer mentoring: this refers to the part played by students' leaders in identifying needs of the students and directing them towards

achieving specific goals.

Communication with administration: This refers to the conversation between students and the school administration.

Peer mentorship: This refers to the student leaders who act as models to other students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review based on the objectives of the study. The study reviewed related literature in terms of global, continental, regional, national, and contextual studies. Subsequently, the chapter identifies gaps and contributions in the studies reviewed. This in turn advanced the argument in this study.

2.2 Student Leader in Peer Mentorship on Academic Performance

Students' council involvement in peer mentoring is essential in creating an inclusive and safe learning environment for all students (Lorenzetti & Lorelli, 2020). The study further contended that student leaders who act as role models are especially important in preparing other students for life by exposing them to various meaningful experiences and helping them reach their potential. Peer mentoring helps create a positive school tone and culture (Krishman & Abraham, 2020). In schools where students actively participate in peer mentoring, there is a positive relationship among peers and a sense of inclusion and acceptance, resulting in just and equitable schools where students' discipline is enhanced and academic goals are met. Peer mentoring aims to motivate other students by providing accessible proof that a student can behave well and achieve academic excellence (Rober et al., 2007). Mentorship further narrows the gap between indiscipline and non-performing students through genuinely friendly relationships. The student leaders provide a reliable and easily accessible confidant with whom other students can share their weaknesses and get assistance (Walters & Kanak, 2016).

Peer mentoring involves an intense interpersonal exchange between an experienced person (the mentor) and a less experienced person (the protégé or mentee), for whom the mentor provides support, direction, and feedback for growth and personal development (Jato et al., 2022). The peer mentoring process, therefore, involves two or more individuals working

together to develop the abilities of one individual. The mentors guide, teach, and influence their mentees in important ways (Talha & Ishak, 2022). Peer mentoring in schools helps students develop social support networks that build their self-confidence and enable them to thrive among their peers.

It further explained that the mentors also nurture the mentees' academic aspirations. Through role modeling, emotional support, and positive feedback, mentors influence their mentees' perceptions of identity, self-worth, and the values that they place on schooling, which leads to academic success. The mentoring process also notably impacts the mentors positively by providing challenging opportunities that they need to navigate. This cultivates their problem-solving abilities, nurturing and empowering them as future leaders (Walters & Kanak, 2016). Talha and Ishak (2022) also share that peer mentorship has minor benefits in the short term but a much bigger impact in the long run. It enhances school attendance and student retention rates. Other studies point to challenges in implementing school regulations as well as resolving students' concerns. This has also been established to negatively impact on the academic performance of the students in these schools (Alunga, 2019).

In Australia, Willis and Manka (2012) conducted a qualitative study about peer mentoring in a regional Australian secondary school. The study established that student peer mentoring helps reduce adolescent risk behaviors such as drug use, smoking, and teenage sex, which are part of indiscipline activities. Schools with strong mentoring programs, whether led by seniors or peers, are more likely to produce confident students who are more focused, self-assured, and firm in their decision-making. The study further discovered that mentorship integrates students into the school and improves their connectedness. This study elaborated on how peer mentoring improves the behavior of learners but presented limited information about how peer mentoring improves academic performance, which will be the focus of this study to cover the gaps.

Lafontan et al. (2023) conducted a study about the experiences of student peer mentors in nursing education in Norway. The study aimed to investigate the experiences of student peer mentors who participated in a mentoring program that was implemented to increase student well-being. The study also wanted to find out how the experiences of student peer mentors helped to prevent dropping out among first-year Bachelor of Nursing students at a university in Norway during the COVID-19 pandemic. Eleven semi-structured interviews were carried out with student peer mentors. Using a thematic analysis, four themes were identified: being someone who can ease the transition, defining roles and boundaries, developing communication strategies, and developing professional competence. Knowing how difficult the transition to higher education was and being a student during the COVID-19 pandemic made it challenging for the mentors to set boundaries. It was also challenging to develop effective ways to communicate with the first-year students. Being a mentor was considered beneficial for developing professional skills such as empathy and communication and for gaining self-confidence. The study found that there is a need for more knowledge about how to support mentors in clarifying the peer mentoring roles, setting boundaries, and coping with the emotional labor involved in peer mentoring. The cited study, even though it looked at peer mentorship, was in the context of university students, but this study will be in the context of secondary schools targeting student council leaders.

Ching (2017) researched Chinese immigrant adolescents in the United States of America. Twenty-three high school students who emigrated from Mainland China participated in the program, and four other high school students served as their peer mentors. Data analyses revealed that the students who participated in the mentoring program had significantly higher peer attachment trust and need for closeness scores at the post-test than at the pre-test. It was further established that Asian youth face a multitude of challenges upon immigration to the United States, including language and communication barriers, accessing and building social

support, and adjusting to a new school environment, all of which affect their discipline and performance. The findings of the study indicated that student peer mentorship is important for developing students' abilities; however, the study did not discuss how mentorship leads to students' academic achievement. This research intends to establish the connection between student leadership and the impact of their mentorship on their peers' academic performance.

A study by Mgaiwa and Kapinga (2021) conducted a study on mentorship of early career academics in Tanzania: issues and implications for the next generation of academics," was conducted in three institutions of higher learning. The institutions that were purposively selected for the study include the University of Dar es Salaam, Mkwawa University College of Education, and Ardhi University. The researchers used a descriptive survey method and used open-ended questionnaires, interviews, and focus groups to gather data from the respondents. The qualitative data from the study was thematically analyzed, while quantitative data was analyzed using SPSS version 20.0 to produce the outcome in frequencies and percentages.

The findings of the study established that learning institutions lack clear guidelines on how to run mentorship programs and what deliverables are to be expected. Over 73% of the respondents reported that there was no mentorship, while slightly over 20% reported that there was some mentorship. This pointed out the presence of mentorship in the learning institutions but probably poorly executed. The study also found out that peer mentorship exists among some students outside any formal guidelines or recognition. The study gave recommendations for learning institutions to embrace mentorship and avail resources, develop frameworks and guidelines that will enable functionality and sustainability of the mentorship programs. The study had helped in unearthing the reality and challenges faced by mentorship programs in learning institutions. However, the study was done in Tanzania and majorly focused on mentorship within the environment of higher learning only. The study did not seek to establish if the student leadership plays any role in mentorship of the students at any level or any given

direction. This study will seek to establish the function of student leadership in offering mentorship to other students regarding discipline and academic performance.

Wambua et al. (2019) conducted a descriptive survey in Machakos County, Kenya to establish how Principals' Use of Student Mentorship Programmes and Students' Discipline in Secondary. The study adopted the cross-sectional research design and used Ludwig Bertalanffy's Systems Theory. The study used questionnaires to gather data from the 354 respondents that were randomly sampled. The data was synthesized using percentages, frequencies, and means. The findings of the study established that nearly 70% of the schools in Machakos County use mentorship programs for their students. It also revealed that there is a strong relationship between the use of mentors in secondary schools in Machakos County. The findings highlighted that the mentors shared study skills, academic concepts, and the importance of having a study plan with their mentees. It was also noted that mentoring reinforced among the long-term benefits of having mentors improved discipline, school attendance, and ethical living among the students. However, the study did not specifically look at student leadership council mentorship, but focused on general mentorship by alumni and other students in senior classes. The study also used questionnaires only to get responses from the respondents, limiting the interaction and responses. This study intends to use both interviews and questionnaires to gather data to enable the researchers to further seek clarifications from the respondents on mentorship by the student leadership council.

Another study by Musa (2022) used mixed methods on the Relationship between Mentorship and Transition to Post-secondary Education of Girls in Mombasa County. The researcher sampled 260 respondents and used face-to-face interviews and online interviews to gather feedback from the respondents. The respondents included parents, teachers, students, teachers, and form graduates from local community-based organizations and faith-based organizations in Changanwe. The data gathered from the respondents was analyzed using

SPSS version 25.0 to get the frequencies, percentages, and means. The findings showed that approximately 30% of the respondents did not proceed to higher learning institutions while 60% transitioned. The findings also indicated that nearly 19% of the respondents did not have access to any form of mentorship, while over 80% had access to mentorship. The study established that mentorship played a significant role in helping the girls achieve better grades in their studies.

The study explained the different types of mentorships used in schools. These included the traditional one-on-one mentoring and group mentoring. Traditional one-on-one mentoring was specified as where senior students are paired with junior students for guidance, support, and motivation. These was achieved through, regular contact between the mentor and their mentee. On the other hand, group mentorship was explained as organized forums where a successful individual in a given field, subject, or sport is assigned several individuals to help in improving the target area of interest. Peer mentoring, was elaborated as members of the same class or age bracket with common interests mentoring each other. This is likely to be the case in most classes where students turn to each other for support. The study ventilated on the various benefits of mentorship in schools and how they impact academic performance. However, the study focused on former students who are and other community-based stakeholders that do not have a direct interaction with learning procedures in secondary schools. This study specifically intends to sample participants from learning institutions with students that are impacted by student leadership and mentorship.

2.3 Students' Leadership in Discipline on Academic Performance

The students' council, being a sub-group in the school, ensures students adhere to the rules at all levels for effective academic performance. In the USA, student councils exist at the elementary, middle, and high school levels, though generally, student councils are more prevalent in high schools. Involvement at the lower levels has proven to be beneficial in that

when students reach higher grades, they have already learned how to conduct formal meetings, discuss problems, and make decisions.

A study was conducted by Claver et al. (2020) on the Motivation, Discipline, and Academic Performance in Physical Education: A Holistic Approach from Achievement Goal and Self-Determination Theories. The study applied the achievement goal theory and self-determination theory to form the theoretical framework on which the study was based. A total of 919 high school students took part in the study by filling out semi-structured questionnaires. The data was later compiled using M Plus statistical software for structural equation model prediction. The findings of the study pointed to the critical importance of task-based motivation among the students. They also emphasized the need for psychological autonomy as well as an emotional connection between the mentor and their mentee. These elements were observed to reinforce the relationship between the mentor and their peers while strengthening the resolve to stay in school and pursue academic excellence.

The study recommended more intervention programs that facilitate motivation and mentorship to help students have better cognitive and behavioral outcomes in the long term. As much as the study highlighted the various aspects affecting academic performance among students, the focus was only on one subject. This excluded attitudes of the students in other subjects, denying the researcher the opportunity to have a wholesome view of other subjects. Therefore, this study intends to focus on the entire learning process without focusing on any particular subject.

As Jemma (2021) pointed out, students in the USA elect class presidents to serve for a maximum term of one academic year with the option of seeking re-election. The presidents are mandated to ensure that concerns relating to the class are presented for debate at the student council's forum. Additionally, the president has the responsibility of presiding over cabinet meetings and consolidating class activities, which improves order in the schools and their

overall student performance. McKenna (2016) conducted a study in Germany and noted that the involvement of student leadership in the development of school policies leads to clear and consistent policies, developed by school officials, teachers, and students, which meet expectations and promote a stable school setting, leading to a safe educational environment and academic achievement if well followed.

Schenk et al. (2020) observe that the involvement of students in the governance issue of the school promotes a sense of belonging and inclusiveness among students. The article further argues that a lack of student participation in their governance is likely to lower the standards of discipline by fanning rebellion. The students feel excluded and silenced, hence resort to unconventional methods of resolving their issues. Ng'etich (2020) noted that authoritative teachers who work without involving students negatively impacts the learners by reinforcing the belief that, only adults or teachers have the capacity to find solutions. This is also reflected in academics, where students are likely to form attitudes that some concepts are only best understood by teachers and not students when the majority or all of them fail (Schenk et al., 2020).

A study by Bukaliya (2012) in Zimbabwe investigated the effectiveness and relevance of the students' council in addressing student concerns, student conduct, how teaching is conducted, or any other interests by students in public secondary schools. Findings established that the students' councils were not effective in maintaining student discipline or mentoring others due to their own shortcomings. In particular, the study found that the student councils rarely held consultative meetings with their respective students. Students' grievances were obtained through suggestion boxes, but these had not been deliberated upon, laying the ground for potential indiscipline cases and disruption to smooth learning. While this study by Bukaliya explains the roles of students' councils, it is not clear how students' involvement in the running of schools' influences students' performance, hence the need for this study that will look into

how students' councils' involvement in discipline influences students' performance.

Involvement of students in school administration and activities through student councils have been embraced by many schools in Kenya. Kilonzo and Kanori (2017) conducted a study aimed at establishing the influence of student councils' involvement in the implementation of school rules and policies among students on their discipline in public secondary schools in Kathonzi Sub-County. The study adopted a descriptive survey design. The target population was 30 public secondary schools in Kathonzi Sub-County. The results of the study indicated that schools where a student council was not involved in implementing school rules were characterized by higher levels of indiscipline than those that involved students in implementing school rules. It is also established that involving student councils in implementing school rules influences students' discipline. This study highlights the importance of students' council involvement in school administration but does not clearly bring out how the involvement of students influences the academic achievement of learners. This study intends to establish if student leadership in discipline management has any impact on academic performance.

Kirera (2015) conducted a study on challenges faced by prefects in managing students' discipline in secondary schools in Buuri Sub County, Meru County, Kenya. The research design used in this study was a descriptive survey in which respondents filled out questionnaires. The study established that prefects in secondary schools are important due to the role they play in bridging the gap between the administration and students. Being a prefect in secondary school is an added responsibility on top of the academic work. The study revealed that prefects face threats from fellow students, that school administration does not train prefects, and that prefects lose command, especially when they do not perform well academically. The study recommends; induction courses for prefects after they are democratically elected by other students. The school administration should also work closely

with prefects to enable them to overcome their challenges. Though the study looked at students' leadership, it did not address aspects of students' leadership such as involvement in peer mentorship, discipline, communication with administration, and how such factors influence students' academic performance, hence the need for this study to fill the gap.

Ikiugu and Maithya (2021) conducted a study about the impact of student councils' involvement in school policy formulation on school discipline in public secondary schools in Meru County. The study adopted a mixed-methods approach where questionnaires were used to collect data from heads of guidance and counseling departments and presidents of student councils, while interview schedules were used to collect data from deputy principals. The findings indicated that students' council involvement in policy formulation was statistically associated with the level of students' discipline in secondary schools. This was supported by the log odds result, where a one-unit increase in student council involvement in policy formulation improved the odds of the level of discipline being satisfactory. An improvement in student councils' involvement in policy formulation increases the probability of satisfactory discipline in secondary schools. This study, however, concentrated on the discipline of students and did not discuss how students perform because of students' council involvement, which is a gap that will be covered in this study.

2.4 Students' leadership in Communication with Administration on Academic performance

Effective communication refers to the passing of information that is free from bias, helps people improve in teamwork, and aids decision-making without causing conflicts or destroying trust (Cunningham, 2000). Communication from the students' council to the school administration and vice versa is necessary for effective management of secondary schools (Momanyi & Mwalwa, 2021). Communication plays a major role in the participation of students' councils in the management of schools all over the world. In Singapore, student

councils are the mediums of communication between the students and the school administration (Fletcher, 2005). In the USA, Canada, and India, secondary schools have a students' council that receives, evaluates, and presents students' issues to the school management. The students' council presents the students' expectations to the school management in written form for further consultation, consideration, and approval (Woods & Cribbs, 2001).

A qualitative study was conducted by Mazalani (2021) about students' perceptions of online class delivery methods in South Korea and Malaysia. The findings revealed that communication between lecturers and students remained a critical factor for success regardless of the class category. The study provided further insight into matters experienced by students and how educators may heed the opinions of students when improving future learning programs. It must be acknowledged, however, that though the study focused on the importance of communication between students and school administration, it did not provide sufficient discussion on the student council's involvement. The study revealed a methodology gap where a qualitative approach was used to collect data. This study is meant to fill the gap since both qualitative and quantitative approaches were used to collect the data. The two paradigms enable the researcher to triangulate by comparing the findings as well as providing a broad analysis of the research problem (Demir & Pismek, 2018). A geographic gap was also identified in that the study was carried out in Korea and Malaysia, whereas this study will be in Kenya.

In Germany, student councils' communication and collaboration with school administrators has attracted scholars' attention. Gregorio (2019) conducted a qualitative study in Germany aimed at establishing the influence of students' leadership on academic achievement. The study established that student leaders are an important part of school structures and offer students the opportunity to take on leadership roles of responsibility,

providing them with the opportunity to learn how to manage responsibility to their school, its community, and the institution as a whole. Moreover, the role offers them the opportunity to understand what it means to represent the voice of their peers since they communicate the views of the other students to the school administration. It was further established that the communication of student issues to the administration has improved the services of the schools to the students, which has improved their academic success. This study will serve as the basis on how students' council involvement in peer mentorship, discipline, and communication with administration contributes to the academic performance of learners in public secondary schools in Naivasha Sub- County, Nakuru County, Kenya.

In a qualitative study about students' leadership demands and problems of the educational system in Nigeria, Oluwasola (2023) noted that students' leadership in schools is an important aspect that plays a significant role in enabling learners to achieve their potential. The author noted that at both the secondary and higher levels of education, student leaders must be considered essential for the effective running of institutions. The study argued that student leadership acts as a bridge between authority and all other students. Members of the union also have the opportunity to fight collectively for the rights of the entire student body. Student leadership is said to be essential as it champions the cause of other students and helps the general student body be law-abiding. The leaders act as a bridge between the authority and all other students. The study, however, did not look at students' leadership involvement in communication with the administration, which is among the variables of investigation in the current study. Through communication, the student council leaders will be able to present the students' grievances to the school administration. Likewise, the administration will be able to deliberate on issues that affect the academic performance of students.

Wokadala (2016) conducted a study aimed at evaluating how school leadership and management practices impact students' achievement in Uganda. The study used both

quantitative and qualitative tools for data gathering, which included questionnaires and interviews, respectively. Teachers and students were considered as units of analysis. Results indicate that school success is associated with effective leadership where teachers and students are involved in decision-making and policy implementation. The study revealed that effective student leadership is important for the performance of learners and emanates from positive behavior reinforcement and verbal and material recognition of students showing exceptional accomplishments and leadership. The cited study, however, was not specific on which type of qualitative and quantitative approaches were used. This study is related to the cited study in that it will use both qualitative and quantitative approaches; specifically, cross-sectional for quantitative data and phenomenology will be used for qualitative data. The study will also involve students as units of analysis.

Communication between student leaders and the school administration has been a challenge in some schools. Morange and Barchok (2017) conducted a study about the participation of student councils in communication to enhance the effective management of secondary schools in Nyeri County, Kenya. The study adopted a causal-comparative research design. Purposive sampling was used to identify 24 boys' and girls' public boarding secondary schools for the study. According to the findings of the study, student councils do not listen to students on some issues and do not present problems to the school administration in time. It was also revealed that the student councils are neither trusted by the students nor the administration because they are not always truthful, which implies that there is a communication breakdown, and as a result, they do not help the school administration enhance effective management.

2.5 Summary of the Literature and Research Gaps

Addressing the research gaps is essential for advancing an understanding of how principals can effectively involve student councils' leadership to promote high academic

performance in public high schools. The study identified several related studies to this study; however, several gaps are identified in the studies reviewed. The study identified several related studies to this study; however, several gaps are identified in the studies reviewed. For instance, the researcher noticed that some studies showed geographical gaps, especially those conducted in other countries. There is also a notable gap in understanding the specific strategies employed by principals to involve student councils' leadership in schools. Further research is needed to explore the methodologies, tools, and frequency of involvement of student councils' leadership by principals in different school contexts (Lorenzetti & Lorelli, 2020).

Further, there is limited research on how principals involve student council leadership to promote student's academic performance. Understanding how student council leadership contributes to peer mentorship, discipline, and communication with administration is an essential guide to effective leadership practices for better academic outcomes (Manka & Craft, 2012). Additionally, examining how contextual factors affect the success of student council initiatives can offer deeper insights into educational leadership (Wokadala, 2016).

Njaramba (2022) conducted a study on students' leadership roles and their impact on academic performance in China. Some studies found that peer mentorship, student discipline, and effective communication between student council leadership and administration positively influence academic outcomes. Furthermore, studies also found that students who take on leadership responsibilities may struggle to balance their academic work with the demands of their leadership roles. The pressure to succeed in both areas can create challenges for student leaders trying to manage their time and focus. (Ching, 2017). However, some school principals neglect the aspect of peer mentorship and administration support for student leadership, and inadequate communication channels between student council leadership and administration, which can lead to poor academic performance (Ikiugu & Maithya, 2021).

However, despite numerous studies indicating a positive influence of student council

leadership, some of them did not clearly show how principals involve student council leadership to improve students' academic performance. Some other studies revealed a methodological gap because they adopted other research designs that were different from what this study. Therefore, this study sought to fill the gap by exploring the contribution of student councils' leadership on the academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that will be used during the proposed study. It discusses the research design, location of the study, target population, sampling techniques, data collection instruments, validity and reliability, credibility and dependability of qualitative instruments, analysis procedures, and ethical considerations.

3.2 Research Design

The study used a convergent parallel mixed method approach. This design allowed the researcher to apply both qualitative and quantitative paradigms in the collection and analysis of data hence enabling the researcher to draw the strength of each paradigm. Kombo and Tromp (2018) define a research design as a step-by-step procedure on how the research objectives can be attained with a minimum deviation from the expected results. Creswell and Poth (2013) explain that the convergent parallel mixed method involves using both quantitative and qualitative approaches simultaneously, giving equal importance to each within a single phase of research (Demir & Pismek, 2018). The convergent mixed methods approach enabled the researcher to analyze the principals' monitoring of instructional practices on learning outcomes. It also helps the researcher to collect data from various respondents namely; principals, teachers and students. These assist in getting a broad opinion and richer understanding of the research problem.

3.3 Location of the Study

The study took place in Naivasha Sub-County, which is located within Nakuru County. Naivasha has a population of about 224,141 covering about 425.48 square kilometers. Its neighbors are Kajiado South, Lari, Narok East, Gilgil, and Nyandarua South Sub-Counties. Naivasha Sub-County has eight wards, namely: Mai Mahiu Ward, Olkaria Ward, Viwandani

Ward, Naivasha East Ward, Lake View Ward, Bashara Ward, Maela Ward, and Hells Gate Ward (NG-CDF Naivasha, 2021) (see Appendix A). There are 39 public secondary schools in Naivasha Sub-County. The choice of the sub-county for this study was due to a decline in academic performance in KCSE examinations. Since student councils play a vital role in the management of schools, the researcher sought to find out whether student councils contribute to students' academic performance in Naivasha Sub-County.

3.4 Target Population

The target population is a large group from which the sample is taken. This population includes people or objects depending on what the study intends to use (Kombo & Tromp, 2017). There are 39 public secondary schools in Naivasha Sub-County but this study decided to carry out the research in 13 public secondary schools in Naivasha Sub-County. This is because the researcher believes that Naivasha Sub-County is a representation of different communities. This means many people come from different communities to settle in Naivasha Sub-County and hence make it a rich place for this study. The target population of this study was 2,673 participants comprising; 39 public secondary schools, 39 principals, 234 teachers and 2400 students in Naivasha Sub-County, Nakuru County.

The principals were part of the study because they are the school administrators expected to oversee the discipline and academic performance of students. Teachers were included in the study because they interacted with students in their learning and were well-versed in their discipline as well. The student body, together with the student council were included because they represented other students, and duties assigned to ensure rules and regulations are adhered to enhance academic performance.

Table 2***Target Population***

| Target Population | No. of the target population | Category | No. of schools Category |
|--------------------------|-------------------------------------|------------------------|--------------------------------|
| Principals | 39 | Girls boarding schools | 3 |
| Teachers | 234 | Boys boarding schools | 3 |
| Students | 2400 | Mixed boarding schools | 3 |
| | | Mixed day schools | 30 |
| Total | 2,673 | | 39 |

Source: Researcher 2024**3.5 Sample Size and Sampling Procedures**

The study employed both probability and non-probability sampling techniques. Probability sampling gave an equal chance for all to participate in the study, thus avoiding bias. This was possible because the mixed method design allowed the use of both sampling approaches. A combination of probability and non-probability sampling techniques yielded consistent information given that the results from one method could be used to illustrate the results from the other (Etikan, 2017). The researcher was considerate of the limited resources available and time constraints in conducting the research, therefore settling on a lean sample size. Ogundimu et al. (2016) stated that a sample size of 10% could yield conclusive results in a study. The sampling interval used was established by dividing the total target population by the desired sample size. The systematic sampling formula helped in ensuring an even distribution of the sample across the target population (Naidoo, 2013).

3.5.1 Sampling of Schools

In Naivasha Sub-County, there were 39 public secondary schools. In this study, 33.3% of the targeted schools participated, which was a sample size of 13 public secondary schools. This sample size was over the minimum threshold of 10% of the target population and was sufficient to help the study reach conclusive findings (Ogundimu et al., 2016). The researcher

used stratified sampling to group the schools into male and female then simple random sampling to selected two girls' boarding schools out of three, two boys' boarding schools out of three, and two mixed boarding schools out of three. This was done through assigning numbers 1 to 3 the odd ones were considered. Seven mixed-day out of 30 public schools were sampled using systematic sampling with an interval of four. The total sampled schools were 13.

3.5.2 Sampling of Principals

Non-probability sampling techniques was used particularly purposive sampling to select principals in public secondary schools. Campbell et al. (2020) support that purposive samples have better fitting characteristics than others. Andrade (2021) observed that purposive samples are used because of the suitable characteristics that enrich the study. The study adopted non-probability sampling; particularly purposive sampling to select 13 principals from the selected secondary schools. Purposive sampling was chosen because it is suitable when the researcher focuses on a small sample with particular characteristics.

3.5.3 Sampling of Teachers

The study used systematic sampling to select 40 teachers out of 13 public secondary schools in Naivasha Sub-County. The researcher sampled form three class teachers because they were in regular contact with their students and were directly responsible for their discipline at the basic administrative level (Nkirichia, 2021). However, all teachers are equipped to instill values and discipline in students, as well as to support their mental well-being to help avoid unrest in school. They work closely hand-in-hand with the other teachers in advising and counseling students found to be deviant (Namai & Manyasi, 2019). Out of the 39 schools, 234 form three class teachers was the total target population. To get the sampling interval for form three teachers, the researcher applied the systematic sampling formula with a desired sample size of 40.

Therefore $K=N/n$,

$$K=234/40$$

$K=5.85$, the researcher, therefore, sampled every sixth teacher from the target population.

3.5.4 Sampling of Students

The researcher used Form Three students because they had been in the school for quite some time and were aware of the school culture regarding academic performance. Form Three also had sufficient records that could be used to observe their academic trend and discipline status. The researcher applied a systematic sampling formula of $K=N/n$ to get the sampling interval for the Form Three students. The researcher desired a sample size of 240.

Therefore,

$$K=2400/240$$

$K=10$, hence the researcher sampled every tenth student from the form three students in the sampled schools.

Table 3

Sampling Techniques, and Sample Size

| Category | Target population | Sampling Technique | Sample Size |
|--------------|-------------------|------------------------|-------------|
| Schools | 39 | Stratified sampling | 13 |
| | | Simple random sampling | |
| | | Systematic sampling | |
| Principals | 39 | Purposive sampling | 13 |
| Teachers | 234 | Systematic sampling | 40 |
| Students | 2400 | Systematic sampling | 240 |
| Total | 2,673 | | 306 |

Source: Researcher 2024

3.6 Description of Research Instruments

Questionnaires and interview guides were used to collect data. Questionnaires were used to collect data from students and teachers, while the interview guide was used on the principals.

3.6.1 Questionnaire for Students

A questionnaire is one of the most convenient tools for collecting information because it helps to collect large amounts of data within a short period; the results are more reliable and less costly. Both open-ended and closed-ended questions were included in the students' questionnaire. The questionnaire was in four parts: A, B, C and D. Part A consisted of demographic details, which included gender and age. Parts B, C and D consisted of three components of the objectives. These were the influence of students' council leadership in peer mentorship on academic performance, the influence of students' leadership in discipline on academic performance, and the influence of students' leadership in communication with the administration on academic performance.

3.6.2 Questionnaire for Teachers

A questionnaire is one of the most convenient tools for collecting information because it captures a grand quantity of data within a short period and it is less costly. Both open-ended and closed-ended questions were included in the teachers' questionnaire. The questionnaire consisted of two parts. Part A consisted of demographic information, which included gender, age, educational level, and teaching experience. Parts B, C and D covered the three components' variables of the objectives that is; the influence of students' council leadership in peer mentorship on academic performance, the influence of students' leadership in discipline on academic performance, and the influence of students' leadership in communication with the administration on academic performance.

3.6.3 Interview Guide for Principals

The researcher used an interview guide to gather qualitative data from the principals. The use of interviews helped provide flexibility to probe and clarify responses. The interview guide for the principals had two sections: A, B, C and D. Section A captured demographic information that is, gender, age, educational level, and teaching experience. Section B, C and D contained questions based on the three objectives; students' council leadership in peer mentorship, students' leadership in discipline, and communication with the administration on academic performance.

3.6.4 Pilot Testing

The questionnaire was tested in two secondary schools, which did not participate in the final study. Thus, the researcher included 10 students in the piloting of the instruments. A pilot study before the actual research helped to ensure that the research instruments would collect the desired data (Tseng & Sim, 2020). The pilot study helped the researcher to restructure the questions for clarity, and comprehension of the participants, in the study. After the pilot test, the researcher made corrections, for example, ambiguous terms were refined for the instrument to be more meaningful and accurate.

3.6.5 Validity of the Study Instruments

Research validity refers to how effectively a study measures what it intends to measure and how accurately it represents the reality it seeks to reflect. It ensures that the findings and conclusions are supported by reliable evidence and can be trusted (Mugenda & Mugenda, 2013). According to Sangosen, Hellman and Hill (2013), face validity is the clarity, conciseness and completeness of a research instrument whereas content validity measures how well the items of the tool align with the topic and test's objectives. To ensure validity, content validity was assessed using expert judgment from individuals well-versed in the subject being studied.

The researcher used the feedback of experts to refine the research instrument. The researcher also sought input from supervisors and experts to ensure that the questionnaires tested what they were designed to assess.

3.6.6 Reliability of the Research Instruments

Reliability of measurements is the repeatability or replication of findings of a particular measuring procedure giving equivalent results when the study is done over several repeated trials or conditions. This means that if a study is repeated under the same conditions, it should produce a similar result. Reliability ensures that the research findings are not just a fluke but are stable and repeatable (Orodho, 2009). The instrument test consistently measures whatever it measures using the same re-test method. This involves giving the same instrument to the same group of respondents twice, with a two-week interval between the tests, and one month. The same procedure yield consistent across these administrations would indicate stability in the phenomenon that was measured, suggesting that monitoring practices and their perceived impact on teaching and learning outcomes remain relatively unchanged over the specified timeframe (Keith, 2017)

According to Keith (2017), Cronbach's alpha enables researchers to determine internal consistency reliability from a single administration of the Likert-type scale and close-ended questions. These scholars further contended that the reliability coefficient should be at least 0.7 and above. In this study, the researcher used SPSS to calculate the reliability coefficients of the Likert scale questions prepared for students and teachers to determine the Cronbach alpha. The reliability coefficients of 0.7 and above led to the conclusion that the instruments (questionnaires) were reliable and could be used by the study to collect data. According to Sürücü and Maslakçı (2020), a value of 0.7 and above indicates a strong correlation and therefore is acceptable. The results are as shown in Tables 6 and 7.

The teacher's questionnaires were tested using Cronbach's alpha to ascertain the

reliability of the research instrument. Statistical measures like Cronbach's alpha was used to verify that the test or survey results are reliable and not affected by random factors. The results are shown in table 4.

Table 4

Reliability test for teachers

| Scale | Number of items | Cronbach Alpha | Comment |
|--|------------------------|-----------------------|----------------|
| Involvement in peer mentorship | 8 | 0.713 | reliable |
| Involvement in the student's discipline | 10 | 0.816 | reliable |
| Involvement in communication with administration | 10 | 0.715 | reliable |
| Involvement in peer mentorship | 8 | 0.713 | reliable |

Source: Researcher 2024

Table 4 shows that Cronbach's Alpha for all the scales was above 0.7. This is an indication that the instruments were adequately reliable for measurement. The results are in agreement with the literature of Sürücü and Maslakçı (2020), who stated that a Cronbach's alpha of 0.7 indicates an acceptable level of reliability. The student's questionnaires were tested using Cronbach's alpha to ascertain the reliability of the research instrument. Statistical measures like Cronbach's alpha are used to verify that the test or survey results are reliable and not affected by random factors. The results are shown in table 5.

Table 5

Reliability test for students

| Scale | Number of items | Cronbach Alpha | Comment |
|--|------------------------|-----------------------|----------------|
| Involvement in peer mentorship | 8 | 0.716 | reliable |
| Involvement in the student's discipline | 10 | 0.891 | reliable |
| Involvement in communication with the administration | 9 | 0.802 | reliable |
| Involvement in peer mentorship | 8 | 0.716 | reliable |

Source: Researcher 2024

Table 5 shows that all scales had Cronbach's alpha values above 0.7, indicating strong reliability. This means the tools or surveys used to measure aspects of student council leadership, such as peer mentorship, communication, or discipline, were consistent and dependable. High reliability ensures that the results accurately reflect the true influence of student council leadership on school outcomes, such as academic performance, without being affected by random errors.

3.7 Credibility and Dependability of Qualitative Instruments

The level of confidence in the data interpretation and methods used to ensure the quality of a research study (Bruning et al., 2018). Gunawan (2015) explains that trustworthiness is evaluated based on four criteria: credibility, dependability, transferability, and confirmability. In this study, triangulation was used as one way of ensuring the trustworthiness of data. Data triangulation involves use of data collected from multiple sources. The researcher had the data from questionnaires, interviews and academic performance records of students. According to Stahl and James King, (2020) triangulation is the use of numerous sources of data from the field to establish recognizable patterns. In addition, the researcher used member checking by asking the supervisors and experts to validate the researchers' explanations and also by returning the report to the participants to confirm if the findings were accurate.

3.8 Data Collection Procedures

The researcher presented a signed copy of the proposal to the directorate of postgraduate studies and research, Tangaza University College, to enable the researcher to get clearance. The signed documents were used to apply for the research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). The research permit and the clearance letter from Tangaza University College were used to secure permission from the education office of Naivasha Sub-County to conduct research in the public secondary schools. The researcher then asked permission from the principals of the sampled schools to conduct

research. The researcher, along with the trained research assistant in matters of ethics, distributed questionnaires to 13 selected schools. Participants who needed additional time to complete the questionnaire were provided with a time and date to collect them. The researcher conducted face-to-face interviews with the principals of the schools and recorded the data with their consent. After the entire process, the researcher started working on the data analysis.

3.9 Description of Data Analysis Procedures

Data analysis is the process of ordering, structuring, and giving meaning to the bulk of information collected (Mugenda & Mugenda, 2013). To obtain accurate results, data needed to be prepared, converted and analyzed properly. The first stage of data analysis was to check the completeness of each questionnaire. Questionnaires not completed were separated from those that were. Next, the questionnaires were arranged and counted to ensure that none was missing. Data was coded with symbols to help categorize data for easy recordability and anonymity. The researcher analyzed quantitative data with the aid of Statistical Package for Social Sciences (SPSS) in which descriptive statistics such as frequencies and percentages were generated and presentation was done in frequency tables and pie charts. Descriptive statistics procedures summarized and described the characteristics of a sample to allow data presentation for easier understanding (Conner, 2017). On the other hand, the researcher used content and a thematic approach. First, the researcher went through all interview transcripts to ensure that no information was missing. Then, coding was done with a coding matrix in line with each objective. This helped to identify and label any recurring patterns or features in the interview data. Through this, the researcher was in a position to come up with categories (sub-themes) based on the interview questions. The sub-themes were then reduced down to themes, which were described and recorded as narrative findings of the final interview questions. Finally, the researcher analyzed quantitative data as well as qualitative data independently, and then merged the results to see if the results agreed or disagreed with each other.

3.10 Ethical Considerations

Any study involving human contact had to be ethically controlled to guarantee that volunteers did not experience uncomfortable experiences, abuse, or bodily harm. Ethics involved obtaining knowledge and consent from respondents, respecting the rights of those being studied, and not injuring them. Furthermore, cultural differences, gender, anonymity, secrecy, and confidentiality were all taken into account. To adhere to research ethics as recommended by Mugenda and Mugenda (2013), the researcher presented the duly signed copies of the proposals to the directorate of postgraduate studies and research, Tangaza University College, to get ethical clearance. The clearance letter, together with a signed copy of the research proposal, was used to secure a research permit from NACOSTI. The researcher ensured to get permission from the Naivasha Sub-County Education Office and the principals of schools before conducting the study in the selected schools. The researcher sought the informed consent of the respondents by giving them time to sign the consent form. Oso and Onen (2016) argued that ethical issues were very significant in research because, despite the high value of knowledge achieved through research, knowledge could not be pursued at the expense of human dignity. This made it important for informed consent to be considered. The participants' anonymity and confidentiality were guaranteed by instructing them not to indicate any of their identities in the research instruments. For example, they were asked not to indicate their names on the questionnaires. While reporting findings from interviews, numbers were assigned to participants' responses instead of names. To avoid plagiarism, the researcher acknowledged both primary and secondary sources of information. In addition, when writing and citing any source of data, the researcher followed the American Psychological Association (APA) seventh edition.

3.11 Impact of the Study

This study was destined to have an impact on students' council leadership. By working

directly with school administration, student councils had the opportunity to improve the learning environment in the school, which could ultimately improve academic performance (Lorenzetti & Lorelli, 2020). The study was expected to have an impact on the students' council organization and promotion of extracurricular activities that provided opportunities for students to develop diverse skills, which could positively impact academic performance. Student council cultivated leadership skills such as communication, teamwork, problem-solving, and decision-making. They also learned to effectively manage responsibilities, delegate tasks, and collaborate with others for academic success. Student council involvement in organizing peer tutoring programs, study groups, and peer mentorship, created confidence, which contributed to academic achievement (Lafontan, et al., 2023, Talha and Ishak, 2022). Empowering student council leaders could easily inspire and motivate peers to excel academically. By actively involving students in decision-making processes through the student council, principals and teachers gained valuable insights into the needs, concerns, and perspectives of the students. Through communication, the principals and teachers had a better understanding of issues affecting students. Student council leadership encouraged collaboration between students, administrators, and teachers, and shared responsibility for the school's academic success. Through collaboration, principals and teachers could work closely with student leaders to implement positive changes, enhance school culture, and promote academic excellence. Principals and teachers could leverage the influence of student leaders to promote positive behaviors, attitudes, and academic habits among students, which was the impact of this study.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the study's data analysis, presentation and discussion of the findings from the field. The findings are analyzed and presented according to the research objectives. The study first presents the response rates, and participants' demographic information, followed by the presentation of the results of the objectives. The findings of the study are presented in bar charts, pie charts and tables as shown in the discussion that follows below.

4.2 Response Rate of the Participants

The researcher distributed research instruments to different participants for the study. These included questionnaires given to both teachers and students to gather quantitative data. Additionally, an interview guide was used to collect qualitative data from principals at the selected schools. Table 6 summarizes the response rates from the different participants in the study.

Table 6

The Response Rate of the Participants

| Category | Target Participants | Response rate | Percentage (%) |
|------------|---------------------|---------------|----------------|
| Students | 240 | 234 | 97.5% |
| Teachers | 40 | 39 | 97.5% |
| Principals | 13 | 8 | 61.5% |
| Total | 293 | 281 | 96% |

Source: Field data, 2024

As shown in Table 6, 40 questionnaires distributed to the teachers, most were returned 39 (97.5%). This indicated that the participants were ready to participate in the study. Out of the 240 questionnaires distributed to the students, almost all of them were returned 234

(97.5%). This indicated that the participants were willing to take part in the study. Additionally, out of the 13 principals who were sampled for the study 8 (61.5%) were available for the interview. Two of them did not participate since they were out for official matters while three were in for a meeting within the school. The three categories had a response rate above 50%. According to Mugenda and Mugenda (2019) state that a response rate of 50% is sufficient for data analysis and reporting, 60% is considered good, and a rate of 70% or higher is excellent. Thus, following the recommendation of Mugenda, the response rate of 96% for teachers, students and principals respectively was excellent for data analysis and reporting.

4.3 Demographic Information of the Participants

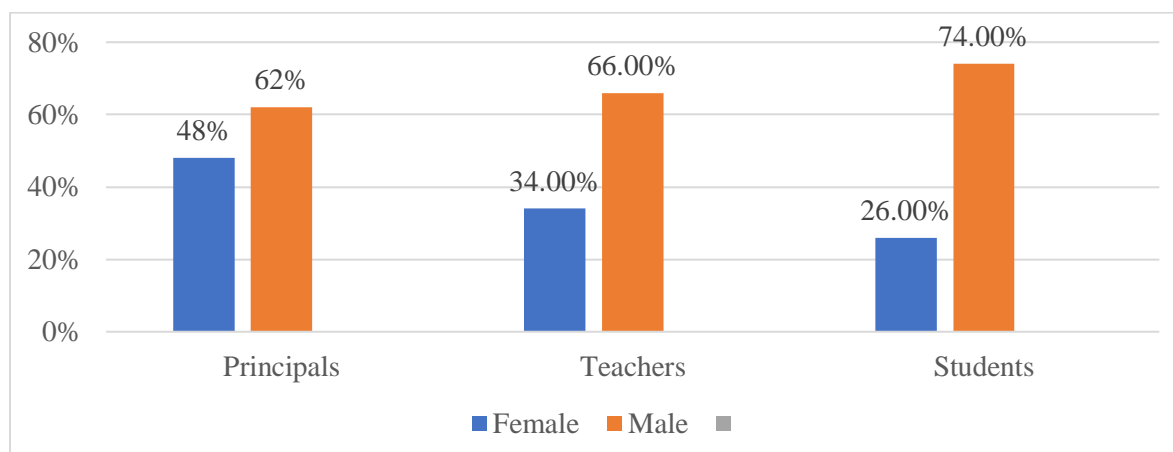
The respondents were asked to share personal details, including their gender, age, qualifications, and experience. The researcher intended to explore how these personal characteristics affect the way principals' involvement in student council leadership influences academic performance.

4.3.1 Distribution of Gender of the Principals, Teachers and Students

The participants were asked to specify their gender to identify any differences in participation rates between males and females. The results are shown in Figure 2.

Figure 2

Distribution of Gender of the Principals, Teachers and Students



Source: Field data, 2024

As indicated in Figure 2, 48% of the principals who responded were female while 62% were male. Similarly, 66% of the teacher respondents were male and 34% were female. On the other hand, 26% of the students who participated in the study were female while 74% were male. This implies that although both genders were represented in public secondary schools in Naivasha Sub-County, Nakuru County, male educators were more than female teachers, and male students were more than female students.

This highlights the subject of gender imbalance, which may bring issues such as stereotypes and biases related to learning outcomes. Schools must prioritize gender balance, as diverse genders can bring unique insights, approaches, and ways of addressing various educational challenges. Having teachers of different genders exposes learners to a wider variety of ideas, problem-solving approaches, and perspectives. This diversity helps enrich their learning experience and supports better educational outcomes by offering various approaches and viewpoints.

4.3.2 Age Distribution of Principals, Teachers and Students

In this section, the study sought to find out the age bracket distribution of participants to determine how this affects the contribution of student council leadership on academic

performance. The findings are shown in table 7.

Table 7

Age Distribution of the Principals, Teachers and Students

| Items | F | % |
|-------------------------------|----------|----------|
| Principals Age Bracket | | |
| 20-29 years | - | - |
| 30-39 years | 2 | 10 |
| 40-49 years | 7 | 50 |
| 50 years & above | 4 | 40 |
| Teacher Age Bracket | | |
| 20-29 years | 12 | 23 |
| 30-39 years | 21 | 57 |
| 40-49 years | 5 | 14 |
| 50 years & above | 2 | 6 |
| Students Age Bracket | | |
| 12-16 years | 93 | 43 |
| 17-21 years | 140 | 54 |
| 22 years & above | 7 | 3 |

Source: Field data 2024

As shown in Table 7, the age distribution of the principals indicates that out of the 13 principals interviewed, none fall into the 20-29 years age group (0%). Two principals are in the 30-39 years age group (10.7%), 7 principals are in the 40-49 years (50%) and 4 principals ranged in the age of 50 years above (40%). This implies that principals in the age range of 40-49 years and 50 years and above may bring a wealth of experience and knowledge in monitoring instructional practices on learning outcomes. This age bracket could further demonstrate that they are likely to possess a deep understanding of school policies, practices and procedures required for effective student council leadership in schools. However, there may be a risk of resistance to change or reluctance to adopt new approaches involving student

leadership due to entrenched traditions or perspectives shaped by years of experience. As noted by Abonyi (2023), older principals may face challenges relating to the evolving needs and behaviors of contemporary teachers and students. Such resistance may lead to a generational gap in student council leadership on academic performance.

Results in Table 7 indicated that the majority 57% of the teachers were in the age bracket of 30-39 years while 23% were in the group of 20-29 years. On the same, 14% of teachers were aged 40-49 years and others were above 50 years and above with 6%. The findings indicate that the age bracket of teachers proved to be largely young. This implies that young teachers will be more open to involving student council leadership in school activities since they are all relatively young. Also, the fact that the majority of the teachers fall between 20 and 29, and 30-39 years of age bracket means that the workforce is youthful, energetic, current, vibrant, and perhaps will be highly motivated to high engagement and enthusiasm, and bring in fresh ideas to the classroom. This can also be seen as an advantage to the teaching workforce in that with the advancement of technology and the increasing use of Information and Communication Technology (ICT) in education, young teachers can be highly effective in teaching competency-based curricula. This makes them more skillful at integrating technology into their teaching practices and leveraging it to enhance positive learning outcomes. They also often exhibit greater flexibility and adaptability in incorporating new teaching methodologies and assessments.

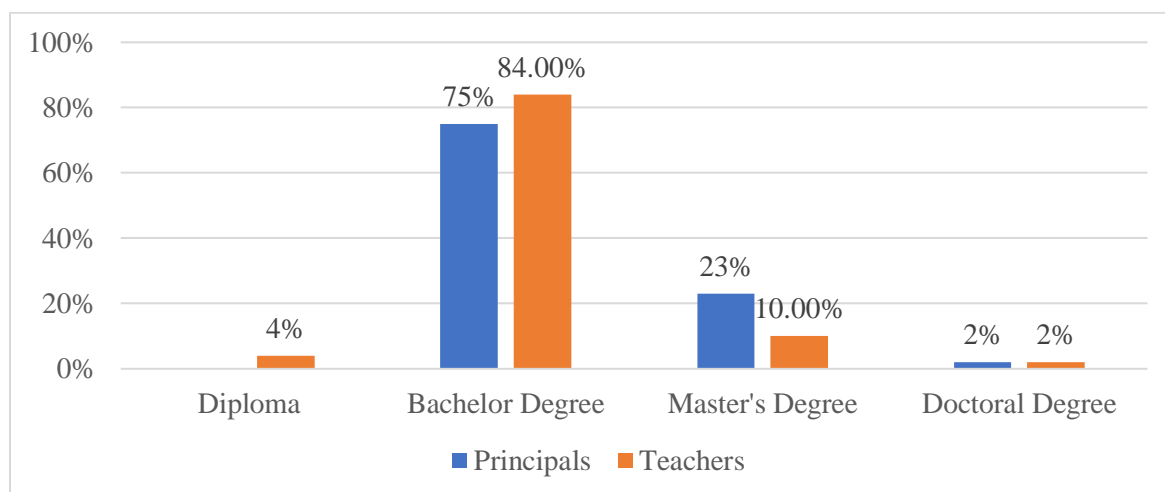
The results in Table 7 also revealed that 54% of the students were in the age bracket of 17-21 years, while 43% were 12-16 years, and 3% were 20 years and above. This distribution indicates a relatively balanced representation of students' age range of those who are supposed to be in Form Three. Furthermore, it depicts a relatively mature group of students who can respond adequately to the research questions concerning the influence of principal's motivational strategies on teachers' job performance.

4.3.3 Distribution of Principals and Teachers According to Academic Qualification

The participating principals and teachers were asked to indicate their academic qualifications to assess their capability to manage and improve student council leadership on academic performance. This level of training helps principals involve and support student leaders to be more effective, ultimately leading to better academic performance. It further demonstrates that qualified principals would bring essential leadership skills and experience to effectively involve student council leadership to enhance academic performance. These results are shown in Figure 3.

Figure 3

Distribution of Principals and Teachers According to Academic Qualification



Source: *Field data 2024*

Figure 3 shows that 75% of the principals had a bachelor's degree, 23% had a master's degree and 2% had a doctoral degree qualification. Among the teachers, 4% had diploma qualifications, and only 2% had doctoral degree qualifications, with the majority 84% holding bachelor's degree qualifications. These findings indicate that most principals and educators working in Naivasha Sub-County public high schools are bachelor's degree holders. This suggests that they have acquired the necessary knowledge and skills to effectively implement student council leadership in schools that can enhance student discipline and higher academic

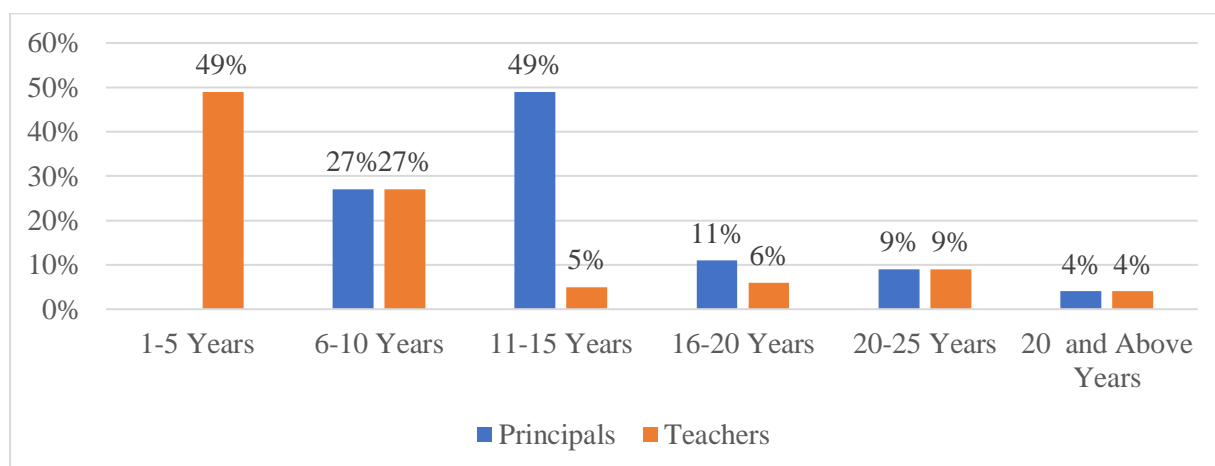
performance. According to Lee et al., (2020), school principals and teachers with higher qualifications are likely to significantly influence the quality of student council leadership, which improves student discipline and academic performance both in schools and in the national examinations.

4.3.4 Distribution of Principals and Teachers According to the Experience

Under this item, the principals and educators were asked to provide their years of service in schools as a measure of their professional experience. This was to help find out whether they had acquired more knowledge and skills throughout their service. Figure 4 shows the summary of the results.

Figure 4

Distribution of Principals and Teachers According to the Experience



Source: Field data 2024

As seen in Figure 4, the results show that teachers and principals have varied experiences and are at different career growth levels. It indicates that the majority 49% of the teachers have experience ranging between 1-5 years, while 27% of teachers are in service between 6-10 years. On the same, 5% of teachers are in service for 11-15 years, 6% for 16-20 years, 21-25 years with 9% and 4% had more than 20 years of experience. Having teachers with varied levels of experience in teaching offers multiple benefits. For example, teachers with different levels of experience bring diverse perspectives to the learning environment.

Newer teachers might introduce fresh ideas and innovative teaching methods, while seasoned teachers often possess a profound understanding of student council leadership. This range of perspectives enriches the educational experience for students and aids teachers in developing better strategies for involving student leaders that enhance positive learning outcomes.

Additionally, Figure 4 shows that the majority 49% of the principals have been in the leadership position for 11-15 years. On the same, 27% of principals had worked for 6-10 years, and 11% had been principals for 16-20 years. These findings suggest that most principals in public secondary schools in Naivasha Sub-County have enough experience to effectively oversee and improve the student council leadership. This means their skills and expertise are likely to produce positive student discipline and academic performance in schools.

It is also important for school principals to have significant experience because they hold important leadership positions in schools, and their experience plays a crucial role in their ability to effectively manage and lead schools. Over time, these principals have developed and refined their leadership skills, encountering numerous challenges that provide them with valuable experience in effectively involving student council leadership in schools. This familiarity allows them to stay informed about educational sector changes, successfully implement new initiatives, and adapt to evolving educational trends, thereby supporting teachers in enhancing positive academic performance.

With limited experience, principals may lack an effective understanding of the contribution of student council leadership and techniques that come with time and exposure. They might struggle to effectively navigate complex situations, such as poor peer mentorship, or lack of teacher cooperation. Additionally, their ability to mentor and guide less experienced teachers and the selection of student leaders process could be compromised. Welsh (2023) argues that experience comes from practical knowledge gained through working with teachers

and learners in various situations over time. Therefore, principals need a wide range of experience to embrace and support student leadership to enhance student discipline and academic performance.

4.4 Student Leaders' Peer Mentorship on Academic Performance

The first objective of this study was to investigate whether student leaders' peer mentorship contributes to academic performance of public secondary schools in Naivasha Sub-County, Nakuru County. The researcher administered questionnaires to teachers and students and interviewed principals. On a five-point Likert scale, the teachers and students were asked to select responses that best reflected their beliefs while principals were interviewed. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are presented in Table 8.

Table 8***Student Leaders' Peer Mentorship on Academic Performance***

| Statements | SA | | A | | UD | | D | | SD | |
|---|----|------|-----|------|----|-----|----|------|----|------|
| | f | % | f | % | F | % | f | % | F | % |
| Teachers = 40 | | | | | | | | | | |
| Student council members mentor other students for positive academic performance | 9 | 23.1 | 23 | 59 | 3 | 7.1 | 2 | 10.2 | - | - |
| Peer mentorship helps to avoid risky behaviors such as smoking and drinking alcohol, allowing students to concentrate on their academics. | 17 | 43.6 | 19 | 48.7 | 1 | 2.7 | 2 | 5.1 | - | - |
| Peer mentorship counseling helps students to develop positive behavior in academics. | 9 | 23.1 | 23 | 60 | 2 | 5.1 | 3 | 7.7 | 2 | 5.1 |
| Peer mentorship helps to create a social network that builds self-confidence. | 12 | 26.8 | 23 | 64 | 2 | 5.1 | 1 | 2.7 | 1 | 2.7 |
| Peer mentorship builds social support which improves academic performance. | 17 | 43.6 | 16 | 41 | 3 | 7.7 | 3 | 7.7 | - | - |
| Students = 240 | | | | | | | | | | |
| Peer mentorship provides support to students for personal development in academics. | 84 | 35.9 | 101 | 43.2 | 19 | 8.1 | 28 | 12.0 | 2 | 0.9 |
| Students' mentorship helps to improve study skills for academic performance. | 60 | 25.6 | 99 | 42.3 | 18 | 7.7 | 19 | 8.1 | 38 | 16.2 |

Source: Field data 2024

As seen in Table 8, the majority 59% of teachers agreed with the statement that student council members mentor other students for positive academic performance. On the same, 23.1% of teachers strongly agreed while 10.2% disagreed with the assertion. This implies that student council leadership is crucial in helping other students succeed academically by serving as mentors. Regarding peer mentorship helping to avoid risky behaviors such as smoking and drinking alcohol, allowing students to concentrate on their academics, the majority 48.7% of

teachers agreed while 43.6% strongly agreed with the statement. These results are similar to Willis and Manka (2012) who stated that student peer mentoring helps reduce adolescent risk behaviors such as drug use, smoking, and teenage sex, which are part of indiscipline activities. This means that schools with strong mentoring programs, whether led by seniors or peers, are more likely to produce confident students who are more focused, self-assured, and firm in their decision-making.

Furthermore, 35.9% of students strongly agreed, while 43.2% agreed and 12% of the students disagreed with the assertion that peer mentorship provides support for personal development in academics. This indicated that peer mentorship helps students develop personal skills like time management, self-motivation and focus on achieving academic success. This also suggests that students not only receive academic help but also benefit from personal growth, such as improving study habits, learning how to manage time effectively, and likely to achieve higher academic performance. This study's findings align with Talha and Ishak (2022), who found that peer mentoring in schools helps students build social support networks that boost their self-confidence and lead to better academic success. Peer mentorship not only supports the academic goals of the mentees but also encourages all students involved to strive for academic excellence within the school. Principals were interviewed and one of them said:

I always acknowledged that student council members play an important role in mentoring other students in my school. This body has positively contributed to academic performance. I do offer guidance, advice, and support to student leaders to help their peers stay focused on their studies, manage their time effectively, and overcome challenges. This mentorship fosters a sense of responsibility and motivation among students, leading to improved academic outcomes across the school.

On answering the same question, another principal noted:

I always work with teachers to support our student council leaders in effectively carrying out their duties and most especially to help mentor their

fellow student's excellence in their social life and academic career. I also do provide structured mentorship programs to enhance the effectiveness of student council members in this role. However, sometimes, I become busy with administrative workload and fail to pay much attention to their daily operations in school (Interview, 17th July 2024).

Another principal mentioned:

I agree that peer mentorship plays a significant role in helping students avoid risky behaviors such as smoking and drinking alcohol. I provide guidance and support, and student mentors act as positive role models, encouraging their peers to make better choices and stay focused on their academics. This mentorship helps create a healthier school environment where students feel more accountable for their actions, allowing them to concentrate on their studies and achieve better academic performance (Interview, 17th July 2024).

Additionally, results in Table 8 also indicated that 60% of teachers agreed that peer mentorship counseling helps students develop positive academic behavior. The findings align with Lorenzetti and Lorelli (2020) study, which stated that student council involvement in peer mentoring is essential in creating an inclusive and safe learning environment for all students. This helps student leaders to build authentic friendships with their peers, offering a trustworthy and approachable confidant for students to share their challenges. Through these connections, they can encourage positive study habits and attitudes, which in turn promotes a disciplined and motivated academic environment. This also suggests that peer mentors likely promote responsible behavior, such as consistent class attendance, timely submission of assignments, and staying focused on academic work.

Concerning peer mentorship helping to create a social network that builds self-confidence, the majority 64% of teachers agreed while 26% disagreed with the statement. On the same, 7.7% of the respondents disagreed with the assertion. This implies that peer mentoring is seen as beneficial not only for academic support but also for building social connections among students. It helps students feel more connected to their classmates and

creates a supportive environment where they help each other, both academically and socially. This suggests that through peer mentoring, students are building stronger social connections with their peers, which in turn boosts their self-esteem and confidence, helping them perform better academically and socially.

Table 8 shows that the majority 43.6% of the teachers strongly agreed, while 41% agreed with the statement that peer mentorship builds social support which improves academic performance. These results align with Talha and Ishak (2022) who stated that peer mentoring in schools helps students develop social support networks that build their self-confidence and enable them to thrive among their peers. On the other hand, the majority 42.3% of students agreed with the assertion that students' mentorship helps to improve study skills for academic performance. On the same, 25.6 strongly agreed and 16.2 strongly disagreed with the assertion. The findings imply that while most students acknowledge the benefits of mentorship for improving academic skills, the relatively lower numbers suggest that not all students see a clear connection between peer mentorship and better study habits. This could imply that, although many students find mentorship helpful, some feel its impact on their study skills may not be as immediate or obvious. This highlights the need for more structured mentorship programs that clearly emphasize the link between mentorship and the development of effective study habits to improve academic performance. These results are similar to Wambua et al. (2019) who established that the mentors shared study skills, academic concepts, and the importance of having a study plan with their mentees. It was also noted that mentoring reinforced among the long-term benefits of having mentors improved discipline, school attendance, and ethical living among the students. Principals were interviewed and one of them said:

I often emphasized the need for student council leaders because peer mentorship counseling significantly helps students develop positive academic

behaviors. Through peer counseling, students are more likely to adopt responsible study habits, stay organized, and remain focused on their academic goals. These peer mentors act as role models, encouraging their peers to prioritize learning, manage time effectively, and avoid distractions. I strongly believe that this kind of peer support fosters a disciplined academic environment, contributing to better overall student performance (Interview, 17th July 2024).

In answering the same question, another principal noted:

Student councils are trained to take up the responsibility. I usually have regular meetings to discuss issues that can help them to achieve their goal. The student council has a chance to present the students' grievances to me as their principal and the administrative team for the smooth operation of the school (Interview, 17th July 2024).

Based on the findings, the study provides strong evidence that peer mentorship, especially through student councils, positively influences students' academic performance, personal growth, and social well-being. Most students recognize that peer mentoring not only helps them cultivate essential skills and attitudes for academic success but also offers support in avoiding risky behaviors. Additionally, it fosters self-confidence and strengthens social connections, creating a supportive environment that contributes to overall student development. These findings highlight the importance of implementing and promoting peer mentorship programs in schools to enhance the educational experience for all students.

4.5 Student Council Leadership Enhances Discipline in Students' Academic Achievement

The second research objective sought to determine whether student leaders' involvement in the students' discipline contributes to academic performance in public secondary schools in Naivasha Sub-County, Nakuru County. The researcher administered questionnaires to teachers and students and interviewed principals. On a five-point Likert scale,

the teachers and students were asked to select responses that best reflected their beliefs while principals were interviewed. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are presented in Table 9.

Table 9

Involvement of student leaders in the students' discipline

| Statements | SA | | A | | UD | | D | | SD | |
|--|-----|------|-----|------|----|------|----|------|----|------|
| | f | % | f | % | F | % | f | % | F | % |
| Teachers = 40 | | | | | | | | | | |
| Student council involvement in the running of school influences students' discipline | 2 | 5.1 | 20 | 51.3 | 2 | 5.1 | 14 | 35.9 | 1 | 2.7 |
| Student council involvement in policy formulation to enhances the discipline of students. | 15 | 12.8 | 15 | 38.4 | 7 | 17.9 | 9 | 23.1 | 3 | 7.7 |
| The involvement of the student council in the decision-making promotes a conducive learning environment. | 2 | 5.1 | 22 | 56.4 | 4 | 10.2 | 11 | 28.2 | - | - |
| Involvement of the student council in inducting school culture to new students improves students' discipline | 2 | 5.1 | 20 | 51.3 | 3 | 7.7 | 14 | 35.9 | - | - |
| The student council's involvement in the supervision of daily chores creates a conducive learning environment. | 1 | 2.7 | 16 | 41 | 4 | 10.2 | 14 | 35.9 | 4 | 10.2 |
| Students = 240 | | | | | | | | | | |
| Student council assignment of duties helps them to gain self-confidence | 13 | 5.6 | 102 | 43.6 | 13 | 5.1 | 89 | 38.0 | 18 | 7.7 |
| The students' council deliberates on issues that affect students' academic performance. | 93 | 39.7 | 64 | 27.4 | 12 | 5.1 | 49 | 20.9 | 16 | 6.8 |
| Student council ensures students observe punctuality which contributes to the academic performance | 102 | 43.6 | 30 | 12.8 | 7 | 3.0 | 95 | 40.6 | - | - |
| Student council involvement in maintaining class order improves the discipline of students | 36 | 15.4 | 99 | 41.3 | 19 | 8.1 | 80 | 34.2 | - | - |
| Students' council ensures students follow the school's academic program | 52 | 22.2 | 68 | 29.1 | 9 | 3.8 | 55 | 23.5 | 50 | 21.4 |

Source: Field data 2024

Table 9 indicates that the majority 51.3% of teachers agreed, while 35.9% of teachers disagreed with the statement that student council involvement in the running of the school influences students' discipline. This suggests that most teachers see a positive connection between student council participation and discipline, although a significant portion do not believe it has an impact. The mixed responses highlight differing perspectives among teachers on how much student councils contribute to the school discipline and academic performance. On the other hand, the results show that a majority of students, 41.3%, agreed that student council involvement in maintaining class order improves academic performance, while 34.2% disagreed with this statement. This suggests that more students believe that when student councils help maintain discipline and order in the classroom, it positively affects academic outcomes. However, a significant portion of students do not see a direct link between student council efforts in class order and academic performance, indicating mixed views on the impact of these efforts. The results are similar to Schenk et al. (2020), which observed that the involvement of students in the governance issue of the school promotes a sense of belonging and inclusiveness, ultimately improving student discipline and academic performance.

Furthermore, 38.4% of teachers agreed and 23.1% disagreed with the assertion that student council involvement in policy formulation enhances the discipline of students. On the same, 12.8% of teachers strongly agreed, while 7.7% strongly disagreed with the assertion. This shows that while a larger portion of teachers see student council participation in policy formulation as beneficial for academic performance, there are still some who don't share this view, reflecting a range of opinions on the impact of student involvement in policy-making on students' discipline, ultimately achieve high academic success. This study results are in line with Ikiugu and Maithya (2021), who stated that improvement in student councils' involvement in policy formulation increases the probability of satisfactory discipline and may enhance positive academic success. Principals were interviewed and one of them said:

As a principal, I have seen the importance of student council in my school. The involvement of the student council in the running of the school directly influences students' discipline. That means when students take on leadership roles, they tend to develop a stronger sense of responsibility, not just for themselves but for their peers as well. By participating in decision-making and helping enforce school policies, they understand the importance of maintaining order and discipline. This creates a positive ripple effect throughout the student body, as student leaders become role models, encouraging others to follow the rules and behave responsibly, which ultimately enhances academic performance (Interview, 17th July 2024).

On the same, another principal noted:

I believe that student council involvement in the running of the school has a positive impact on students' discipline and academic performance because they know themselves better in most cases. This involvement encourages them to set an example for their peers, promoting a culture of discipline and respect. In my experience, when student leaders actively participate in maintaining school order and helping shape policies, it leads to a more cooperative and well-behaved student body that also enhances positive academic success (Interview, 17th July 2024).

Another principal mentioned:

In my experience as a principal, I have found that involving the student council in policy formulation greatly enhances student discipline and academic performance. When students have a hand in creating the rules, they develop a sense of responsibility and ownership over those policies. This involvement leads to a deeper understanding of why the rules exist, making them more likely to respect and follow them. This helps create a culture where students feel they have a voice and are accountable for their actions, which in turn, fosters a more disciplined and cooperative school environment. (Interview, 17th July 2024).

In table 9, the results shows that the majority of teachers, 56.4%, agree that involving the student council in decision-making helps create a conducive learning environment. This suggests that most teachers believe student participation in important decisions has a positive

impact on the overall atmosphere in the school. However, 28.2% of teachers disagreed, indicating that a significant portion of educators may not see this involvement as beneficial or may have concerns about its effectiveness in improving the learning environment. In addition, the majority 51.3% of teachers agreed, while 35.9% of teachers disagreed with the assertion that the involvement of the student council in inducting school culture into new students improves students' discipline. This study's results aligned with Petre (2020), who stated that involving the student council in decision-making helps create a conducive learning environment that promotes discipline and academic performance.

Furthermore, the majority 43.6% of students agreed with the statement that student council assignment of duties helps them to gain self-confidence, while 38% of the students disagreed with the statement. On the same, 5.6% strongly agreed, while 7.7% strongly disagreed with the statement. On the other hand, the majority 39.7% of students strongly agreed with the statement that the students' council deliberates on issues that affect students' academic performance, while 27.4% of students agreed and 20.9% disagreed with the statement. In addition, 43.6% of students strongly agreed that the student council ensures students observe punctuality which contributes to academic performance. On the other hand, 40.6% of the students disagreed with the statement. These results indicated a belief among many students that the council is actively engaged in important academic matters. However, there is a notable disparity, as 40.6% of students disagreed with this statement, suggesting that a significant portion of students may not feel that their council is effectively addressing or discussing the issues that affect their academic success.

Additionally, the majority 29.1% of the students agreed with the statement that the students' council ensures students follow the school's academic program, while 23.5% of the students disagreed with the statement. On the same, 22.2% of the students strongly agreed and 21.4% strongly disagreed with the assertion.

The results in Table 9 indicated that a majority of students 29.1% agreed that the student council plays a role in ensuring that students follow the school's academic program. This indicates that many students recognize the council's efforts in promoting academic engagement. However, there is also a notable division of opinion, as 23.5% of students disagreed with this statement, suggesting that not everyone believes the council is effective in this regard. Additionally, 22.2% of students strongly agreed, while 21.4% strongly disagreed, highlighting a mixed perception among the student body about the council's influence on adherence to academic programs. Overall, these varying responses point to a lack of consensus on the effectiveness of the student council in promoting academic compliance among students. In addition, the majority 41% of teachers agreed with the statement that the student council's involvement in the supervision of daily chores creates a conducive learning environment, while 35.9% of teachers agreed with the statement. This finding highlights the importance of student council involvement in fostering personal growth and development among students, which can ultimately contribute to improved discipline and academic performance. However, the results indicate that almost half percent of the population does not believe in the effective of student council leadership in school. The results are aligned with Bukaliya (2012) who established that the students' councils were not effective in maintaining student discipline or mentoring others due to their shortcomings. Principals were interviewed and one of them said:

As a principal, I have seen the importance of student council leaders on student discipline in my school because the student council handles light indiscipline cases and reports deviance. I also encourage student leaders to also encouraged to balance responsibility and academic performance (Interview, 17th July 2024).

Another principal noted that:

I firmly believe that the involvement of the student council in decision-making promotes a conducive learning environment. In my school, I always give a chance to engage with student leaders because when students have a voice in

the processes that affect their education, they feel valued and respected. This engagement fosters a sense of ownership and responsibility among them, which can lead to increased motivation and commitment to their studies, ultimately enhancing positive discipline and academic performance (Interview, 17th July 2024).

On the same, one principal has this to say:

I have observed that when student councils contribute to discussions about school policies and initiatives, it not only enhances their leadership skills but also creates a more collaborative atmosphere where students feel empowered to share their ideas and concerns. Ultimately, this collaborative approach helps us create a school environment that supports positive discipline and academic success (Interview, 17th July 2024).

Another principal also said:

I have seen that the involvement of the student council in inducting new students into our school culture significantly improves students' discipline. When student leaders take the initiative to welcome newcomers and share our values and expectations, it helps set a positive tone right from the start. New students often look up to their peers for guidance, and having student council members actively involved in this process fosters a sense of belonging and accountability. This in turn, improves academic performance (Interview, 17th July 2024).

On the same, one principal mentioned:

I always believe in peer mentorship because this peer-led induction not only helps new students understand the importance of discipline and respect within our school community but also reinforces those values among the existing student body. Overall, this approach creates a supportive environment where students are more likely to adhere to the school's standards of behavior and academic excellence (Interview, 17th July 2024).

Based on the findings, it indicates that the majority of participants believe that student council involvement positively impacts both student discipline and academic performance. When student councils engage in school activities and decision-making, they help create a more structured and respectful environment, which is essential for maintaining discipline.

This focus on discipline can lead to better academic outcomes, as students who understand and follow the rules are more likely to stay engaged in their studies and perform well. Overall, the consensus among participants suggests that active student councils play a crucial role in fostering a positive school culture that supports both discipline and academic success.

4.6 Student Leaders' Communication with the Administration on the Academic Performance

The third research objective sought to examine whether student leaders' communication with the administration contributes to academic performance in public secondary schools in Naivasha Sub-County, Nakuru County. The researcher administered questionnaires to teachers and students and interviewed principals. On a five-point Likert scale, the teachers and students were asked to select responses that best reflected their beliefs while principals were interviewed. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD) was the rating scale. The results are presented in Table 10.

Table 10***Involvement of in communication with the administration***

| Statements | SA | | A | | UD | | D | | SD | |
|---|----|------|-----|------|----|------|----|------|----|------|
| | f | % | f | % | F | % | f | % | F | % |
| Teachers = 40 | | | | | | | | | | |
| Student leaders present other students' academic issues to the school administration for discussion. | 3 | 7.7 | 10 | 25.6 | 2 | 5.1 | 8 | 20.5 | 16 | 41 |
| Student council involvement in communication with administration influences students' academic performance. | 2 | 5.1 | 19 | 48.7 | 3 | 7.7 | 11 | 28.2 | 4 | 10.2 |
| The students' council influences the academic discipline of students through communication. | 7 | 17.9 | 15 | 38.4 | 6 | 15.4 | 9 | 23.1 | 2 | 5.1 |
| Student council communication with school administration improves academic performance. | 2 | 7.7 | 18 | 46.2 | 3 | 7.7 | 10 | 25.6 | 5 | 12.8 |
| Student council organizes meetings with the administration concerning the academic progress of students. | 6 | 15.4 | 17 | 43.6 | 1 | 2.7 | 11 | 28.2 | 4 | 10.2 |
| Student council communicates with teachers on how to improve performance in their duties. | 3 | 7.7 | 16 | 41 | 6 | 15.4 | 14 | 35.9 | - | - |
| Students = 240 | | | | | | | | | | |
| Student council presents solutions after discussion with the school administration | 25 | 10.7 | 92 | 39.3 | 12 | 5.1 | 79 | 38.8 | 26 | 11.1 |
| Student councils contribute to effective communication for positive academic performance. | 85 | 36.3 | 75 | 32.1 | 27 | 11.5 | 33 | 14.1 | 4 | 6.0 |
| The student council brings feedback from the administration to other students. | 9 | 3.8 | 100 | 42.7 | 18 | 7.7 | 99 | 42.3 | 8 | 3.4 |
| Communication between the student council and the administration improves students' academic performance | 84 | 35.9 | 103 | 44 | 11 | 4.7 | 32 | 13.7 | 4 | 1.7 |

Source: Field data 2024

As seen in Table 10, the results indicate that a majority of teachers, 25.6%, agreed that student leaders effectively present their peers' academic issues to the school administration for discussion. This suggests that many educators believe student leaders play an important role in

advocating for their fellow students' academic concerns. On the other hand, 20.59% of teachers disagreed with this statement, implying that a significant portion of teachers may not perceive student leaders as actively or effectively communicating these issues to the administration. This discrepancy highlights differing opinions among teachers regarding the effectiveness of student leaders in representing academic concerns, suggesting a need for clearer communication between the student leaders and administration.

Furthermore, the majority of teachers 48.7% of teachers agreed with the statement that student council involvement in communication with the administration influences students' academic performance. Conversely, 28.2% of teachers disagreed with this statement, and 10.2% strongly disagreed. This indicates nearly half of the educators that believe that when student councils actively engage with school administrators, it can positively affect academic outcomes. The division in opinions also highlights varying perspectives among teachers regarding the effectiveness of student councils in advocating for student needs and suggests that more discussion may be needed to align views on their role in the academic environment. The results also aligned with Morange and Barchok (2017), who stated that a lack of communication between administration and student leaders can severely limit the effectiveness of student councils and the operation of the school. It further stated that if student councils are perceived as unreliable and lack communication, it undermines their effectiveness as intermediaries between students and the administration. This can result in missed chances to address student discipline and academic issues. In addition, 38.4% of teachers agreed with the statement that the students' council influences the academic discipline of students through communication, while 23.1% of teachers disagreed with the assertion. On the other hand, the majority 39.3% of students agreed, while 38.8% of student disagreed with the assertion that the student council presents solutions after discussion with the school administration. On the same, 10.7% of students strongly agreed and 11.1% strongly disagreed with the assertion

respectively. Principals were interviewed and one of them said:

In my schools, student leaders report daily occurrences to the school administration and hold regular meetings to deliberate on the way forward. These communication and meetings involve updates on academic progress, conducting academic clinics, expressing challenges, presenting students' views, providing feedback to the principal, offering suggestions and solutions to problems, embracing an open-door policy, and utilizing a suggestion box. Student leaders play a significant role in enabling learners to achieve their goals (Interview, 17th July 2024).

Another principal noted that:

As a principal, I strongly consider that student council involvement in communication with the administration has a direct impact on students' academic performance. When student leaders regularly bring academic concerns or challenges to our attention, it helps the address those issues more effectively. Whether it's related to teaching methods, resources, or classroom dynamics, this open line of communication allows me to make adjustments that benefit the entire student body, which enhance positive academic performance (Interview, 17th July 2024).

On the same one principal mentioned:

I always strive to communicate with the student leaders at least once a week because it fosters collaboration and empowers student leaders, which in turn improves the overall learning environment leading to better academic performance (Interview, 17th July 2024).

Another principal said:

I observed that the students' council plays a crucial role in influencing academic discipline through effective communication. When student leaders engage with their peers and the administration, they help address issues like punctuality, attendance, group discussions and adherence to academic expectations. By relaying these concerns and promoting a culture of responsibility, the student council reinforces the importance of discipline in maintaining academic success. Their involvement in this process not only encourages their fellow students to stay focused but also creates a more structured and supportive learning environment.

Table 10 also indicates that 46.2% of teachers agreed and 25.6% disagreed with the statement that student council communication with school administration improves academic performance. This indicates that nearly half of the teachers see a positive impact, but a significant portion does not share this view. In addition, 43.6% of teachers agreed and 28.2% disagreed (46.2%) that the student council organizes meetings with the administration concerning the academic progress of students. The results imply that many teachers value student council meetings as significant to enhancing students' academic performance. This also indicates that meetings are a positive tool for facilitating communication, therefore, by holding regular meetings, schools can create opportunities for open dialogue, addressing issues, sharing important information, and making it an essential practice that enhances students' academic performance. More so, the majority of teachers 41% agreed, and 35.9% disagreed that the student council communicates with teachers on how to improve performance in their duties.

Results in Table 10 also show that the majority 36.3% of the students strongly agreed, while 32.1% of the students agreed and 14.1% strongly disagreed with the statement that student councils contribute to effective communication for positive academic performance. On the other hand, the majority 42.7% of students agreed and 42.3% of students disagreed with the statement that the student council brings feedback from the administration to other students. regarding communication between the student council and the administration improves students' academic performance, the majority 44% of students, agreed, while 35.9% strongly agreed and 13.7% disagreed with the statement. This study's results indicate that student councils generally are viewed in a positive light when it comes to their communication with the administration, as most respondents expressed strong or majority agreement. However, in some areas, there is a noticeable portion of indecisive or disagreeing responses. This suggests that certain schools may need to improve communication practices or increase understanding

of the student council's role to enhance its effectiveness. The results are similar to Oluwasola (2023) who stated that student leadership acts as a bridge between authority and all other students. It further revealed that student councils are not just a link between students and administration but also play a key role in bridging communication gaps between students and teachers, providing a platform for academic concerns to be discussed and addressed. This can result to positive academic achievements.

In conclusion, the findings highlight that while teachers generally view the student council as playing a valuable role in facilitating communication between students and the administration—positively impacting academic performance and discipline—there is room for improvement in their involvement with broader academic issues. The fact that less than half of teachers feel student leaders are fully addressing academic concerns points to an opportunity for strengthening student council engagement in this area. Enhancing the capacity of student leaders to actively advocate for academic matters could lead to even greater academic improvements and further strengthen their role in school governance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and the conclusion of the research study. It also presents the recommendation based on the study's findings and suggestions for further studies.

5.2 Summary of the Findings

The purpose of this study was to investigate the contribution of student councils' leadership on academic performance in public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. In this section, the study uses each of the three objectives to summarize the findings.

The first objective of this study was to investigate the contribution of student leaders' peer mentorship on academic performance of public secondary schools in Naivasha Sub-County, Nakuru County. Under this objective, the findings revealed that most teachers agreed that to some extent, student council members mentor other students for positive academic performance. The findings also indicated that most of the teachers agreed that peer mentorship helps to avoid risky behaviors such as smoking and drinking alcohol, allowing students to concentrate on their academics. However, it was found that principals rarely support student leaders in mentoring their fellow students.

The results further reveal that most students agreed that peer mentorship provides support for personal development in academics. However, it was outlined that most principals do not frequently engage students' leaders in the school decision making. Additionally, the findings indicate that most teachers agreed that peer mentorship counseling helps students develop positive academic behavior. These findings further confirmed that most teachers agreed that peer mentorship helps to create a social network that builds self-confidence. Also,

the findings show that the majority of teachers agreed that peer mentorship builds social support which improves academic performance. Additionally, the findings indicate that the majority of the students agreed that student' mentorship helps to improve study skills for academic performance. However, almost half of the respondents revealed most student leaders are not well-equipped to train other students.

The second objective was to examine the student council leadership promotes discipline in the academic performance in public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. The findings show that most teachers agreed that student council involvement in the running of the school influences students' discipline. However, some teachers disagreed, stating that principals rarely involve student councils in the crucial daily operations of the school. This can lead to ineffective and poor academic performance. Additionally, the findings suggest that most teachers agreed that student council involvement in maintaining class order improves academic performance.

Furthermore, some of the teachers agreed that the student council's involvement in policy formulation enhances the discipline of students. However, almost half of the teachers disagreed with this statement. This suggests there might be a gap in leadership or support at the school. This could also imply that principals are not actively engaging and guiding the policy formulation of the schools. As a result, this highlights the need for principals to actively engage and guide the policy formulation of the schools to improve student academic performance. The findings further confirmed that most teachers agreed that involving the student council in decision-making helps create a conducive learning environment. However, almost half of the teachers disagreed, indicating that a significant portion of educators may not see this involvement as beneficial or may have concerns about its effectiveness in improving the learning environment.

The results also show that most students agreed that the involvement of the student

council in inducting school culture into new students improves students' discipline. Also, most students agreed that the student council assignment of duties helps them to gain self-confidence. This implies that when principals do not involve students' council leaders, it can hinder students' personal growth and leadership development. Without these opportunities, students may miss out on valuable experiences that enhance their confidence and ability to contribute effectively to the school community. Therefore, involving student leaders in meaningful roles is crucial for fostering their self-assurance and leadership skills.

The findings also reveal that most students agreed that the students' council deliberates on issues that affect students' academic performance. In addition, the study results show that most students agreed that the student council ensures students observe punctuality, which contributes to academic performance. However, it was revealed that most students disagreed with this statement, suggesting that a significant portion of students may not feel that their council is effectively addressing or discussing the issues that affect their academic success.

The findings also confirmed that most students agreed that the students' council ensures students follow the school's academic program. The results showed that most students agreed that the student council plays a role in ensuring that students follow the school's academic program. However, some schools indicated a lack of programs, which can contribute to ineffective student leadership and academic performance. The findings also showed that most teachers agreed that the student council's involvement in the supervision of daily chores creates a conducive learning environment. However, the results indicate that almost half percent of the population does not believe in the effectiveness of student council leadership in school.

The third objective was to assess student leaders' communication with the administration on academic performance in public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. Under this objective, the findings reveal that some teachers agreed that

student leaders effectively present their peers' academic issues to the school administration for discussion. However, almost half of the teachers do not believe that student leaders are giving due attention to presenting their peers' academic issues to the school administration for discussion. The study's results further indicated that most teachers agreed that student council involvement in communication with the administration influences students' academic performance.

Furthermore, the findings indicated that the majority of teachers agreed that the students' council influences the academic discipline of students through communication. The findings of the study further highlight that most students agreed that the student council presents solutions after discussion with the school administration. However, it was found that almost half of the respondents disagreed with this assertion. This suggests the need for school principals to actively engage student leaders with an appropriate platform to present their issues. This can lead to improved student academic performance.

The findings also revealed that the majority of the teachers agreed that student council communication with school administration improves academic performance. However, it was found that a significant portion of participants do not share this view. Additionally, the findings of the study revealed that most of the teachers agreed that student council organizes meetings with the administration concerning the academic progress of students. The findings also show that most of the teachers and students agreed that the student council communicates with teachers on how to improve performance in their duties. However, it was found that most school principals do not embrace two-way communication but give orders to student leaders on what to do, which can lead to ineffectiveness and poor academic performance.

The findings also reveal that most students agreed that the student councils contribute to effective communication for positive academic performance. In addition, the study results show that most students agreed that the student council brings feedback from the

administration to other students. also, the findings revealed that most students agreed that communication between the student council and the administration improves students' academic performance. However, in some areas, there is a noticeable portion of indecisive or disagreeing responses.

5.3 Conclusions of the Study

The study has several conclusions established on the findings of the study. Regarding student leaders' peer mentorship on academic performance, it was concluded that peer mentorship, as facilitated by student council leadership, has a significant positive contribution on academic performance. The study also concluded that peer mentorship contributes positively to personal development and behavior modification among students. The study further concluded that peer mentorship helps to avoid risky behaviors such as smoking and drinking alcohol, allowing students to concentrate on their academics. The study also concluded that peer mentorship counseling helps students develop positive academic behavior. It was also concluded that peer mentorship helps to create a social network that builds self-confidence. The study also concluded that peer mentorship builds social support and improves study skills for academic performance.

In terms of student council leadership promotes discipline in academic performance, it was concluded student council leadership plays a crucial role in promoting discipline and enhance academic performance. The study further concluded that some teachers and students agreed that student council leaders are engaged in the running of the school to instill discipline in students to some extent, however, some teachers noted that principals do not frequently engage student leaders in the daily operations of the school. This means, there is a need for principals to increase efforts in engaging student council leadership in the running of the school to improve student discipline and academic performance.

It was concluded that student council involvement in maintaining class order improves

academic performance. Furthermore, the study concluded that the student council's involvement in policy formulation enhances the discipline of students and academic performance. The study concluded that do not frequently engage student council in decision-making. The study also concluded that to some extent, some schools do not frequently involve student councils in inducting school culture into new students to improve students' discipline. The study concluded that involving student leaders in meaningful roles is crucial for fostering their self-assurance and leadership skills.

Concerning student leaders' communication with the administration on academic performance, it was concluded that there was communication between student leaders and the administration, which has a significant impact on academic performance. It was further concluded that teachers and principals held positive perception of the student council's role in communicating with the administration and its subsequent effect on academic performance. The study also concluded that students' council influences the academic discipline of students through communication.

It was further concluded that the student council does not frequently organize meetings with the administration concerning the academic progress of students. The study also concluded that the student council brings feedback from the administration to other students, but this was not frequently done. Lastly, the study concluded that student councils are generally perceived positively in their communication role, there are also instances where this communication could be more effective. This points to the need for enhanced communication strategies and clearer channels between student councils and the administration. The conclusion also emphasizes the importance of effective communication in leveraging student leadership for improved student discipline and academic performance. This further highlights the need for ongoing efforts to strengthen communication processes to enhance academic performance.

5.4 Recommendations

Based on the study's findings, the researcher provided recommendations for policy, theory, and practice, and offered suggestions for future research.

5.4.1 Recommendations for Policy

Based on the findings, it was revealed that school principals do not frequently engage student council leadership in crucial decision-making making including the daily operation of the school. The study recommended the government establish school policies mandating equitable access to student council activities. This policy should ensure that all students, regardless of their background, academic performance, or social status, have equal opportunities to participate in student council activities. The policy could include guidelines for diverse representation in student councils, including considerations for gender balance, inclusion of students from different academic streams, and representation of minority groups. This approach would foster a more inclusive student leadership environment, potentially leading to a broader range of perspectives in decision-making processes and a more comprehensive representation of the student body.

Additionally, the government, through the Teachers Service Commission (TSC), should organize regular workshops and training sessions for teachers and principals to improve the involvement of student council leadership with its attributes such as peer mentorship, discipline, communication, and academic performance. Furthermore, the government should also arrange workshops and training for deputy principals, HODs, and teachers to equip them with the necessary knowledge and skills on the involvement of student council leadership as they help the principals in performing this task.

5.4.2 Recommendations for Theory

System Theory (ST) whose proponent is Ludwig von Bertalanffy was developed in the 1940s. System theory has the following objectives: holistic understanding, integration of

components and adaptation and feedback. This helps the school principals plan, motivate, guide, support, and provide feedback to teachers and students to improve the involvement of student council leaders in schools. This aimed at improving student leadership and academic performance. While this role advocates for the involvement of student council leaders, it has not been effectively implemented in the context of this study.

This is evident in the fact that most school principals rarely involve student leaders in crucial decision-making, school policy formulation, and daily operations of the school. Additionally, they hardly offer student leaders training programs and at times, lack support for student leaders. Therefore, school principals need to be attentive to involving student council leaders as role models and figureheads, as advocated by ST to enhance students' academic performance in school.

5.4.3 Recommendations for Practice

The study recommends that principals of public secondary schools should implement targeted interventions to ensure equal student involvement in student council leaders that enhances peer mentorship, student discipline, and effective communication between student leaders and administrations. Principals should also engage student leaders in the school policy formulation to foster positive discipline and academic performance. Additionally, school principals should ensure that teachers have the necessary skills to help student leaders to become more effective in their duties, and hence promote students' discipline and academic performance.

5.4.4 Recommendations for Further Studies

The study suggests that similar research on the contribution of student council leadership on academic performance should be conducted in other counties in Kenya. Comparing these findings with this study could provide the government with valuable insights on how to improve student performance in public secondary schools across the country.

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APPENDICES

APPENDIX I: Cover Letter

TANGAZA UNIVERSITY
P.O BOX 15055.
NAIROBI, KENYA

Dear participant,

RE: COLLECTION OF SURVEY DATA

Dear Sir/Madam,

I am a master's student at Tangaza University. I am carrying out a study on *the influence of student councils' leadership on academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya*. Your school has been selected to participate in the study, and you are chosen as one of the respondents. I kindly request your permission to gather the required information through a questionnaire and interview. Your responses will be treated confidentially. Kindly assist me by answering these questions.

Thank you!

Yours Sincerely,

Sr. Ndung'u Joyce

APPENDIX II: Informed Consent Form for Teachers

This study aims to evaluate the influence of student councils' leadership on academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. It is in partial fulfillment of the requirement of a master's degree in educational leadership and administration at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA).

Privacy of information

To conserve confidentiality, the participants will not be required to sign their name or the name of the school in the form. The information gathered shall not be used for any other purpose other than that of the main purpose of the study. There shall be no disclosure of identities of schools or participants to any authority in whatever circumstances.

Risk of the Study

Though the name will not appear in the questionnaires, other important details of the study like age, gender and level of qualification will be required. which is a risk of the study. However, this information will not cause any risk to the principal or the school.

Benefit of Taking Part in the Study

Your participation in this study will not lead to any monetary gain, but the information provided will help to learn more about student councils' leadership on academic performance. The success of the study will not only benefit Naivasha Sub-County but also the entire nation.

Cost or Payment Involved

Any expense involved while participating in the study will not incur you any costs. Thus, the study is free and voluntary.

Sharing of Study Results

The study's findings are intended to contribute to the body of knowledge on students' council leadership in schools. The study is not meant to test the competency of student council leaders and academic performance of the school. Therefore, the results will not be given to individual participants but will be available in the journal after the publication of the research report.

Rights of participants

The participant has the freedom to choose not to fill any part/s of the questionnaire which one feels uncomfortable with. One has also the right to contact the researcher for any clarification.

APPENDIX III: Consent Form

I voluntarily give my consent to participate in this study. I have read and understood the provided information. I have also had the opportunity to ask questions, which were satisfactorily answered. I also understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason or incurring any cost.

Participant's signature _____ Date _____

Researcher's signature _____ Date _____

CONTACT PERSON

In case you have any questions regarding this research please reach out to;

0722480538- Ndung'u Joyce

ndungujoyce72@gmail.com

APPENDIX IV: Assent Form

Dear Parents/Guardians,

RE: REQUEST FOR ASSENT - PARTICIPATION IN RESEARCH STUDY

I am Sr. Ndung’u Joyce, a Masters student at Tangaza University College, a constituent college of the Catholic University of Eastern Africa (CUEA). I am writing to seek your permission for your child to participate in a research study titled: Influence of student councils’ leadership on academic performance of public secondary schools in Naivasha Sub-County, Nakuru County, Kenya. The purpose of this study is to investigate whether student leadership has any influence on academic performance among secondary schools in our County. Your child’s participation in this study will greatly contribute to the school administration on how students’ councils can be involved in matters that affect students' lives and their academic achievement.

As minors, I understand that your child may not be able to make an informed decision regarding participation in this research study. Therefore, I am seeking your assent as parents/guardians to allow your child to take part. Participation in this study is voluntary, and your child may withdraw at any time without consequence. Be assured that all information provided will be kept confidential, and the findings will be used for academic purposes only. I kindly request that you review the attached information sheet, which provides more details about the study. If you agree to allow your child to participate, please sign the attached assent form and ensure that your child returns this form to the school where it will be picked at your earliest convenience. If you have any questions or concerns, please do not hesitate to contact the researcher at 0722480538. Thank you for considering this request and your support is appreciated in advancing our understanding of this important topic.

Name of the student _____

Date_____

Parent's signature _____

Date_____

In case you have any questions regarding this research please reach out to;

ndungujoyce72@gmail.com

APPENDIX V: Data Analysis Matrix

| Objectives | Measure | Data analysis |
|--|-------------------|----------------------|
| To investigate the contribution of student leaders' peer mentorship on the academic performance | Questionnaires | Percentage frequency |
| | Interviews | Central Tendency |
| | Document Analysis | |
| | | Standard deviation |
| To examine the student council leadership promotes discipline in the academic performance | Questionnaires | Percentage frequency |
| | Interviews | Central Tendency |
| | Document analysis | |
| | | Standard deviation |
| To assess the student leaders' communication with the administration on the academic performance | Questionnaires | Percentage frequency |
| | Interviews | Central Tendency |
| | Document analysis | |
| | | Standard deviation |

APPENDIX VI: Questionnaire For the Students

SECTION A: Demographic Information

Please indicate your responses by ticking (✓) in the appropriate answers

1. Kindly indicate your gender: Male () Female ()
2. Kindly indicate your age bracket: 12-16 years () 17- 21 years () 22 and above ()

SECTION B: STUDENTS' LEADERSHIP IN PEER MENTORSHIP ON ACADEMIC PERFORMANCE

The statements provided are about the influence of students' leadership in peer mentorship on academic performance. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

| S/NO. | Statement | SA | A | UD | D | SD |
|-------|---|----|---|----|---|----|
| I | Peer mentorship provides support to students for personal development in academics. | | | | | |
| II | Students' mentorship helps to improve study skills for academic performance. | | | | | |
| II | Peer mentorship provides support to students for personal development in academics. | | | | | |

1. Describe some of the challenges that influence peer mentoring of academic performance.....

SECTION C: STUDENTS' LEADERSHIP ON STUDENTS' DISCIPLINE AND ACADEMIC PERFORMANCE

The statements provided are about the influence of students' leadership on students' discipline and academic performance. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

| S/NO. | Statement | SA | A | UD | D | SD |
|-------|--|----|---|----|---|----|
| I | Student council assignment of duties helps them to gain self-confidence | | | | | |
| II | The students' council deliberates on issues that affect students' academic performance. | | | | | |
| II | Student council ensures students observe punctuality which contributes to the academic performance | | | | | |
| IV | Student council involvement in maintaining class order improves the discipline of students | | | | | |
| V | Students' council ensures students follow the school's academic program | | | | | |

2. Outline ways that students' leadership in your school is involved in students' discipline to enhance academic performance

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SECTION D: STUDENTS’ LEADERSHIP IN COMMUNICATION WITH THE ADMINISTRATION ON ACADEMIC PERFORMANCE.

The statements provided are about the influence of students’ leadership in communication with the administration on academic performance. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer.

Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

| S/NO. | Statement | SA | A | UD | D | SD |
|-------|--|----|---|----|---|----|
| I | Student council presents solutions after discussion with the school administration | | | | | |
| II | Student councils contribute to effective communication for positive academic performance. | | | | | |
| III | The student council brings feedback from the administration to other students. | | | | | |
| IV | Communication between the student council and the administration improves students’ academic performance | | | | | |

3. Describe the ways the student council communicates with the school administration.

.....

4. How does communication between the students’ council and administration improve students’ academic performance?

.....

APPENDIX VII: Questionnaire for the Teachers

SECTION A: Demographic Information

Please indicate your responses by ticking (✓) in the appropriate answers

1. Kindly indicate your gender: Male () Female ()
2. What is your age group? 20- 29 (), 30- 39 (), 40 – 49 (), 50 - 59 (), 60 and above years ().
3. What is your Educational level? Bachelors’ degree (), Masters’ degree (), Doctoral degree (), any other Specify.....
4. What is your teaching experience? 1-5 (), 6-10 (), 11-15 (), 16 - 20 (), 21- 25 (), 26 and above years ().

SECTION B: Demographic Information

The statements provided are about the influence of students’ leadership in peer mentorship on academic performance. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

| S/NO. | Statement | SA | A | UD | D | SD |
|-------|---|----|---|----|---|----|
| I | Student council members mentor other students for positive academic performance | | | | | |
| II | Peer mentorship helps to avoid risky behaviors such as smoking and drinking alcohol, allowing students to concentrate on their academics. | | | | | |
| III | Peer mentorship counseling helps students to develop positive behavior in academics. | | | | | |
| IV | Peer mentorship helps to create a social network that builds self-confidence. | | | | | |
| V | Peer mentorship builds social support which improves academic performance. | | | | | |

5. Describe some of the challenges that influence peer mentoring of academic performance.....

SECTION C: STUDENTS' LEADERSHIP IN DISCIPLINE MANAGEMENT ON ACADEMIC PERFORMANCE

The statements provided are about the influence of students' leadership in discipline management on academic performance. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

| S/NO. | Statement | SA | A | UD | D | SD |
|-------|--|----|---|----|---|----|
| I | Student council involvement in the running of school influences students' discipline | | | | | |
| II | Student council involvement in policy formulation to enhances the discipline of students. | | | | | |
| III | The involvement of the student council in the decision-making promotes a conducive learning environment. | | | | | |
| IV | Involvement of the student council in inducting school culture to new students improves students' discipline | | | | | |
| V | The student council's involvement in the supervision of daily chores creates a conducive learning environment. | | | | | |

6. Outline ways that students' leadership in your school is involved in discipline management that enhances students' academic performance

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SECTION D: STUDENTS’ LEADERSHIP IN COMMUNICATION WITH THE ADMINISTRATION ON ACADEMIC PERFORMANCE

The statements provided are about the influence of students’ leadership in communication with the administration on academic Performance. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

| S/NO. | Statement | SA | A | UD | D | SD |
|-------|---|----|---|----|---|----|
| I | Student leaders present other students’ academic issues to the school administration for discussion. | | | | | |
| II | Student council involvement in communication with administration influences students’ academic performance. | | | | | |
| III | The students' council influences the academic discipline of students through communication. | | | | | |
| IV | Student council communication with school administration improves academic performance. | | | | | |
| V | Student council organizes meetings with the administration concerning the academic progress of students. | | | | | |
| VI | Student council communicates with teachers on how to improve performance in their duties. | | | | | |

7. Describe the ways the student council communicates with the school administration.

8. How does communication between the students’ council and administration improve students’ academic performance?

APPENDIX VIII: Interview Guide for Principals

SECTION A: Demographic Information

1. Gender:

Male ()

Female ()

2. Age bracket:

Below 25 years ()

26 – 35 years ()

36 – 45 years ()

Over 46 years ()

3. What is your highest level of education?

Diploma ()

Bachelor's Degree ()

Master's degree ()

Postgraduate diploma PhD level ()

Other (specify)

4. For how long have you served as a principal?.....

SECTION B: STUDENTS' LEADERSHIP IN PEER MENTORSHIP INFLUENCE ACADEMIC PERFORMANCE IN THE SCHOOL

5. According to your own experience does students' leadership in peer mentorship influence academic performance in the school?

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6. How do you support student council leaders to ensure positive academic performance?.....

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7. How do you ensure the student council mentors other students in your school?

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8. How do you prepare the student council to take to the leadership?

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9. How does the school administration support the student council to ensure rules and regulations are followed to improve performance in the school?

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10. How do you ensure that the students' council helps the learners to focus on their studies?

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11. How do you involve the student council in implementing school rules in your school?

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12. How is the coordination of group discussions by students' council leadership in your school?

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13. How supportive is the student council in the school in terms of communicating indiscipline issues?

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14. How do you ensure that academy-related issues are resolved through the student councils in your school?

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15. Describe how you ensure that communication between the student council and the administration improves students' performance.

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16. How has your school performed for the last five years?

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17. Describe the challenges that the student council experiences in the effort to improve academic performance in your school.


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APPENDIX IX: Document Analysis Guide

| Documents | Information required | Comments |
|---|---|-----------------|
| Mark books / National examination results files | <ul style="list-style-type: none">• Finding out the performance of students over the past years | |
| Students' Handbook | <ul style="list-style-type: none">• Students' recruitment and admission policy• Students' assessment procedures• Teaching and learning interactions• Students'/Staff relationships | |
| Students' leadership structure | <ul style="list-style-type: none">• Different positions held by student council members | |
| Policy documents | <ul style="list-style-type: none">• Rules and regulations of the schools | |


APPENDIX X: Research Permit


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **427752** Date of Issue: **14/May/2024**


RESEARCH LICENSE




This is to Certify that Sr.. JOYCE NYAMBURA NDUNGU of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nakuru on the topic: INFLUENCE OF STUDENT COUNCILS' LEADERSHIP ON ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN NAIVASHA SUB-COUNTY, NAKURU COUNTY, KENYA for the period ending : 14/May/2025.

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APPENDIX XI: Letter From Cde Naivasha Sub-County

TEACHERS SERVICE COMMISSION

Telegrams : LEARNING
Telephone:051-8004017

When replying please quote

Ref. No: TSC/424142



NAIVASHASUB-COUNTY
P.O. BOX491-20100
NAKURU, KENYA.

Date:31/5/2024

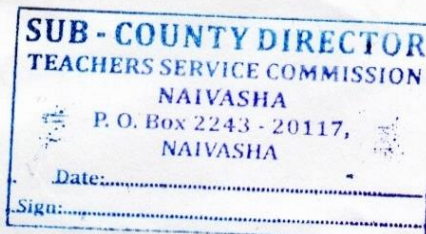
TO WHOM IT MAY CONCERN

RE: RESEARCH AND DATA COLLECTION
JOYCE NYAMBURA NDUNGU TSC/424142

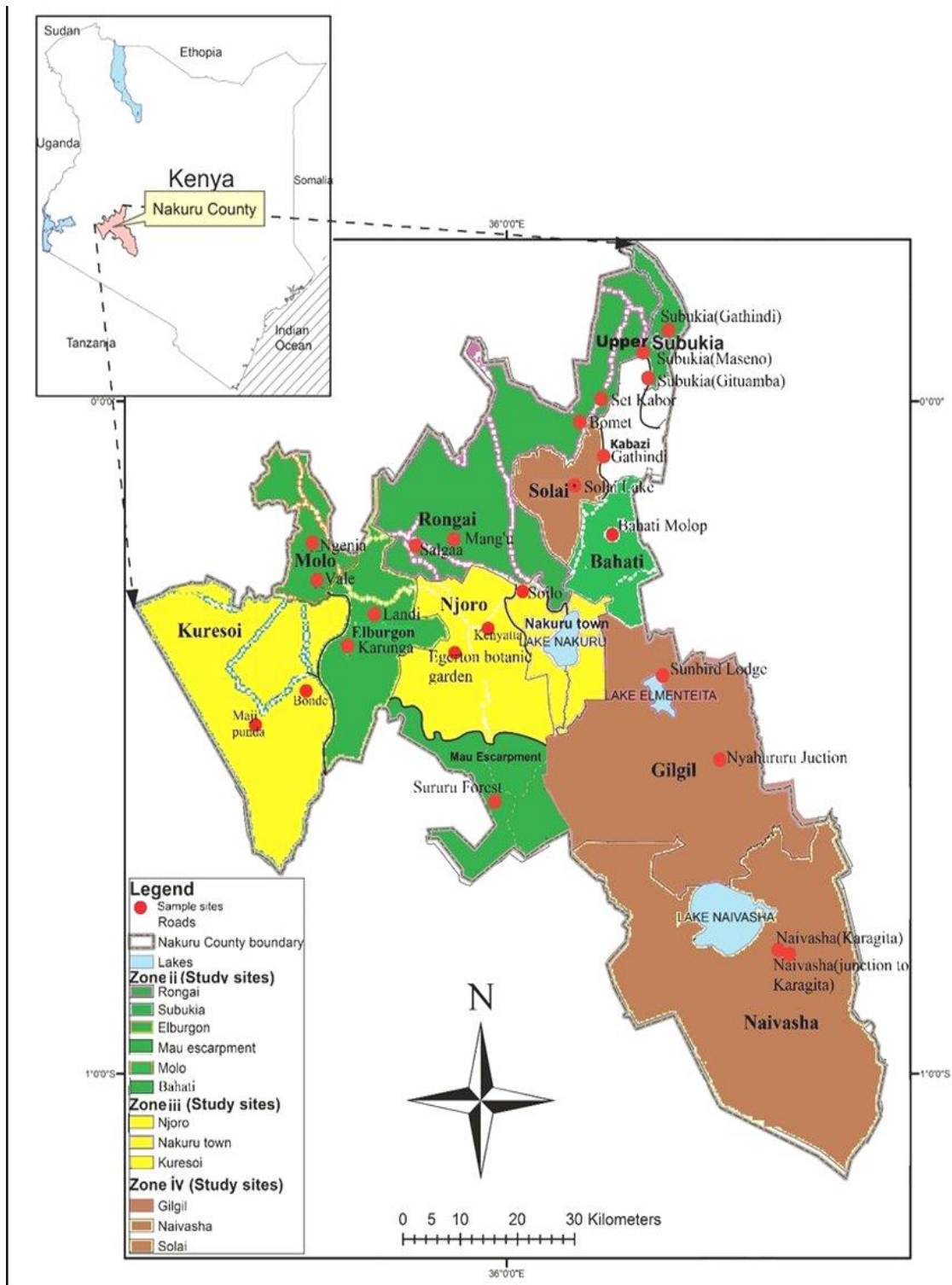
This is to inform you that the above has permission from the TSC Sub-County Director to collect data from your schools and office.

You are expected to give her the necessary assistance and give this office a feedback.

PAUL BII
SUB-COUNTY DIRECTOR
NAIVASHA



APPENDIX XII: Map of Nakuru County



APPENDIX XIII: Plagiarism Report

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