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## EFFECT OF STUDENT LEADERS' COMMUNICATION SKILLS ON CONTROL OF DISCIPLINE IN PUBLIC BOARDING SECONDARY SCHOOLS IN BONDO SUB COUNTY

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### ABSTRACT

Acts of indiscipline have been experienced in learning institutions in the recent past and student leaders have been accused to be the perpetrators of such acts. This study intends to investigate Student Leaders' communication skills on discipline control in public boarding secondary schools in Bondo Sub-County – Siaya County. The study will be anchored on Comprehensive School Wide Theory Plan. The study adopted descriptive research design. The population of the study comprised Deputy Principals, Student Leaders, form Four Students and Sub – County Director of Education. Out of a target population of 2,702, purposive sampling was used to select 10 boarding schools, all-inclusive sampling was used to sample 10 deputy principals whereas random sampling was used to select 255 student leaders and 334 form four students giving a total of 600 respondents. Piloting was done in one of the public boarding secondary schools to ascertain the instruments' reliability using Cronbach's Alpha coefficient test. Validity of the instruments was obtained with the help of experts from the department of curriculum and Instruction of Mount Kenya University. Quantitative data was entered using SPSS version 22 and analyzed using descriptive statistics such as frequency counts and percentages and data presented using tables. Qualitative data was coded, analyzed and organized thematically in an on-going process. The findings of the study may be used by Ministry of Education as well as secondary school principals to strengthen student leadership by empowering them with communication skills which they will utilize as a strategy to manage discipline.

**KEYWORDS:** communication, discipline, comprehensive school wide, leaders

### 1. INTRODUCTION

Learning institutions have goals and objectives to be achieved, targets to be met in terms of performance and all these can only be possible if there is peaceful and conducive atmosphere for teaching and learning. Therefore, it is the duty of student leaders to maintain discipline so that the classroom may function properly for the benefit of all students. In order for discipline to take place, they must use their authority where it lies (Nduta, 2018).

Discipline is considered critical to the smooth running of any formal organization (Ndirangu, Irungu July 5th, 2020). Such organizations include learning institutions. Thinguri et al (2017) posit that discipline management enables the learners adhere to required set of actions by teachers towards students. This study borrows from Thinguri's perception of discipline in that learners are expected to adhere to the set rules and regulations and respect to authority is paramount. However, teachers may not be in a position to enforce rules on their own, but have to be assisted by student leaders who spend most of their time with the students.

To influence other people so that they work together toward a similar objective is the essence of leadership, as defined by Northhouse (2019). No matter how nicely a student council is structured, it will fail to achieve its goals if its leaders are not competent and have not been given the training they need to understand their duties and practice them (Nduta, 2018). Therefore, student leaders must be equipped with communication skills to ensure they play their role well. World over, learning institutions have experienced acts of indiscipline for instance, in United Kingdom, schools experience high rate of delinquency, vandalism as well as absenteeism. Students at the primary school level elect a class president who is responsible for bringing class concerns to the attention of the school council.

Schools in Britain and Commonwealth countries have established students' council who are in their senior grade and have authority over other students (International Journal of Innovative Research & development 2015). They have considerable power and effectively assist the administration run the school.

Discipline problems cut across all levels of education including universities. A study by Gyan et al (2015) revealed that most acts of indiscipline occurred most frequently within the school. In Africa, violent student disturbances have been experienced in secondary schools for instance, in Cameroon, Ngwokabuenui (2015) established that the familiar and common types of indiscipline are disobedience to teachers and prefects, vandalism, violence, drug abuse, stealing among others. It is worth noting that these forms of indiscipline may affect student's academic performance.

Kenya, like any other country in the world has been concerned about discipline among students in learning institutions. Public secondary schools have experienced acts of violence, vandalism, destruction of property worth millions of shillings when students strike or riot. This kind of behavior impedes learning and development of schools. The formation of students' council which was mooted in 2009 by Kenya Secondary Schools Heads Association (KSSHA) in partnership with Ministry of Education (MOE) and United Nations International Children's Emergency Fund (UNICEF) was a way of addressing the issue of unrests in schools. There was need to allow students' to be heard through their representatives (Wainaina, 2017). A study by Kiptala et al (2016) on students' perception on discipline and authority revealed that students had a negative perception towards discipline and authority. The major challenge that may be faced by student leaders as they carry out

their duties is how they deal with students who infract rules. In his study, Kirera (2015) investigated the challenges faced by prefects as they manage students' discipline in secondary schools and the study revealed that prefects faced isolation and would be threatened if they reported discipline cases. Prefects too have their own personal challenges and therefore the need to equip student leaders with communication skills is important.

In as much as schools have established students' council to enforce discipline, there has been concern from stakeholders like parents and education stakeholders in regard to the way prefects exercise their powers to enforce discipline. The prevalence of indiscipline among students in public secondary schools in Siaya County remains very high (Ajowi, 2015). Records of minutes from the Sub – County Director of Education indicate that schools in Bondo too experience acts of indiscipline ranging from smoking 'bhang', alcoholism, incitement, arson among others and some of these cases are instigated by student leaders and form four students. For instance, at Got Abiro Secondary school, six form four students, among them a student leader, were found smoking 'bhang' and taking alcohol. At Nyamira Girls, four students were suspended after a student leader was found with paraffin and had a motive to burn the school. Cases of gross indiscipline and incitement by student leaders were cited at Got Agulu secondary school, Majiwa boys and Maranda high (Bondo Sub – County Director of Education). The above scenario therefore is evident that student leaders lack empowerment in communication skills which affects their capability to control discipline in their respective schools, and this is the gap that this study sets to bridge by investigating student communication skills on discipline control in public boarding secondary school in Bondo sub - county, Siaya County.

Discipline management is a national as well as a global concern to the education stakeholders. Learning institutions particularly public boarding secondary schools have in the recent past experienced acts of indiscipline among students such as arson, destruction of property, bullying among others and student leaders have been accused to be the perpetrators of such acts. The high rate of indiscipline greatly disrupts the quality of learning. The prevalence of indiscipline among students in public secondary schools in Siaya County remains very high (Ajowi, 2015) and statistics from Bondo Sub - County Director of Education's Office shows that students' indiscipline remains relatively high in the region as 40 % of boarding schools in Bondo sub- county experience cases of gross indiscipline as at July, 2019 which informed the choice of the study. Previous studies have established the involvement of student leaders on management of discipline (Nduta, 2018; Kamau, 2017) but with very little evidence to show how student discipline can be controlled through student communication skills. Murage, (2017) observes that student leaders need to be equipped with adequate skills to manage discipline a gap that the study sets to fill by investigating student communication skills on discipline control in public boarding secondary schools.

## **2. LITERATURE REVIEW**

### **2.1 Theoretical Literature**

Discipline is an essential aspect of the educational environment in public boarding secondary schools, playing a pivotal role in fostering a conducive atmosphere for learning, personal development, and social interaction (Bloom, 2017). However, maintaining discipline in such institutions presents multifaceted challenges that necessitate comprehensive strategies. This paper delves into the Comprehensive School Wide Plan Theory (CSWPT) as a framework for enhancing discipline control in public boarding secondary schools, particularly examining the influence of student council communication skills on discipline control in Bonde Sub County, Siaya County, Kenya.

The CSWPT stands as a comprehensive approach to school improvement, emphasizing the coordination of efforts across various components of school functioning. It advocates for systematic, data-driven decision-making and continuous evaluation to address the diverse needs of educational institutions. At its core, the theory entails elements such as needs assessment, goal setting, action planning, implementation, and monitoring/evaluation. Through this cyclical process, the CSWPT aims to facilitate sustainable change and ongoing improvement within schools.

In the context of discipline control, the CSWPT offers a framework for addressing the complex and interrelated factors contributing to disciplinary issues in public boarding secondary schools. Rather than employing isolated interventions or punitive measures, the theory advocates for a comprehensive strategy that integrates stakeholders, resources, and practices to address the root causes of indiscipline and promote positive behavior.

Student councils serve as pivotal entities in shaping school culture and fostering student engagement and empowerment (Reitzug & Patterson, 2016). Comprising elected representatives from various grade levels, student councils represent the voice of the student body, advocating for their interests and concerns. Moreover, student council members often assume leadership roles within their respective schools, facilitating communication between students, teachers, and administrators (Barber, 2017).

Communication skills exhibited by student council members significantly influence discipline control in public boarding secondary schools. Effective leaders demonstrate qualities such as empathy, communication, problem-solving, and collaboration, which are essential for promoting a positive school climate and resolving conflicts constructively. By serving as role models and peer mentors, student council leaders contribute to the development of a sense of belonging and responsibility among their peers, fostering a culture of mutual respect and accountability (Davis, 2014).

Furthermore, student council leaders actively participate in decision-making processes related to school policies, rules, and activities (Hoerr, 2013). Their engagement in dialogue with school administrators and faculty members provides valuable insights into the needs and preferences of the student body, influencing the development and implementation of disciplinary strategies. Additionally,

student councils often spearhead initiatives aimed at promoting positive behavior and preventing misconduct through peer education, awareness campaigns, and community service projects (Doll et al., 2019).

In the context of the CSWPT, student council communication skills complement the comprehensive approach to discipline control by serving as catalysts for change and innovation. By involving students as active partners in the planning, implementation, and evaluation of disciplinary interventions, schools can leverage their perspectives, experiences, and creativity to develop more effective strategies. Moreover, student council leaders act as liaisons between school stakeholders, facilitating communication and collaboration towards shared goals.

In Bonde Sub County, Siaya County, Kenya, the application of the CSWPT involves a collaborative effort among school administrators, teachers, students, parents, and community leaders (Brookhart & Moss, 2013). Through a series of needs assessments, stakeholder consultations, and data analyses, schools identify areas for improvement and set specific goals related to discipline control. These goals encompass various dimensions, including enhancing student engagement, fostering positive relationships, improving communication, and strengthening disciplinary procedures.

Central to the implementation of the CSWPT in Bonde Sub County is the involvement of student council leaders in planning and executing disciplinary interventions (Harris & Muijs, 2006). Student council representatives from different schools collaborate with their peers, teachers, and administrators to identify challenges, brainstorm solutions, and implement initiatives aimed at promoting positive behavior. Examples of such initiatives include peer mediation programs, anti-bullying campaigns, student-led assemblies, and community outreach activities.

The communication skills exhibited by student council members play a crucial role in driving these initiatives and influencing school culture (Spillane et al., 2011). Through their advocacy efforts, student leaders raise awareness about the importance of discipline and encourage their peers to uphold shared values and norms. By modeling respectful behavior, active listening, and conflict resolution skills, student council leaders set a positive example for their peers and contribute to the creation of a supportive and inclusive learning environment.

Moreover, student council leaders collaborate with school administrators to review and revise disciplinary policies and procedures in line with the principles of restorative justice and positive discipline (Lange, 2012). By involving students in decision-making processes, schools ensure that disciplinary measures are fair, transparent, and culturally responsive, thereby enhancing their legitimacy and effectiveness. Additionally, student council leaders participate in training sessions and workshops focused on leadership development, conflict resolution, and communication skills, equipping them with the tools and knowledge needed to fulfill their roles effectively.

The implementation of the CSWPT in Bonde Sub County has yielded promising results in terms of discipline control and school climate improvement (DuFour & Marzano, 2011). Quantitative data, such as disciplinary referrals, suspension rates, and student surveys, indicate a decrease in disruptive behavior and an increase in positive engagement among students. Qualitative feedback from stakeholders further highlights the positive impact of student council leadership on school culture and community relations.

However, challenges remain in sustaining and scaling up these gains across all public boarding secondary schools in the sub county (Honig & Hatch, 2004). Factors such as resource constraints, staff turnover, and external pressures pose ongoing obstacles to the implementation of comprehensive disciplinary strategies. Moreover, the need for ongoing professional development and capacity building for both staff and students is essential to ensure the continued success of the CSWPT.

Moving forward, efforts to strengthen the application of the CSWPT in Bonde Sub County will require a commitment from all stakeholders to collaboration, innovation, and continuous improvement (Hargreaves & Shirley, 2009). By building upon the existing momentum and leveraging the leadership potential of student council members, schools can create safer, more supportive learning environments that promote academic success and personal growth for all students.

The influence of student council communication skills on discipline control in public boarding secondary schools is undeniable (Leithwood & Jantzi, 2012). By applying the principles of the Comprehensive School Wide Plan Theory (CSWPT), schools in Bonde Sub County, Siaya County, Kenya, have made significant strides in addressing disciplinary issues and promoting positive behavior among students. Through collaborative efforts and innovative approaches, schools can continue to enhance discipline control and create conducive learning environments for all students.

## **2.2 Roles Student Leaders Play in Controlling Indiscipline Students**

Communication that is both clear and concise is essential to the leadership of the student council. Those in positions of authority who possess great communication skills are able to support an open and transparent flow of information between students, prefects, and the administration. This openness is essential for sustaining discipline because it guarantees that kids have an understanding of the expectations placed on them and the repercussions that are linked with their conduct. According to research conducted by Jones (2019), good communication within educational institutions was shown to result in a better comprehension of disciplinary procedures as well as a decrease in the number of occurrences involving disciplinary actions.

The presence of student leaders is an essential component of any educational system that is effective. In order to develop student engagement in school governance, the Basic Education Act of 2013 and sessional document no. 14 of 2012 from the Ministry of Education were both taken into consideration. According to Nduta (2018), when students participate in school governance, they are given the opportunity to have a say in choices that affect their well-being as well as their capacity to realize their full potential. According to UNICEF/KESSHA (2018), providing students with training in leadership



skills such as communication, will provide them with the ability to cope with disciplinary problems. One of the most important aspects of any educational institution that is operating well is the presence of student leaders. Both the Basic Education Act of 2013 and the sessional document number 14 of 2012 released by the Ministry of Education require that students be given the opportunity to participate in the administration of their schools. Students are given a voice in the decision-making processes that influence both their general health and their ability to fulfill their full potential when they are active in the governance of their schools, as stated by Nduta (2018). This is because students are given the opportunity to participate in the governance of their schools.

According to Tuckman (2018), it is essential for prefects to have a comprehensive comprehension of their responsibilities, the areas of authority that include them, their leadership abilities, the organizational structure, and the various career pathways that they may pursue. As soon as they are familiar with their responsibilities, the administration will have an easier time managing the school since the activities that have been scheduled will go without any disruptions.

The function of student leaders, however, must be clearly defined in order to prevent conflict or abuse of their powers (Onditi, 2018). This is because student leaders play a major part in the process of meting out punishment to other students. It is vital to underline that this is the case. Ibid states that it is suggested that student leaders get training in peer mentoring and counseling in order to better prepare them in the process of resolving disputes that develop among other students. This training is intended to better equip them to mediate differences amongst students.

It has been said in the past that there have been instances of student leaders abusing their authority, which is the primary focus of this investigation. It is the responsibility of student leaders, as stated by Kamau (2017), to foster a positive school spirit by ensuring that high levels of discipline are maintained and by attending student council meetings when they are required to do so. Furthermore, student leaders need to be seen as examples to follow from. Take measures to ensure that students adhere to the rules and procedures of the institution.

Research conducted by Kirea (2015) indicates that student leaders in Tanzania are entrusted with the responsibility of both guiding and supervising their peers. The student leaders are tasked with the main duty of looking out for the best interests of both the school and their fellow pupils.

When it comes to the enhancement of classroom discipline, a significant number of academics are in agreement that the role of school leadership is the most crucial part of the equation. Within the context of their role as a connection between the administration and the students, they serve as representatives of the students in subjects that are of importance to them. According to Estrich (2016), senior prefects serve as a connection between the prefects' body and the administration of the school, among other things. Through actions such as adhering to the rules and regulations of the school at all times, dressing in a manner that is considered appropriate at all times, maintaining a good attendance record, being

prompt for their responsibilities, maintaining a conduct record that is flawless, and being enthusiastic and optimistic, they serve as models for others to emulate.

### **3. MATERIALS AND METHODS**

#### **3.1 The materials**

The research utilized a descriptive research design. As noted by Frankel and Wallen (2006), a descriptive survey involves collecting the perspectives of a large group of individuals on a particular issue, aiming to capture their personal experiences and sentiments in their own words. This design was suitable as it gathered opinions from both student council members, who enforce discipline, and non-council students, who are subject to these rules. Additionally, it included the perspectives of students, who are often the ones breaking the rules.

The population of a study encompasses the individuals, events, and objects to which the researcher intends to generalize the findings (Kiio, 2015). In this study, the population consisted of 30 secondary schools in Bondo Sub-County (SCDE, Statistics Department, 2022). The study targeted a total of 828 respondents, including 750 students and 78 members of student councils.

#### **3.2 Methods**

Upon the completion of the data collection phase, a meticulous process of data management ensued. All completed questionnaires underwent thorough scrutiny to ensure accuracy and completeness. Subsequently, they were systematically organized in preparation for entry into the Statistical Package for Social Sciences (SPSS) software, specifically version 28. This software served as the tool for quantitative data analysis.

The analysis of the collected data primarily involved the utilization of descriptive statistics, including frequency counts and percentages. These statistical measures helped provide a comprehensive overview of the quantitative findings, which were presented in tabular form for clarity and easy interpretation.

Furthermore, for qualitative data obtained from interview schedules and open-ended sections of the questionnaires, content analysis was employed. This approach, in accordance with the guidance of Kerlinger (2013), involved the systematic examination of the textual data to identify emerging sub-themes and patterns. The results of this qualitative analysis was synthesized and presented in a concise summary format, allowing for a nuanced understanding of the qualitative findings.

### **4. RESULTS AND DISCUSSION**

#### **4.1 Response Rate**

The survey was administered to 66 student council members and 254 students from Forms Three and Four in three schools. After analyzing the data, it was observed that 318 completed questionnaires were returned, yielding a response rate of 99.0%, which was considered satisfactory. According to Creswell (2009), a response rate over 75% is considered adequate for analysis.



#### 4.2 Students Councils Communication Skills and Discipline Control

The primary aim of the study was to assess the impact of communication skills on disciplinary control in public boarding secondary schools within Bondo Sub-County, Kenya. Both regular students and members of student councils were surveyed to gauge their agreement with statements regarding the effectiveness of student councils' communication skills in managing discipline within schools. An analysis was carried out to ascertain students' perceptions regarding the communication skills of student councils in their respective schools. The results of this analysis are presented in Table 1.

**Table 1: Descriptive for Communication skills**

Statements	N	Min	Max	Mean	Std. Deviation
Student council communicates to school management complaints related to bullying of students.	318	1	5	3.94	0.840
Student council communicates to school management complaints related to too many exams administered.	318	1	5	3.87	0.741
Student council communicates to school management complaints related to congestion in dormitories	318	1	5	3.93	0.832
Student council communicates to school management complaints related to lateness in provision of meals.	318	1	5	3.08	0.990
Student council communicates to school management complaints	318	1	5	3.57	0.858

**related to nonattendance of lessons  
by teachers.**

<b>Student council communicates to school management complaints related to excess punishment meted by teachers.</b>	318	1	5	3.70	0.846
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<b>Student council communicates to school management complaints related to lack of sanitation services.</b>	318	1	5	3.18	0.846
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<b>Student councils communicate to school management complaints related to poor quality of food.</b>	318	1	5	3.75	0.856
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<b>Student councils communicate to school management complaints related to provision of textbooks.</b>	318	1	5	3.92	0.946
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<b>Valid N (listwise)</b>	318				
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Source: Researcher (2024)

The data presented in Table 1 indicates that respondents concurred with the notion that student councils frequently communicate to school authorities about instances of student bullying, as evidenced by a mean score of 3.94 and a low standard deviation of 0.840, indicating minimal variability in responses. It is worth noting that the Government of Kenya has prohibited bullying in schools (MoE, 2001), emphasizing its significance as a disciplinary issue.

Furthermore, respondents agreed with statements indicating that student councils regularly convey students' grievances regarding the frequency of exams administered at various levels of school management (M=3.87, SD=0.741), as well as complaints about overcrowding in school dormitories (M=3.93, SD=0.832).

However, respondents expressed neutrality concerning the communication of complaints to school management regarding delays in meal provision (M=3.08, SD=0.990) and the absence of sanitation services (M=3.18, SD=0.846) by student councils.

The findings further indicate that the respondents concurred with the statements that Student council communicates to school management complaints related to non-attendance of lessons by teachers (M=3.57, SD=0.858); that Student council communicates to school management complaints related to excess punishment meted by teachers (M=3.70, SD=0.846); that Student councils communicate to school management complaints related to poor quality of food (M=3.75, SD=0.856) and that Student councils communicate to school management complaints related to provision of textbooks (M=3.92, SD=0.946).

These findings align with Okonji's study in 2016, which emphasized the importance of directing student complaints to school management as a means to enhance discipline among students. Additionally, Nzioki's observations in 2015 highlight the dual role of student councils in communicating with both students and principals, potentially leading to unrest if not managed effectively, thereby exacerbating indiscipline among students. Nzioki also suggests that the establishment of structures and mechanisms by student councils to represent student perspectives, particularly in matters concerning student welfare, fosters a conducive learning environment that may ultimately mitigate instances of student unrest in schools. Conversely, ineffective communication by student councils is likely to contribute to increased incidents of indiscipline (Nzioki, 2015).

### 4.3 Correlation between Communication Skills and Discipline Control

Correlation Analysis was conducted to determine the relationship between student council communication skills and control of discipline was analyzed. The findings are presented in Table 2.

**Table 2: Correlation**

		Communication Skills	Discipline Control
<b>communication skills</b>	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	318	
<b>Discipline control</b>	Pearson Correlation	-.848**	1
	Sig. (2-tailed)	0.000	
	N	318	318

\*\* Correlation is significant at the 0.01 level (2-tailed).

The results revealed a noteworthy negative correlation between communication skills and disciplinary control ( $r = -0.848^{**}$ ;  $p < 0.01$ ), signifying that as the frequency of student complaint communication with school management increases, instances of indiscipline decrease. Consequently, it is imperative for school administrations to establish robust communication channels connecting principals, deputy principals, students, teachers, and support staff (Muli, 2012).

#### 4.4 Predictive Capacity of Communication skills

Unstandardized coefficients were employed to predict the frequency of indiscipline based on the communication skills of student councils. The purpose of the coefficient table was to illustrate the extent to which the role of student councils in communicating student grievances influences the dependent variable. The results are presented in table 3.

**Table 3: Regression coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.083	0.147		14.187	0.000
Communication skills	0.871	0.062	0.022	0.264	0.002

##### a. Dependent Variable: student's discipline control

Table 3 demonstrates that the communication skills employed by student councils contribute to an 87.1% variance in disciplinary control, suggesting their potential effectiveness in managing student behavior. In the event of ineffective communication by student councils, students may turn to acts of indiscipline as a means to express their frustration and anger within the school environment. Similarly, Kiprop (2012) identified restricted communication between students and management as a primary contributor to instances of indiscipline. Hence, it is imperative for student councils to adeptly communicate students' concerns to school authorities.

#### 4.4 Regression Analysis

The model demonstrates the cumulative effect of all independent variables combined on the dependent variable. It reflects the overall influence exerted by the independent variables on the dependent variable. Table 4 presents the results of the model summary for the regression analysis.

**Table 4: Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	1.872 <sup>a</sup>	0.762	0.759	0.603

a. Predictors: (Constant), communication skills

Table 4, shows that the Adjusted R square value is 0.759. This implies that up to 75.9% variation in discipline control is due to the variation in the independent variables of the study. The independent variable comprises communication skills of the student councils with a standard error of the estimate of 0.603. It implies that 75.9% of frequency of discipline control can be explained by communication skills.

#### 4.5 Model significance

ANOVA test was carried out to find out the overall strength of the model. Table 5 illustrates the results of the analysis.

**Table 5: Analysis of Variance**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	0.025	4	19.614	251.199	.000 <sup>b</sup>
Residual	53.815	314	0.764		
Total	53.840	318			

a. Dependent Variable: Discipline control

b. Predictors: (Constant), communication skills

The table 5 demonstrates that the model is highly significant at a 95% confidence level in predicting the impact of independent variables on the dependent variable;  $R^2=0.762$ ,  $F(4, 313)=251.199$ ;  $p<0.05$ . This indicates that communication skills can predict discipline control with an accuracy of 75.9% at a 95% confidence level.

#### 5.1 Conclusion

In summary, it is evident that all public boys' boarding secondary schools in Bondo Sub-County faced various disciplinary challenges, including truancy, refusal to attend lessons or meals, avoidance of manual duties, and boycotting joint examinations.

Based on the findings, it can be deduced that student councils did not effectively communicate students' grievances regarding textbook provision, dormitory congestion, excessive exams, and bullying to school management. This lack of communication could contribute to instances of indiscipline among students. The study suggests that communication responsibilities may impact disciplinary control by up to 87.1% in schools.

## 5.2 Recommendations

The researcher examined the impact of student council leadership skills on discipline control in public boarding secondary schools in Bondo Sub-County, Siaya County. Based on the findings, student councils should be empowered to communicate students' grievances, and the suggestions they make regarding these grievances should be given significant consideration and importance.

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