

EFFECT OF PARTICIPATION OF STUDENT COUNCILS IN SUBJECT SELECTION ON SCHOOL DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MERU COUNTY

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ABSTRACT

Purpose: Schools have continued to report cases of indiscipline and poor performance, despite the establishment of student councils in secondary schools. This study sought to examine the effect of participation of student councils in subject selection on school discipline in public secondary schools in Meru County.

Methodology: The study adopted mixed methods research design. The target population was deputy principals, heads of departments of guidance and counselling, and presidents of student councils all drawn from 326 secondary schools of Meru County summing up to a total population of 978. Questionnaires were used to collect data from heads of guidance and counselling department and presidents of student councils while interviews schedules were used to collect data from deputy principles.

Results: Results revealed that student council involvement in subject selection had an effect on the student's level of discipline in secondary schools.

Conclusions and Recommendations: The school administration should involve student councils in school governing activities. Student councils should be involved in decision making like planning of co curriculum activities, entertainments, choice of school uniform, and subject selection.

Keywords: *Student Councils, Participation, Subject selection, Discipline, Public Secondary Schools*

1.0 INTRODUCTION

Discipline is a vital aspect of student conduct, and without it, schools will be unable to meet their objectives. A disciplined student is one whose behavior, actions, and omissions are in agreement with school rules in the context of the school system (Ali, Dada, Isiaka, & Salmon, 2014). Discipline, in its ideal form, entails students' ability to discriminate between good and wrong as well as the ability to follow rules and regulations of organization or institution (Ali et al., 2014). Masitsa (2011) acknowledges this notion and contends that student discipline is widely regarded as critical to establishing a pleasant school atmosphere that promotes consistent learning outcomes.

Discipline among students, particularly in secondary school, is a global problem that many schools throughout the world are dealing with. Emmanuel, Adom, Josephine, and Solomon (2014) discovered that indiscipline is a multifaceted phenomenon in terms of its displays and causes, as well as its meanings, management, and functions in the social, psychosocial, and pedagogical fields, in a study conducted in Italy among 14 households about achievement, motivation, and self-concept. Discipline among students in schools is a result of a variety of dynamics observed in school and home micro-systems.

The student councils in many schools have clearly defined duties, responsibilities, and special rights that allow them to punish students who behave contrary to the set rules and regulations of the institutions (Hoy & Miskel, 2008). In a study conducted in Austria, Kythreotis, Pashiardis and Kyriakides (2010) indicated that involvement of students in school governance improves students' discipline and enhances behaviour change. Kythreotis et al. (2010) further stated that involvement of students' leadership in school governance assists learners in becoming active and responsible participants in the whole learning process, from planning, resource mobilization, execution, evaluation, and appraisal of the learning program, facilities, and policies. However, the study observed the student councils are sometimes restrained where a case is beyond their context.

1.1 RESEARCH PROBLEM

In Kenya, the student council idea was conceived in 2006 and adopted in 2008. In design and implementation, it was found that direct student involvement in school management would be the solution to repeated witness riots in secondary schools across the country. This study intended to find out why school riots continued despite the student council in place. In particular, the recent spike in school riots in most countries between 2016 and 2018 has challenged the effectiveness of student councils in solving the problem of indiscipline in these schools. The problem is particularly prevalent in Meru County, where 77 schools out of 326 reported incidences of disturbance to the county director in 2016, and Meru County was ranked second in the country for student strikes and second poorest in terms of Kenya Certificate of secondary Education (KCSE) achievement. As a result, given the importance that student councils have been given in the management of discipline, it's possible that the answer to the rising occurrences of indiscipline is related to lack of student council involvement in school administrative matters. However, the researcher wanted to know why the phenomenon remains despite the installation of student councils in secondary schools against this backdrop of persistent indiscipline and poor performance in schools. Therefore, the study sought to examine the effect of participation of student councils in subject selection on school discipline in public secondary schools in Meru County.

2.0 THEORETICAL FRAMEWORK

The social contract theory was created in response to the early democratic view of the old English MPs that power should only be shared between parliament and the king. According to Thomas Hobb, one of the main contributors to this theory, people exhibit two dominant behaviors: selfishness and rationality. The first construct assumes that people's actions are guided by a desire to satisfy their best interests or desires. However, Hobbes argues that when pursuing personal interests, people act rationally to satisfy their desires effectively and maximally (Laskar, 2013). Based on these two predecessors, the people will choose to submit to a sovereign power in order to easily pursue their interests in civil society. This argument is based on the fact that living in hypothetical circumstances is brutal in the absence of a central government. Everyone is considered equal and prone to mutual hatred. There was never any trust and society lived in a constant state of conflict.

However, because humans are sane, they have found a way to avoid the brutality of the state of nature by establishing the laws of nature that create civil society. To this end, people make social agreements that force them to give up their natural rights to one another and give a person or group of people the power to enforce the social agreement. As a result, people in society are expected to obey the given power and never oppose it in order to escape the harsh reality of the state of nature, which is often worse than the doctrine imposed by the ruler. In addition, the application of social contracts creates public values that define acceptable and unacceptable ethical codes in civil society (Laskar, 2013).

In the context of school administration, the student council and administration are the authorities empowered to make public contracts. The absence of these two units will leave the school community as a natural state. Life would be brutal: students completely ignored the teacher, and riots would obviously become the norm. To avoid these unwanted opportunities, it is important to establish applicable laws that students who are most disadvantaged must follow in the absence of such laws. Without the law, for example, education would not be possible and many students would drop out of school. In this way, regulatory bodies act in the best interests of students and ensure that they pursue their rational interests to achieve quality education with minimal conflict between them and other key stakeholders.

At the same time, with co-government, as is the case with school boards and administrations, criminal cases on both sides can be expected. Therefore, to avoid such challenges, it is important to anticipate them and take preventive measures. Borrowing in the area of corporate governance, student council co-management and administration can be likened to a trade union where two companies pool resources to increase their competitiveness, acquire additional skills or improve the quality of services or products (Schmoltzi & Wallenburg, 2011). However, many trade unions never offer these benefits due to opportunistic behavior, and this underscores the importance of good governance mechanisms in minimizing exposure to opportunism (Schmoltzi & Wallenburg, 2012). According to a study conducted by Wallenburg and Schäffler (2014), social contracts are a solution to the problem of opportunism in co-government. When used in trade unions, social contracts impose formal control mechanisms for co-management that are legitimized by framework agreements. In terms of school management, this means that the student council and administration set common goals and define the scope of decision-making

that defines the public mandate. Therefore, social contract theory, when used in this study, justifies the importance of students' respect and obedience to their governing institutions while emphasizing the importance of mutually beneficial management alliances between administration and student councils.

2.1 LITERATURE REVIEW

Students become increasingly aware of career opportunities and the availability of vocational pathways during their final years of senior schooling (David, 2011). When decisions have to be made in relation to subject selection for senior school, choices are made that influence future career opportunities and aspirations. While many career theorists caution against making early decisions in relation to careers, institutional and societal constraints often require that a choice be made by students. Consistent with these viewpoints, Effrat and Schimmel (2003) posit that involving students' council in subject selection eliminates issues relating to indecision about future careers and the impact this can have on choices relating to post-compulsory study. In Melbourne, it is often the case that student council is asked to identify future study and potential career goals when choosing subjects for senior school (Bell, 2002). Specifically, in relation to subject selection, Bell (2002) observed that the majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were compulsory or subjects where there were no other more desirable options. Bell (2002) also found that students tend to make these choices from a narrow viewpoint with a short-term focus, often failing to fully consider their options beyond school. In the Australian context, Kouzer and Posner (2013) found little evidence that subject choice for school students was a considered and planned exercise. The study revealed that 30 per cent of students indicated they had not received an information booklet about subject choice, which had been distributed by all schools in the study.

Sushila (2010) also found that, with regard to obtaining relevant information, students appeared to access informal channels such as parents and siblings, rather than career education or counselling resources available within the school. Sushila (2010) further noted that the impact of school policies and practices on students as well as other influences that affect individual subject choices and career decisions; an issue this study investigated to determine how student councils' involvement in subject selection influences students' discipline in public secondary schools.

In Kenya and Meru County in particular, schools involve students in subject selection and career choice (RoK, 2012). However, RoK (2012) argues that, in overall, students are still unlikely to make optimal choices as they lack sufficient and appropriate vocational information. Internal issues such as locus of control, self-assessment of ability, vocational awareness, gender and interest in the subjects offered also appear to affect the manner in which students choose subjects (RoK, 2012). Interestingly, while many schools provide a range of career-related services and information resources to facilitate the decision-making process, RoK (2012) has not articulated how useful and meaningful this assistance is for students without involving them.

3.0 RESEARCH METHODOLOGY

The study adopted mixed methods approaches research design. The target population was deputy principals, Heads of Departments of Guidance and Counselling, and presidents of student councils all drawn from 326 secondary schools of Meru County summing up to a total population of 978 respondents. Using stratified sampling based on the number of sub counties that is nine (9), in Meru County and random sampling to select four (4) schools from every sub county, a study sample of 36 public secondary schools was selected. Hence, the study sample was 36 deputy principals, 36 heads of guidance and counselling department and 36 presidents of student councils. Questionnaires were used to collect data from heads of guidance and counselling department and presidents of student councils while interviews schedules were used to collect data from deputy principles. Qualitative data was analysed thematically along the objectives and presented in narrative form. Quantitative data was analysed using descriptive statistics and inferentially using logistic regression. After coding, cross – case analysis was done which is an analysis that examines themes, similarities, and differences across cases was done, it also includes visual displays of similarities and differences across.

4.0 RESULTS AND DISCUSSION

4.1 Student Councils' Involvement in Subject Selection

The respondents were asked to state if student council was involved in subject selection in their school. Results are presented in Figure 1 for head of department and President Council respectively.

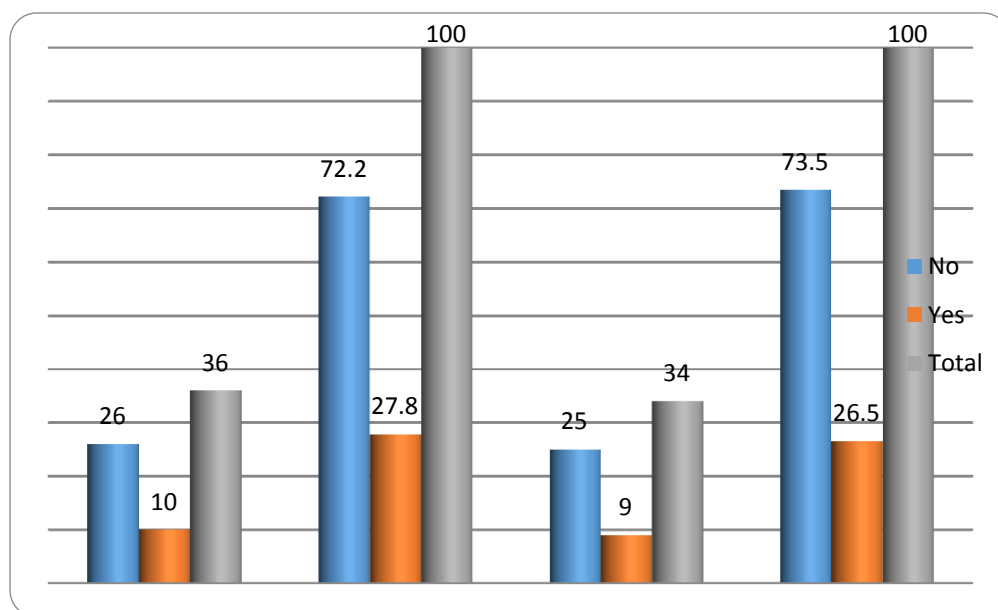


Figure 1: Student Council Involvement in Subject Selection

Figure 1 illustrates that 72.2% indicated of the student council were not involved in subject selection as per the findings from HOD guidance and counselling at a frequency of 26 out of the 36 respondents while 73.5% of the president council indicated that the student council were not involved in subject selection at a frequency of 24 out of the 34 received feedbacks. From the interview guide responses, the deputy principals indicated that the student councils are not involved in subject selection. The findings imply that there are set procedures and criteria set by the school and education planners hence nothing much can be done by the student councils. The findings could be associated with the fact that majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were either compulsory or subjects where there were no other more desirable options.

These findings are also in line with the findings of a study carried out by Bell (2002) that majority of students in their study chose subjects that they liked, facilitated progression to future

careers, and were compulsory or subjects where there were no other more desirable options. These findings were also consistent with the assertions of Kouzer and Posner (2013) that, in Australia, there is little evidence that subject choice for school students was a considered and planned exercise. This indicates that, though an important exercise, students are never part of selection of compulsory subjects, but such decisions are made by education planners devoid of students' views. In addition to student's involvement in subject selection, the respondents were asked to indicate what was considered during students' subject selection in their school.

Table 1: Students' Subject Selection Consideration

		No		Yes	
		Percent	Frequency	Percent	Frequency
Student involvement in subject selection consideration					
Head of Department	Compulsory subjects	55.6%	20	44.4%	16
	Career choice	41.7%	15	58.3%	21
	Optional subjects	47.2%	17	52.8%	19
	Students' preferences	33.3%	12	66.7%	24
President Council	Compulsory subjects	47.1%	16	52.9%	18
	Career choice	32.4%	11	67.6%	23
	Optional subjects	52.9%	18	47.1%	16
	Students' preferences	55.9%	19	44.1%	15

Table 1 reveals that the heads of departments indicated students' preference, career choice and optional subjects as the key issues considered during subject selection while the presidents of student councils indicated career choice, and compulsory subjects as the key issues considered during subject selection. These views corroborate the findings of a study conducted in Czech Republic in which Fletcher (2008) established that involving student council assists in identifying a range of external factors which constrain subject selection such as diminished subject availability, limited timeframe for subject selection, timetabling restrictions, compulsory subjects, tertiary prerequisites and eligibility for entry to tertiary courses. This point to the fact that student council plays a key role in helping colleagues in making right choices about optional subjects as an important part of managing students' discipline and educational future. The study sought to examine how student councils' involvement in subject selection influences students'

discipline in public secondary schools in Meru County. Table 2 presents the responses from head of departments and from the president student council for comparison purposes while Table 3 and 4 subsequently presents the responses for each category in depth separately.

Table 2: Student Councils’ Involvement in Subject Selection

Statement	Head of Department		Student Council	
	Mean	Std. Deviation	Mean	Std. Deviation
Student council takes part in selection of compulsory subjects in my school	1.92	1.079	2.56	1.418
Student council participates in selecting optional subjects in my school	2.31	1.348	2.32	1.387
Student council career choices are always factored during subject selection	2.94	1.393	3.21	1.629
Students are able to select subjects’ courtesy of student council in my school	1.92	0.841	2.38	1.206
Student council is always involved in subject selection to advance the interests of students	1.97	0.941	2.06	0.983
Aggregate Score	2.21	1.120	2.51	1.32

The results in Table 2 indicate that the respondents, on average had a low rating on aspects of student councils’ involvement in subject selection with an overall mean score of 2.21 and 2.51 (2=disagree) for head of department and president student council respectively. This implies that student councils do not get involved in subject selection in public secondary schools. The student councils had 1.629 rating in student council career choices were always factored during subject selection where head of department had a mean score 2.94 and student council had a mean score of 3.21 respectively. Similarly, Student council participates in selecting optional subjects in my school had a moderate mean score of 2.31. Further the respondents indicated that student council takes part in selection of compulsory subjects in my school to a low extent with mean score of 1.92 and 2.56 for head of departments and student council respectively. These findings further support the findings of a study carried out in Alexandria in which Patterson (2012) argued that, schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student’s future. Hence, these findings are indicative of the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world.

In regards to head of departments perceptions on how student councils’ involvement in subject selection influences students’ discipline in public secondary schools in Meru County, results are presented in Table 3.

Table 3: Responses on student councils’ involvement in subject selection -Head of Department

Statement	SD	D	U	A	SA	Mean	Std. Deviation
Student council takes part in selection of compulsory subjects in my school which influences students’ discipline	41.7%	38.9%	11.1%	2.8%	5.6%	1.92	1.079
Student council participates in selecting optional subjects in my school which influences students’ discipline	36.1%	33.3%	0.0%	25.0%	5.6%	2.31	1.348
Student council career choices are always factored during subject selection which influences students discipline	19.4%	22.2%	19.4%	22.2%	16.7%	2.94	1.393
Students are able to select subjects courtesy of student council in my school which influences students discipline	27.8%	61.1%	5.6%	2.8%	2.8%	1.92	0.841
Student council is always involved in subject selection to advance the interests of students which influences students’ discipline	36.1%	38.9%	16.7%	8.3%	0.0%	1.97	0.941
Aggregate Score	32.2%	38.9%	10.6%	12.2%	6.1%	2.21	1.120

Table 3 shows that 80.6% of the respondents disagreed that student council took part in selection of compulsory subjects in their school which influenced students’ discipline, 69.4% disagreed that student council participated in selecting optional subjects in their school which influenced students’ discipline and 41.6% disagreed that student council career choices are always factored during subject selection which influenced students’ discipline. Eighty-eight-point nine percent of the respondents disagreed that students were able to select subjects courtesy of student council in

their school which influenced students discipline and 75% disagreed that student council was always involved in subject selection to advance the interests of students which influenced students discipline. The mean score for responses for this section was 2.21 which indicates that majority of the respondents disagreed that the student council was involved in subject selection in secondary schools. This is in consonance with the assertions of Bush (2007) that schools in Sub-Saharan Africa are becoming aware of their role in assisting students to make informed choices about future studies and work options during various stages of their educational journey. According to Bush (2007), such assistance may be indirect, in terms of establishing curriculum structures that allow students to make choices with set alternatives, or direct, in terms of career education or less formal advice given to students to assist them individually in making their subject choices and/or decisions about post school destinations and career choices.

These findings further support the findings of a study carried out in Alexandria in which Patterson (2012) argued that, schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. Hence, these findings are indicative of the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world.

Table 4 presents the responses on student's council's involvement in subject selection from the presidents of student council in public secondary schools in Meru County.

Table 4: Responses on student councils’ involvement in subject selection -President Council

Statement	SD	D	U	A	SA	Mean	Std. Dev
Student council takes part in selection of compulsory subjects in my school which influences students discipline	26.5%	35.3%	8.8%	14.7%	14.7%	2.56	1.418
Student council participates in selecting optional subjects in my school which influences students discipline	35.3%	32.4%	8.8%	11.8%	11.8%	2.32	1.387
Student council career choices are always factored during subject selection which influences students discipline	26.5%	8.8%	14.7%	17.6%	32.4%	3.21	1.629
Students are able to select subjects courtesy of student council in my school which influences students discipline	20.6%	50.0%	8.8%	11.8%	8.8%	2.38	1.206
Student council is always involved in subject selection to advance my interests which influences students discipline	23.5%	61.8%	5.9%	2.9%	5.9%	2.06	0.983
Aggregate Score	26.5%	37.7%	9.4%	11.8%	14.7%	2.51	1.32

The study findings indicate the 61.8% of the respondents disagreed that student council took part in selection of compulsory subjects in their school which influenced students’ discipline, 67.7% of the respondents disagreed that student council participated in selecting optional subjects in their school which influenced students’ discipline and 50% of the respondents agreed that student council career choices are always factored during subject selection which influenced students’ discipline. In addition, 70.6% of the respondents disagreed that students are able to select subjects’ courtesy of student council in their school which influenced students’ discipline and 85.3% of the respondents disagreed that student council was always involved in subject selection to advance my interests which influenced students’ discipline. The mean score for responses for this section was 2.51 which indicates that majority of the respondents disagreed that the student council was involved in subject selection in secondary schools. The findings

imply that the students felt that they were compelled to take some subjects they didn't like, since they were required to meet the minimum grade set for each subject by the subject teachers. This in furtherance means that the students were limiting the students in the choice of subjects by pegging selection to the academic performance.

These findings further lend credence to the assertions of Patterson (2012) that it is very important for any student to choose the subject carefully from various subjects according to their interest, while observing that the choice of right subject is one of the most crucial decisions which should not be undertaken without the students' participation. Despite these contradictions, these findings affirm the fact that the issue of subject selection is key to students' academic success and thus, choice of subjects should be handled with care and by involving stakeholders such as students. The deputy principals indicated that several factors were considered during subject selection such as subject performance, career prospects of students, students personal interests, performance in the subjects to be selected, overall performance, the subjects offered in the school, future career choices, career interests and prospects, man power available, availability of teaching and learning materials and the ability of individual students. These findings are also in line with the findings of a study carried out by Bell (2002) that majority of students in their study chose subjects that they liked, facilitated progression to future careers, and were compulsory or subjects where there were no other more desirable options. These findings were also consistent with the assertions of Kouzer and Posner (2013) that, in Australia, there is little evidence that subject choice for school students was a considered and planned exercise. This indicates that, though an important exercise, students are never part of selection of compulsory subjects, but such decisions are made by education planners devoid of students' views.

4.2 Bivariate Analysis for Heads of Departments Data

H₀₁: Student councils' involvement in subject selection has no significant influence on students' discipline in public secondary schools in Meru County. Table 5 shows that student council involvement in subject selection was statistically associated with the level of students' discipline in secondary schools (p = .018).

Table 5: Logistic Regression for Subject Selection: HODs Data

Variable	Beta	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for	
							EXP(B)	Lower
Subject Selection	1.333	0.563	5.606	1	0.018	3.794	1.258	11.44
Constant	-2.126	1.227	3.002	1	0.083	0.119		

The regression results also indicated that student council involvement in subject selection have an effect on the students' level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on subject selection does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) = 3.794). An improvement on student councils' involvement on subject selection increases the probability of having satisfactory discipline in secondary schools by 3.794 times. Therefore, at P < .05 level of significance the null hypothesis (H₀) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in subject selection has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high student councils' involvement on subject selection have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in subject selection. These results further lend credence to the findings of Patterson (2012) who established that schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a student's future. This point to the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world. A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to student councils' involvement in subject selection and students' discipline. These results indicate that

there was a positive correlation between students' discipline and student councils' involvement in subject selection, Pearson's $r(36) = .653, p = .035$.

Table 6: Students' Discipline and Student Councils' involvement in Subject Selection Correlations: HODs Data

		Students' Discipline	Subject Selection
Students' Discipline	Pearson Correlation	1	.653
	P - Value		.035
	N	36	36
Subject Selection	Pearson Correlation	.653	1
	P - Value	.035	
	N	36	36

One way ANOVA was analyzed to examine the relationship between student councils' involvement in subject selection and school type. The mean student councils' involvement in subject selection for girls boarding schools was 12.6 (SD = 3.6), followed by boys boarding schools which posted a mean of 12.2 (SD = 5.0) while mixed day secondary schools enumerated a mean of 11.5 (SD = 4.4). This result suggests that, in the opinion of the heads of guidance and counseling department interviewed, student councils' involvement in subject selection for girls' boarding schools was higher than that of boys boarding and mixed day secondary schools.

Table 7: Student Councils' involvement in Subject Selection Versus School Type Comparison Analysis: HODs Data

	N	Mean	Std. Deviation	Std. Error
Mixed day	18	11.5	4.4	1.0
Boys boarding	9	12.2	5.0	1.7
Girls boarding	9	12.6	3.6	1.2
Total	36	11.9	4.3	0.7

The ANOVA table indicates some difference between the two Mean Squares (19.3 and 4.1). However, the difference in the means is not statistically significant since the p – value was greater than .05. Hence the relationship between student councils' involvement in subject selection and school type was not statistically significant.

Table 8: Student Councils' involvement in Subject Selection Versus School Type ANOVA: HODs Data

	Sum of Squares	df	Mean Square	F	P - Value
Between Groups	8.3	2	4.1	.215	.808
Within Groups	636.6	33	19.3		
Total	644.9	35			

4.3 Bivariate Analysis for Student Leaders' Data

H₀₁: Student councils' involvement in subject selection has no significant influence on students' discipline in public secondary schools in Meru County. Table 9 shows that student council involvement in subject selection was statistically associated with the level of students' discipline in secondary schools (p = .042).

Table 9: Logistic Regression for Subject Selection: Student Leaders' Data

Variable	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
subject selection	2.887	1.42	4.133	1	0.042	17.932	1.109	289.901
Constant	-3.229	2.199	2.155	1	0.142	0.04		

The regression results also indicated that student council involvement in subject selection have an effect on the students' level of discipline in secondary schools as indicated by the log odds result where a unit increase in students council involvement on subject selection does improve the odds of the level of discipline being satisfactory as indicated by the exponential beta results (Exp (B) = 17.932). An improvement on student councils' involvement on subject selection increases the probability of having satisfactory discipline in secondary schools by 17.932 times. Therefore, at P < .05 level of significance the null hypothesis (H₀) is rejected and accepts the alternate hypotheses (H_A) implying that student council's involvement in subject selection has a significant influence on students' discipline in public secondary schools in Meru County. The findings imply that those schools with high student councils' involvement on subject selection have higher chances of having higher level of students discipline as compared to those without or with low student council involvement in subject selection. These results further lend credence to the findings of Patterson (2012) who established that schools which involve students in choosing a career in a particular stream or profession right at the beginning has a long-lasting impact on a

student’s future. This point to the fact that there is a need of guidance in the selection of subject so that student can choose the subject according to their interest at the secondary level and can establish his or her own identity in this competitive world.

A Pearson product-moment correlation was done to assess whether similar results could be arrived at in relation to students' discipline and student councils' involvement in subject selection. These results indicate that there was a positive correlation between students' discipline and student councils' involvement in subject selection, Pearson’s $r(34) = .587, p = .003$.

Table 10: Students' Discipline and Student Councils' involvement in Subject Selection Correlations: Student Leaders’ Data

		Students' Discipline	Subject Selection
Students' Discipline	Pearson Correlation	1	.587
	P - Value		.003
	N	34	34
Subject Selection	Pearson Correlation	.587	1
	P - Value	.003	
	N	34	34

One way ANOVA was analyzed to examine the relationship between student councils' involvement in subject selection and school type. The mean student councils' involvement in subject selection for girls boarding schools was 14.0 (SD = 5.6), followed by mixed day schools which posted a mean of 12.1 (SD = 5.1) while boys boarding schools enumerated a mean of 11.9 (SD = 5.6). This result suggests that, in the opinion of the leaders of the student councils interviewed, student councils’ involvement in subject selection for girls’ boarding schools was higher than that of boys boarding and mixed day secondary schools.

Table 11: Student Councils' involvement in Subject Selection Versus School Type Comparison Analysis: Student Leaders’ Data

	N	Mean	Std. Deviation	Std. Error
Mixed day secondary	16	12.1	5.1	1.3
Boys boarding	9	11.9	5.6	1.9
Girls Boarding	9	14.0	5.6	1.9
Total	34	12.5	5.3	0.9

The ANOVA table indicates some difference between the two Mean Squares (28.7 and 13.3). However, the difference in the means is not statistically significant since the p – value was greater than .05. Hence the relationship between student councils' involvement in subject selection and school type was not statistically significant. This result is in agreement with an earlier finding that did not establish a significant relationship between student councils' involvement in subject selection and school type where the respondents were heads of guidance and counseling department.

Table 12: Student Councils' involvement in Subject Selection Versus School Type ANOVA: Student Leaders' Data

	Sum of Squares	df	Mean Square	F	P – Value
Between Groups	26.6	2	13.3	.464	.633
Within Groups	889.8	31	28.7		
Total	916.5	33			

5.0 CONCLUSION

Results led to the conclusion that student council involvement in subject selection had an effect on the student's level of discipline in secondary schools. However, what really matters most is the performance of the student, compulsory subject and the career choice of the individual student.

6.0 RECOMMENDATIONS

The school administration should involve student councils in school governing activities. Student councils should be involved in decision making like planning of co curriculum activities, entertainments, choice of school uniform, and subject selection.

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