

**AN ASSESSMENT OF TRAINING NEEDS OF STUDENT  
GOVERNING COUNCILS IN PUBLIC SECONDARY SCHOOLS;  
A CASE OF BONDO SUB-COUNTY, SIAYA COUNTY; KENYA.**

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the Requirement for the Award of Degree of Master of Education in Educational  
Administration and Management of Jaramogi Oginga Odinga  
University of Science and Technology.**

## DECLARATION AND RECOMMENATION

### DECLARATION BY CANDIDATE

The research thesis is my original work and has not been presented for award of a degree to any university.

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## **DEDICATION**

This work is devoted to my loving wife Liza; my dotting late mother Phidilia Ochiago;  
and my children Stacy, Luke and Paul.

## ABSTRACT

Student governing council skills has been an issue of concern in school administration. Much research has centered on need for training student governing council in secondary school administration, without adequately identifying the needed skills to address challenges in school administration that is reducing tension in school, which may lead to student unrest and consequently destruction of school property. Therefore, this study aimed at assessing training needs of student governing council (SGC) in public secondary schools, this examination of skills needed will determine deficit in performance and determine training needs of student council so that SGC could be equipped with necessary skills to enhance their competency to be able to accomplish their roles. Bhasin (2021). The objectives of the study were to; examine perceptions on SGC communication skills necessary in public secondary school governance, determine perceptions on SGC intrapersonal and interpersonal skills necessary in public secondary school governance and assess perceptions on SGC organization skills necessary in public secondary school governance. The theoretical framework that guided the study was functional Leadership theory. The study adopted case study design and the target population was 1729 respondents, while the sample size included 6 principals, 6 deputy principals, 12 class teachers and 127 student council leaders. The sample of the study for principals and deputy principals were selected by use of purposive sampling from the sample schools, class teachers were selected by random sampling and student council leaders were selected by random sampling. Tools for collection of data were questionnaires for principals, questionnaires for deputy principals, questionnaires for student council leaders, interview for principals and deputy principals and focus group discussion for class teachers. The test for validity and reliability the researcher used test-retest method. The data was analyzed through descriptive statistics which included frequencies, percentages and means as measure of central tendency and the analyzed data was presented in charts and tables. The Respondents indicated a high need for training in these skills in order to improve school governance. Students' council experienced personality problems while linking the students' affairs with the school administration thus the need to train in council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. Respondents who included Principals, Deputy Principals and students indicated a high need for training in these skills in order to improve school governance. Student councils organized activities that were related to the offices they held in school. The study concluded that communication skills are essential in the students' council as they aid the students' council representatives in carrying out their mandate that includes linking the students with the school administration. Lobbying skills, negotiation skills, consensus building skills, handling of difficult and training on how to handle students with disabilities were highly regarded for training. The study concluded that council were faced with personal problems as they performed their duties. The findings of this study would add to the understanding and knowledge of students' council in Bondo sub-county and Kenya in general, on the roles of students' councils in school governance. To educators the findings would provide a different perspective of students' council phenomenon for comparison.

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## **ABBREVIATIONS**

BOM -	Board of Management
DEO -	District Environmental Office.
GoK -	Government of Kenya
KeSSHA -	Kenya Secondary Schools Heads Association
KSSSC -	Kenya Secondary School Student Council
NACOSTI -	National Council of Science, Technology and Innovation
NCRC-	National Crime Research Centre
SGCs-	Student Governing Councils
SCDE-	Sub – County Director of Education
QDP -	Questionnaire for deputy principals
QP -	Questionnaire for principals
QSCL -	Questionnaire for student council leaders

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The students' council system of governance has been operational for many years. In Britain, for example, the first students' councils were established in the 1920s. In Kenya, the establishment of students' councils in secondary schools' system of governance was more reactive and a problem-solving approach rather than a proactive process. In 2008, the country experienced an unprecedented wave of secondary schools' students' unrests that resulted in disruption of the learning programs and destruction of property. This prompted stakeholders and policymakers in the education sector to call for investigations to averting future occurrences of unrest in the schools. The Kenya Secondary Schools Heads Associations (KeSSHA) and UNICEF took the lead. Through consultations and analysis of the causes of unrest, researcher realized that some conflicts arose from bullying, discord between classes, unsettled disputes, lack of representation in decision-making and ineffective communication.

The student governing council (SGC) assist in the governance of schools to tame unrest in secondary schools. Their existence is anchored in the United Nations Convention on the Right of the Child in 1989 article 12, where Children have the right to say what they think should happen when adults make decisions that affect them and have their opinions are taken into account (UNCRC, 1989). In Kenya, the constitution (2010) provided for, in article 33, the right to freedom of expression. The student body has a right to say what they feel should be done in school and should happen as they pursue their studies. Although, within the channels of communication in school through their elected representative that is the SGC, without causing unrest, and the Basic Education Act 2013 provides the legal framework for student council

participation in school governance. The lawful provision within the Basic education Act 2013 allows the student body through the student council to be represented in the BOM meeting when discussing student welfare so that students' voices can be heard. The ministry of education in a policy framework for education has a policy of reforming governance and management across the education sector, by involving the students in decision making as a way of reducing tension in school. To implement this policy, the ministry of education identified the establishment of a system that incorporates effective participation of learners through their SGC in day-to-day management of their institutions. The National Students' Governing Council of Kenya was formed in 2009 (NCRC, (2017)).

SGC was established and play an important role in institutional administration having been anchored internationally through United Nations conventions on child right and nationally through legal and policies provisions. Roles of SGCs are several in the school administration, and these include; SGCs act as a representative of student body before administration. They are students' voices. SGCs voice student opinions, views, and concerns before administration and Board of Management (BOM). SGCs are a communication channel; they provide information to the administration from students and from administration to students. Therefore, they are a link between administration and students and also the community where school is located. SGCs have a supervisory role; SGCs supervise academic activities in the library and laboratory, supervise duties in school compound like cleaning classrooms, dormitories, verandas, toilets, and supervise meal taking by ensuring students queue for meals. SGCs are consulted whenever there is a new policy to be introduced in school when rules and regulations are changed to address emerging issue, and during the making of subject combinations in upper classes. SGCs have leadership roles; under leadership role, SGC influence other students in student body to cooperate to achieve agreed-upon

goals in the school, members of SGC have the desire to excel in leadership and academic work, student councils give proper and good directions to students they are leading, SGC are also responsible for setting the pace of activities for other students daily to attain set objectives, SGC are motivated and they inspire other students to ensure good performance in all school activities. SGCs are a resource that gives brilliant ideas for the benefits of the institution. SGCs listen to students' views and opinions and express their concerns to the administration. SGCs provide peer support to students with problems. Examples are students with personal problems, teacher-student relationships. The various roles of SGCs have been sourced from several reviewed literature. (Keogh & Whyte, 2005; Woods, 2002; Library of Parliament, 2010; Mukiti, 2014; Ndungu & Kwasira, 2015; Itimu, 2016).

SGCs, in performing their roles they have set objectives to achieve. These objectives vary from school to school, depending on the culture in place in various schools. But generally, the goals of the SGCs includes; to enhance communication between administration and student body, promoting an environment conducive to educational and personal development, promoting respect and friendship, supporting administration and teachers in development of school, and representing students views on matters of general concern to them (Woods, 2002; Itimu, 2016).

Gabršček's (2016) report on comparative analysis of current government policies in the Network of Education Policy Centre (NEPC) region comprising of ten countries in Russia. On who rules the schools? The study reviewed documents on the laws and regulations governing the capacity building of school governance bodies from the ten countries. In the review of documents, the study found that some existing governance structures are not executing their functions because they are not trained to perform their roles. This showed performance of roles; in a position of leadership require training to be effective. SGC in secondary school are elected into position of



leadership and are required to perform their roles effectively, without going through proper training to improve their leadership skills. However, it is necessary that assessment of training needs in governance is done to identify necessary skills to improve their competency in leadership, as they have to learn both duties and responsibilities to be effective.

Duma (2015), in a study on student participation in school governance: the views of rural school principals in South Africa, asserted that student council had broken new ground for student participation in student leadership. The students are now part and parcel of the school governance. In addition, the study revealed that to be effective in management, the leadership of the student council must be prepared through training in necessary skills. The study sorted views of principals, who perform different roles in school administration and are mature, on student council effectiveness leaving aside the student council perception on their training. In addition, the study looked at necessity of training in leadership skills but did not identify the skills necessary in administration.

Mgomezulu, (2013) in the study on training learner-leaders in school management aspects: a strategy to improving school discipline in Botswana. Stated that prefect duties demand certain specific management skills and knowledge to perform their role well. Student council are elected into office assuming they will perform roles from their inborn talents and advice student council get from teachers during installation into office. In the process of executing their roles student council meet challenges they have never experienced in life with little know how to solve them. This informed the current study the necessity to have proper programs for student council preparation to leadership by training them in management skills, through assessing training needs.

SGC in fulfilling their roles to the expectation of students, administration, teachers and BOM leadership's skills have been identified as necessary. Study by Terry (2015) in USA found that training prepare local school council for their roles, to meet expectation of local school council and the issues must be relevant to the local school council members. SGC are elected having inadequate leadership skills and hence to acquire leadership skills SGC need to undergo training.

Mothoteng (2016) found from most participant in a study indicated that student representative council and prefects were included in school governance system. Though the study revealed that the student leaders were involved in various governance roles which included supervisory and as well as ensuring that school rules and regulations were obeyed. These participations were insignificant, study recommended expansion of student participation. Without assessing the skills needed in student participation expansion this would be action in futility due to inadequate skills of student council. This lack of appropriate skills could have been the reason for insignificant participation. Current study assessed necessary skills needed to expand participation of SGC.

Duma (2016) in South Africa in a study found that student leaders need to be given necessary training to have knowledge of school governance activities. Showed student leaders have inadequate skills to govern this is due to their age they are elected while young. In Ghana study by Azumah (2018) found that training promote skills development and suggested student leaders be trained in leadership skills. From these studies it is clear training has significant effect on SGC knowledge and leadership skills as it will position students for their leadership functions. Training SGC has also been found to make them committed to their roles as they understand what they are supposed to do and how, according to (Ogba 2020) in Nigeria, the study further found that students leaders are taken through preparation for their duty by attending

workshop, orientation, guiding and counselling meetings to equip them with leadership and management skills. The content for training students' leaders is taken through is the same for all student councils in different secondary schools though they experience different challenges. Studies shows that training of student council in different schools need to be detailed and focus on their challenges they are to face when they embark on their new leadership roles. The detail of training program is lacking hence current study assessment of training needs of SGC would go a long way to fill the gap of training program by identifying skills needed to be imparted.

In Kenya Republic of Kenya's (2012) report on policy framework for education-aligning education and training to the constitution of Kenya (2010) and Kenya vision 2030 and beyond. The report highlighted that SCs are considered inefficient and are alienated in school governance due to inadequate training and capacity development. The report showed that for the efficiency of the student council to be addressed they need leadership training.

Study by Nekesa (2018) finding revealed challenges experienced by student council as mentioned by students in the study was lack of training. There is need for training of student council after they have been elected to help them understand their roles in school administration and also given incentive after being elected into office, for them to understand their roles. Student council are elected while they are young or without experience in leadership and have not undergone any preparation in leadership.

In administration of secondary schools, students' leadership skills are at the centre of student council capacity building. The administrators play a great role in mentoring the elected SGC to be effective in their roles. Itimu (2016). To capacity building, means the administrators must first themselves have knowledge of the inadequacies of capacity of SGC. The report did not assess training needs of student council therefore

this study filled the gap by assessing training needs of SGC, which if the SGC are trained in will go a long way to make SGC competent.

Lack of SGC participating in the governance of school, make the student body feel they are side lined, and only subjects to be seen and not to be heard. Study have revealed that this in one of the precursors to unrest in schools. SGC only participate to a small extent in school governing activities. Murage (2017). Could it be that the administration considered them unskilled to handle governance issues adequately? This study assessed the leadership skills to identify the needed skills in leadership. This will go a long way to improve confidence level of administration, that, SGC shall be having the abilities to handle challenges as they arise.

Students' leaders contribute immensely in secondary school governance. Study by Nyaga (2018) on the influence of students' council leadership training on discipline management in secondary schools. Found that training student council in leadership skills translated to improved discipline in secondary schools. Study by Ikiugu (2021) on influence of student council in governance on discipline management. Found out that cases of indiscipline amongst students is due to less engagement of student council and recommended that school administration provide capacity building for student council members and develop training programs to build their leadership skills to engage them meaningfully. Capacity building is imparting leadership skills to SGC to be competent by identifying what is lacking in terms of leadership skills, this done by assessing the training needs.

Studies show that student council need training to be effective in their roles. In a study by Nor (2017) in the contribution of training needs assessment to the effectiveness of training program and outcome in public sector of Somalia. Respondents said training assessment contribute to effectiveness of personnel by allowing the trainees to assess

and indicate their training gaps or training needs. In secondary school governance SGC are elected to assist the administration in governance hence their preparation is paramount importance through training. When involve in their inadequacies it adds to commitment into their roles they are expected to fulfil, most studies fail to engage student council in assessment to find their perception in how to improve student council efficiencies. These studies have not assessed the training needs of student council to prepare the student council for their roles to address particular inadequacies in their leadership skills; this study filled this gap by identifying the needed skills to be competent.

The Kenya Secondary Schools Head Association- Siaya County (KSSHA) report indicated that a few schools had participated in school organised training for their student leaders in the recent years. This has further been supported by the Ministry of Education Bondo Sub County. The data indicates that Bondo Sub County has had the least in terms of training.

**Table 1.1***Schools that have participated in Student Council Training in Siaya County In 2020*

Sub County	Approved Training
Bondo	6
Alego Usonga	16
Ugunja	12
Gem	9
Rarieda	11
Ugenya	10
Total	64

*Source from Kenya Secondary Schools Head Association (The researcher acknowledges that the data was collected in 2020).*

This study fills the gap of effective participation of student council by assessing the training needs of the student governing board in public secondary school administration to improve competency to arrest the school unrest.

## **1.2 Statement of the Problem**

Over the years, schools have experienced students' unrest and indiscipline. The burning of dormitories in secondary schools is an undesirable occurrence, which disrupts learning and school peace. Examples include Kyanguli secondary school in Machakos County, Bombolulu Secondary in Mombasa County, where twenty-four girls died, and Nyeri High School in Nyeri County, where sixty-four students were killed in a suspected case arson attack by other students who were unhappy with the school administration. In deciding to include students' representation in school management, the government has been found to improve school governance. Even though schools have been thought to have no case of indiscipline after the inclusion of student council in school governance, the burning of dormitories continues to be witnessed, especially in Bondo Sub County. Could it be that the student council lacks prerequisite training on student governance? This way, there is a need to discover the training needs of these students' boards to guarantee that the evasive discipline in public schools is established. Through suitable training with proper aptitudes, the

students' leaders will have the opportunity to conduct their assignments successfully. Unfortunately, many secondary schools don't have training programs to prepare the students' leaders. It is expected that the students' leaders will realize how to determine conflicts and learn to deal with their fellow students. When duties are given to the students' council without proper direction and training, they get puzzled. From this background, this research study sought to identify the training needs of the student council in public secondary school governance in Bondo sub-county, Siaya County, Kenya.

### **1.3 Purpose of the Study**

This study aimed to assess the training needs of the SGC in public secondary school in Bondo Sub-County in Siaya County, Kenya.

### **1.4 Specific Research Objectives**

The specific objectives were;

- i) Examine perceptions on SGC communication skills necessary in the governance of public secondary schools within Bondo Sub-County in Siaya County, Kenya.
- ii) Determine perceptions on SGC intrapersonal and interpersonal skills necessary in the governance of public secondary schools within Bondo Sub-County in Siaya County, Kenya.
- iii) Assess perceptions on SGC organizational skills necessary in the governance of public secondary schools within Bondo Sub-County in Siaya County, Kenya.

## **1.5 Research Questions**

The following research questions guided the research study;

- i) What are the perceptions on SGC communication skills necessary in the governance of Public secondary schools within Bondo Sub-County in Siaya County, Kenya?
- ii) What are the perceptions on SGC organizational skills necessary in the governance of Public secondary schools within Bondo Sub-County in Siaya County, Kenya?
- iii) What are the perceptions on training needs of SGC leaders' organizational skills in the governance of Public secondary schools within Bondo Sub County in Siaya County, Kenya?

Based on the findings of this study researcher drew conclusions and developed recommendations for SGC training to become competent SGC.

## **1.6 Scope of the Study**

This study assessed the training needs of the student governing council in public secondary school administration in Bondo Sub-County in Siaya County, Kenya. The study targeted School principals, Deputy Principals, class teachers, and the students' council. This study was confined to public secondary schools in Bondo Sub County. This study confined itself to assessing the training needs of the students' council. In the governance of Public secondary schools, several studies have shown SC as incompetent in handling emerging issues. They are directly in contact with the student body when the learners are in school.



### **1.7 Justification of the Study**

The choice of Bondo Sub-County for the study was because secondary schools in the Sub County Bondo Sub County was chosen given the low number of schools (9%) that have trained student leaders in Siaya County (KESSHA, 2020). A sound students council system promotes dialogue in the school. When problems arise, they can inform the school what the trouble is. But if the system does not work well, students see students' leaders as enemies. The Bondo Sub-County has 41 public secondary schools, which is an appropriate representative of the entire region.

### **1.8 Significance of the Study**

Training of students' councils in public secondary schools in Kenya is one of the essential administrative tasks that should be carried out effectively and efficiently. The findings of this study may help the education practitioners sharing similar interests to expand their knowledge and understanding of students' council training needs to improve the roles of the student council in secondary school governance. The research findings might also provide the educators with the students' council's phenomenon from a different perspective, providing a chance for comparison. And the research findings might contribute towards expanding literature resources on the topic of students' council in Kenya. The research finding will aid the educators in preparing training materials to help equip the students' council for their duties. The research findings will help the Kenya Secondary School Student Council conferences to identify topics to train the student leaders.

### **1.9 Limitation of the Study**

According to Best and Kahn (1998), limitations are conditions beyond the researcher's control that may place restrictions on the conclusions of the study and their applications to other situations. The researcher experienced conditions that were beyond his control and may have affected the findings. These includes

- i) In cases of exaggerated feedback, it was difficult for the researcher to control the attitude of the respondents as they responded to the questionnaire. However, the respondents were assured of the confidentiality of their identities.
- ii) Inadequate finance was another constraint that the study faced. This was due to high transport costs to reach the respondents in vast areas where public secondary schools were located. At some time, the respondents were not found at their place of work as they were engaged elsewhere hence necessitated a revisit. However, personal savings were used to overcome this challenge.
- iii) The location of some of the targeted groups was in remote areas, and the transport was a challenge in conducting the actual survey. However, the available means of transportation were utilized; that is "Bodaboda" taxis.

#### **1.10 Delimitation of the Study**

The study covered only the public secondary schools in Bondo Sub County. Although there are other workers and students in secondary schools, only principals, deputy principals, class teachers, and students' councils were used in the study. The study delimited itself to only on training needs of students' council issues in the targeted public secondary schools in Bondo Sub County within Siaya County, Kenya.

#### **1.11 Assumptions of the Study**

When conducting this research study, the following assumptions were made;

- i) The principals, Deputy Principals, class teachers, and students' council leaders gave their opinions un-influenced and as honestly as possible.
- ii) That all public secondary school Deputy Principals had SC in place and adequately responded to the items in the questionnaire.

- iii) The respondents (principals, deputy principals, class teachers, and student council leaders) were informed of prefecture roles to enable them to cooperate and provide reliable responses.
- iv) That the responses were accurate and adequate to facilitate the drawing of conclusions in the research study.
- v) A clear understanding of the importance of training students' councils in public secondary schools enhanced effective secondary school governance.
- vi) Training of students' council on their task roles would help them play their roles better.

## **1.12 Theoretical Framework**

### **1.12.1 Functional Leadership Theory**

The study was guided by functional leadership theory developed by Hackman and Walton (1985) based on identifying team training needs to enhance skills in leadership to accomplish tasks. According to functional leadership theory leaders of organization operate as a team and are supposed to fulfil functions that are required of a team to be seen as being effective. The team faces challenges in the process of fulfilling their functions, hence some are not fulfilled. The leaders then observe which functions are not performed by the team, and consider training in necessary skills to become effective.

In case of SGC is a team referred to as student council operating in secondary school organization whereby, they complement the school administrators' functions, the administrators comprise principal, deputy principal, heads of department and senior teachers, in governance in secondary schools. The SGC in fulfilling their roles, like representative, supervisory, monitoring other students, communication channel, consultative and leadership roles, with the aim of reducing tension in schools. The SGC may face students' unrest as a challenge to accomplishing their roles, this

occurrence disrupts SGC operation and throw the council into confusion. The SGC later sits down to find out why they are unable to deliver, through analysing which roles are not accomplish, may consider training in necessary skills to be able to be effective in accomplishing their roles. Could be they may have lacked certain leadership skills to manage the situations emanating in school.

SGC in the performance of their roles depend entirely on the skills they are trained in to undertake their leadership roles. The SGC leadership according to functional leadership theory, observe the performance of SGC to identify gaps hindering effective performance of SGC roles. Where SGC cannot handle their roles, training needs are assessed to identify required skills, SGC leadership then recommend training in necessary skills to improve performance. The theory assumes that SGC require skills in governance and only the student leaders can assess which skills are required to be effective in secondary school governance. In communication SGC require following skills; lobbying skills where an issue may be unpopular and is to be sold to the students' body, this skill comes in handy. Negotiation skill is necessary as it enable the student council to convince their opponents to agree to their point of view. Consensus building skill is necessary when disagreements occur in school students' council will use to bridge the gap between two groups. Handling difficult students' skill, some students may by volition decide to be difficult to the administration and other students, the students must have skill to handle them as they may be source of trouble in school. And handling students with difficulties skill, it comes handy when a student or group of students feel left out because of particular physical challenge this skill will enable SGC be able to incorporate them. Interpersonal and intrapersonal relations require following skills; to deal with the personality problem. Listening skill to be able to get what student body good moments and challenges are so that they can effectively represent them before the

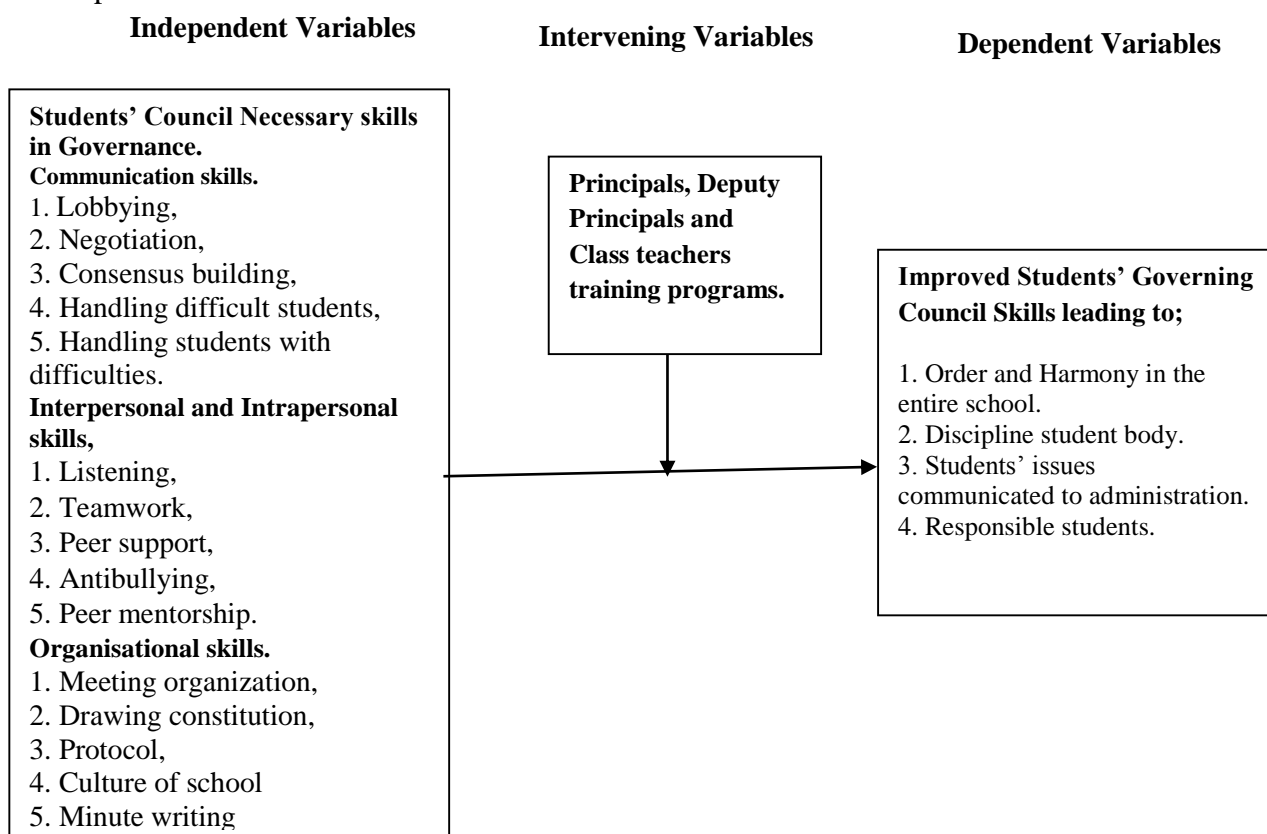
administration or listening well to get opinion of the administration to present to the students. Teamwork skill, where the student council learn about team formation and development to be able to manage student council team. Peer support skill, peer learn from each other hence skill on how to deal with each other help to gain from each other. Antibullying skill, many harm have been done by students to fellow students, this skill will help to prevent fellow students who go to extent of hurting others. Peer mentorship skill, student council are elected or selected into office some without skills of leadership, this skill will help to prepare upcoming student council to leadership when other senior leaders exit, the mentored take over leadership. Finally, ability to organize student council activities need skills, these include, meeting organization skill, this enables the student council to conduct orderly meetings. Drawing constitution skill, the constitution when drawn bind team together and give direction when differences erupt. Protocol skill, many a time student are called to speak before guest and fail to know order of addressing them. With the skill SGC will understand how to handle seniors. Culture of school skill, every school have culture which motivate students to strive to achieve set goals, hence SGC need to know how to nurture school culture to all students. And minute writing skill, this skill is taught in language subjects though its application is lacking in school hence if used in SGC will help them learn the skill and keep records of meetings. Consequently, the Functional Leadership Theory seeks to empower SGC through sharpening existing skills in leadership. This may make SGC improve competency and make them more effective.

### **1.13 Conceptual Framework**

Conceptual framework was used to identify variables required and how the particular variables in the study are connected. (Regoniel, 2015). The conceptual was based on SGC skills used in performing their roles in public secondary schools. The conceptual framework comprised of independent variable which were Principals',

Deputy Principals', class teachers and Student Governing Councils' perceptions on SGC training needs these includes Communication skills namely lobbying skills, negotiation skills, consensus building skills, handling difficult students' skills and handling students with difficulties; Interpersonal and Intrapersonal skills namely listening skills, teamwork skills, peer support skills antibullying skills and peer mentorship and Organizational skills namely meeting organization skills, drawing constitution skills, protocol skills, culture of school and minute writing. The independent variable interacts with each other as they got imparted on to SGC by intervening variable consisting of training programs of the Principals and Deputy Principals to impart skills to SGC, to produce dependable variables represented by improved SGC performance that may lead to order and harmony in the entire secondary schools, discipline student body, students' issues communicated to administration and responsible students.

Figure 1.1 below depicts the independent variables, intervening variables, and the dependent variable.



**Figure 1.1:**  
*Conceptual Framework (Source: field data)*

The Conceptual Framework Model above help to link the independent variables that is training needs of SGC in public secondary school to dependent variables that is the improved SGC performance aimed at meeting their roles in secondary school This concept is well adopted in school level, local level, regional level or national level, it is expected that SGC performance shall improve and cause school to experience order and harmony in school, discipline in students' body, cause students issue to be communicated and responsible students. The intervening variables and the students' council skills in the side of an independent variable and the way they relate with each other to bring about effective SGC performance in public secondary school. The school administrators train the students' council in their duties.

#### **1.14 Operational definition of key Terms**

**Governance** is the capacity to establish and sustain workable relationships between individual actors to achieve collective goals in a school setup.

**Role** is work performed by members of the student council in secondary school.

**Student Governing Council** is a representative structure through which students in secondary schools can become involved in the affairs of their school.

**Training needs** are the tasks the students carry out in school in their normal duty.

**Communication skills** are technique used to pass information from administration to student body, from student body to administration and among students.

**Organizational skill** are techniques students' leaders use to manage meetings, proper record keeping, drawing constitution of the student council in their school, developing school culture, and writing minutes.

**Intrapersonal and Interpersonal skills** are soft skills or emotional intelligence, where Intrapersonal skills are an individual's ability to recognize, appreciate, managing, controlling a sense of self. While Interpersonal skill is the ability to appreciate the views of others, realizing social responsibility, work together, be tolerant, and be able to communicate with others.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Student council governance in public secondary schools is the outcome of leadership skills. This chapter analysed leadership skills literature related to communication skills, intrapersonal and interpersonal skills, and organizational skills necessary in public secondary school governance. In addition, the chapter brought a summary of major findings from the reviewed literature.

#### **2.1 Students' Governing Council Communication Skills Necessary in Governance of Public Secondary Schools**

SGC have been very instrumental in passing information in a school set up, from the administration to the students or vice versa. Communication is the act of exchanging information between people. However, communication skills are required to give direction to subordinates, motivate them to become excited about their tasks and be able to understand and accept other peoples' view-point when necessary (Rue and Byars, 2007). SGC is one of the most effective ways of involving students directly in the administration and serves as one of the communication channels between the students and the school administration. Communication skills in school governance context led to better communication between the SGC and the administrators. SGC having communication skills will act as the best agent to make student body accept view point of administration even though some of the viewpoints might be contrary to students' expectation. SGC needs competency in communication skills to pass information and receive information without stirring up emotions.

Studies have been conducted on communication skills importance and impact on the performance of duties in secondary school set up. Communication skills are important aspects of governance.

Khalid (2015) study on Student leadership: Basic Skills and Appropriate Activities in Lebanon. In giving perception the respondents picked on effective communication skills as key skills for successful leaders. Successful governance in secondary schools is ability of the leaders to meet mission and motto of the secondary school. Any achievement towards the same calls for good communication skills to pass across the relevant information to the recipient who are students, and at the same time taking back to the teachers the right feeling of the students this lessen the tension between the students and teachers. Study having determined communication skills as very important in governance but failed to assess the aspects communication skills that would lead to effectiveness of leaders, current study assessed aspects of communication skills necessary. Adding literature to existing body of knowledge.

Glaittli (2018), study on soft skills in high school in USA. Study revealed that preparing high school students to have soft skills can provide them with great value as they can apply soft skills to academics and personal life. SGC when trained could be able to apply communication skills in their personal life and by extension in executing their roles. But equally study failed to assess necessary communication skills. It was therefore necessary to assess the training needs in the communication skills to be able to create training programs for SGC in public secondary schools.

Several studies have been done on communication skills across Africa. Tsikiti and Magagula (2019) investigated the leadership skills needed by high school prefects in Swaziland. Respondents indicated that prefects needed training in communication skills to be effective in their roles. This study targeted population was high school prefects who took self-administered questionnaire. The study presented perceptions of prefects on necessity of communication skills in leadership. Similar to earlier mentioned studies, used prefects who are selected by teachers and focused on generally need for communication skills without looking at specific aspects

communication skills needed. Current study aimed at assessing necessity of specific communication skills in order to build capacity of student council in effective communication. The respondents are principals, deputy principals class teachers and student council leaders elected by student body, to give their perceptions simultaneously so that the results can be generalized among the various respondents in the secondary school governance.

Komba (2015) study to investigate the perceived importance of communication skills course among university students: a case of two universities in Tanzania. This study indicated that communication course is perceived by the majority of the respondents as an important course for the acquisition of communication skills needed in an academics setting. Communication course build capacity in communication skills. Students having gone through communication course are able to express themselves in writing and speech well. Because of misinformation and distortion of information that occur when information is passed from administration through SGC to student body, it's equally important for SGC to acquire communication course, to equip them with communication skills, as SGC is involved in passing information from administration to student body and vice versa. In development of communication course, assessment of training needs in communication skills is necessary, hence proper programs are set-up. The study only pursued importance of communication course to students. Current study assessed training needs in communication skills to equip SGC with skills to be able to communicate effectively hence fill the gap in the study and add to body of knowledge.

In Kenya, , Mukiri (2014) study on role of prefects in enhancing discipline among students in public secondary schools in Embu West District Meru County. Revealed that 83.7% of respondents said prefects are not trained in negotiation skills; hence need to enhance negotiation skills training. Prefects are involved in solving

indiscipline issues among students. With cases of indiscipline on the rise in school, some could be emanating from inability of prefects to convince students to accept school administration view point, on some issues. With dynamic nature of students' leadership, this study was conducted when the leaderships were prefects which had different ways ascending to office through selection by teaching staff only. Currently the student leadership is elected by the student body and before election they have to convince students to elect them. Therefore, study need to be done to find out whether the student council need training in negotiation skills.

Apondi (2014) in study on forms of communication in schools: A study of public secondary schools in Nairobi County, Kenya. The respondents were made up of deputy principals, teachers and students councils. The study found that forms of communication used in schools and the communication channels were found to be ineffective in students' leadership and study recommended training student council in communication skills. The baraza, assembly announcements and reporting to authority occur a lot in school where information is passed orally to students and back to administration. It was found the information is misinterpreted and distorted. Could it be lack of communication skills where SGC fail to pass information objectively? This research lack found communication skills necessary in student council leadership and as per the recommendation training should be carried out. To set up programs training needs on the program should be done. This study assessed training needs in communication skills necessary for effective communication hence avoiding misinformation and thereby adding literature to existing body of knowledge.

Muthoni, Njagi and Wambugu (2018), study on the assessment of student leaders' skills critical in managing student affair in public universities, Karatina University Kenya. Study used student leaders as respondents. The study found out that student leaders do not promote positive communication between university administration

and students due to leadership incompetence. The study recommended training in communication skills for effective communication. The research lacks assessment of aspects of communication skills, which are necessary to enhance effective communication, the research also investigated the leadership skills of university student leaders, hence is not generalizable to student leaders in public secondary schools. This study assessed the training needs in communication skills and used principals, deputy principal, teachers and student leaders to make generalizable, thereby adding literature to the body of student council knowledge.

A study conducted by Oliech (2018) on the Communication function of Student Governing Council in Administration of Public Secondary School: A Case of Awendo Sub County in Kenya. This study revealed that the students' governing council receives and pass information from administration and teachers to students' body and from students' body to the administration and teachers and the main channel of communication is oral communication. The respondents in the study said students' governing council had failed as they distort information; therefore, the study recommended that school administration should train student leaders on the need for effective leadership and communication skills. Inability to disseminate information correctly would cause misinformation, confusion and frustration, which would lead to poor implementation of instructions and unrest in school. This study lacked the necessary communication skills required by student council to execute their role of communication. The current study was engaged in finding out aspects of communication skills necessary for effective communication, thereby filling the gap and adding literature to the existing public secondary school's student council communication skills body of knowledge.

Ikiugu (2021) study on influence of student council involvement in governance on discipline in public secondary schools, Meru County Kenya. Found out that

involvement of student council in governance on discipline leads to reduction of disciplinary cases in school, where there is reduction in number of expelled students. Student council are mentioned that in dealing with difficult students resulted in reduction in cases of indiscipline amongst the students, while less engagement of student council had higher cases of student indiscipline. This study recommended the need for student council to undergo particular training to handle specific issues like talking to student in a polite and convincing manner. This study failed to assess whether skills in dealing with difficult students is necessary among student council as recommended. Though study found involvement of student council reduce cases of expelled students' study did not examine how they manage to reduce, whether student council used unconventional means it is not known. Current study will assess necessity of skills in dealing with difficult students.

## **2.2 Students' Governing Council Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary Schools**

A school is a social system where teachers, support staff, and students interact. Intrapersonal and interpersonal skills help teachers, support staff and students in relating with each other in a social system. More so SGC relate with student body and administration in many occasions. Intrapersonal skills are situated in the mind of an individual, hence internal aspect of relationship not seen by next person, ability to understand oneself; while interpersonal skills relate to the relationship between people, it is external aspect of relationship which the next person can see, are the ability to understand and be sensitive to the feeling, intentions motivators, characters, and temperaments of others. Many studies have been done on intrapersonal skills and interpersonal skills or emotional intelligence in various fields in relation to performance of concerned group with varied results agreeing. (Marlow, 2002).

Widjaja and Saragih (2018) analyzed the effect of hard skills, intrapersonal and interpersonal skills toward the performance of nurses: a case study on the alumni of Husada hospital nursing academy in Jakarta, Indonesia. The purpose of the study was to learn the role of hard skills and soft skills in improving the performance of nurses from alumni of Husada hospital nursing academy. Study found that intrapersonal skills have the most dominant effect on the performance of nurses than interpersonal skills. Study showed that intrapersonal skills are necessary for improved performance in nursing duties. Study was inadequate in examining particular intrapersonal and interpersonal skills to performance. It generally found that these skills are necessary in performance, hence could not be used to develop training programs. In addition, the respondents in the study used were nurses in training for professional course in medical field, hence could not be generalized in education field, in particular student council leadership. This indicates need for a study on training needs in intrapersonal and interpersonal skills in SGC.

Ashworth (2013) conducted a study on the relationship between the emotional intelligence of secondary public-school principals and school performance in Texas, USA. The instruments used were online survey questionnaires, focus group discussions, and interviews to collect data. The sample size was made up of 105 secondary public-school principals. Study found that a strong relationship exists between the emotional intelligence of principals and school performance, emotional intelligence competencies results showed interpersonal and intrapersonal skills most liked. The important aspect of interpersonal and intrapersonal skills is building strong relationship, in which they must have ability to control emotions and have a willingness to listen to the needs of others. The interpersonal and intrapersonal skills having been the most like indicate that it contribute a lot to the success of school's performance. Study did not show if such can be got from SGC. Current study assessed

the necessity of interpersonal and intrapersonal skills in performance of SGC, to add to the body of knowledge on SGC.

In Africa, a study conducted by Jansen, Moosa, and Niekerk (2014) on emotionally intelligent learner leadership development: a case study in South Africa. The target population was private multicultural international secondary school learner leaders. The finding showed that emotional intelligence leadership challenges of learner leaders can be identified through the instruments and also needs can be determined. Emotional intelligence challenges exist in public secondary schools, where learner leaders fail to give hearing to student body, lack of peer support and peer mentorship. These challenges lead to bad blood between learner leaders and student body. The study focused on learner leaders' emotional intelligence challenges which were identified, current study assessed if the challenges can be training needs. The current study will bridge this gap in by assessing interpersonal and intrapersonal skills training needs, thereby filling the gap in the literature.

Taylor (2016) conducted a study to investigate the perception of stakeholders on soft skills development of students: evidence from South Africa. The target population was lecturers and students at the university. The finding revealed stakeholders feel that the soft skills of students are not developed adequately. Students at the university because their soft skills are not developed they experience relationship challenges between administration and student body leading to strikes. The reviewed study targeted lecturers and university students its finding showed the reason for frequent strikes, SGC may be suffering from similar challenges in the soft skills. The current study focused on perceptions of public secondary school principals, class teachers, and student leaders to assess soft skills or intrapersonal and interpersonal skills training needs necessary to develop SGC soft skills, thereby filling the gap in the literature.



In Kenya, Koech (2021), study on role of student councils in mitigation of conflicts caused by students in secondary schools in Kericho County Kenya. Study found out that learners' experience bullying, students suffer under ignorance of those who are supposed to protect them, and administration deny bullying in schools. Further study found that lack of proper training is the major challenge that the student council has in mitigating conflict. Study recommended proper training to student council on conflict mitigation tactics. Study failed to determine necessity of antibullying skills which has been notice to occur in schools. Because by recommending proper training, it is general which skills are to be imparted and which is the skill necessary, current study filled the gap by assessing necessity of antibullying, from perception of principals, deputy principal, teacher and student council.

Ikiugu (2021) study on influence of student council involvement in governance on discipline in public secondary schools, Meru County Kenya. Found out that involvement of student council leads to reduction of disciplinary cases in school, where there is reduction in number of expelled students. Study found those student council were involved in peer mentoring and this influence student discipline. Its model pattern of behavior helps students take academic work serious and student council settle dispute. By mentoring it ensure next leadership group is in place with relevant skills. Further study found that peer support was taking place where student council identifies and discourage alcohol, drugs and substance abuse due to peer pressure. Because student council are at the same age and understand other students better than teachers to convince fellow students to stop bad behavior will not be very difficult. The study did well to show that student council have influence over students' behavior some of which if left unattended may lead to unrest, but fail to show whether in doing so student council have been trained in peer support and peer

mentorship skills, current study assessed skills necessity of peer support skills and peer mentorship skills to enable training programs to prepare them for task ahead.

Ayiro (2014) conducted a study on transformational leadership and school outcomes in Kenya: Does emotional intelligence matter? The purpose of the study was to advance research on emotional intelligence and school turnaround and postulate that the effect of emotional intelligence on school outcomes is mediated through transformational leadership. The target population was principals, principals enrolled in masters' programs, deputy principals, and heads of departments in high school. Managers who are rated more effective leaders by their subordinates possessed more aspects of emotional intelligence. Study showed that when leadership have more emotional intelligence skills are effective in governance of their schools, whereby various challenges faced are overcome amicably. Unfortunately, study focused on administrators, who are adults in employment leaving out SGC who also contribute in school governance, SGC can equally play role in turning around school outcomes in terms of students discipline hence contributing in harmony in schools. Current study focused on SGC, who are part of the governance in public secondary schools, to assess necessary emotional intelligence skills. Adding literature to existing public secondary student council body of knowledge, thereby filling the gap.

Kwasira, Mukulu, and Kanali (2017) conducted a study on determinants of the use of emotional intelligence in enhancing employee performance in Nakuru county Kenya. 120 Nakuru county employees were used. The finding revealed that a strong relationship exists between the intrapersonal and interpersonal variables with employee performance. From the study it was showed with intrapersonal and interpersonal skills performance improves. Therefore SGC to improve their performance in roles, supervisory role, representative role and communication role and stop student unrest SGC needs interpersonal and intrapersonal skills training.

Unfortunately, study respondents were employees; these are people in a different profession as opposed to SGC who are students. Current study used SGC, principals, deputy principals and teachers to assess training needs in interpersonal and intrapersonal skills and hence add literature to existing public secondary schools SGC body of knowledge on interpersonal and intrapersonal skills use.

Odhong (2014) conducted a study to investigate the strategies used by secondary principals in managing conflicts: a case of Migori County in Kenya. This study showed that the most frequent type of conflict was interpersonal and intrapersonal conflicts. Study determined that interpersonal and intrapersonal conflicts were common arising from disagreement and personality problem hence to stop these conflicts study found that compromise, accommodation, competing and avoidance as strategies used, study did not examine strategy of training in interpersonal and intrapersonal skills. Study also focused on principals as respondents in their management duties. Current study, focused on SGC, principals, deputy principals and teachers in public secondary schools in public secondary schools governance and assessed training need of interpersonal and intrapersonal skills necessary in solving interpersonal and intrapersonal conflict which could be a source of unrest, therefore adding literature to body of knowledge.

### **2.3 Students' Governing Council Organizational Skills Necessary in Governance of Public Secondary Schools**

The review of literature focused on perceptions on organization skills needed by SGC to be competent in performing their roles. Study looked at research that offered more insight into organization skills that SGC may need to influence performance and self-motivation. Not many studies have been done on organization skills needed by student council in secondary schools and their influence on student council competency to perform assigned roles. Organization skills are mostly taught in

language subjects taught in secondary schools curriculum but little transfer of skills to SGC performance of their roles occurs.

Pricellas, (2016) conducted a study on the effectiveness of school administrators' leadership skills and behaviors and their school performance in the area III Lyte division in the Philippines. The respondents were 110 school administrators. The study revealed that administrators were effective in organizational skills and hence improved performance. Administrators, who are able to delegate responsibility to deputy principals, director of study and other teachers and monitor results of delegated responsibility, and at the same time effectively manage meeting to come out with acceptable resolutions do, improve performance in their schools. When administrators have effective organization skills it endears one to members of the group and student body will tend to trust them. The reviewed study was conducted with school administrators who are employed. SGC are equally in position of governance hence require certain skills to be effective in their roles, the reviewed study having showed that organizational skills have effect on performance, therefore inspired current study to focus on SGC organization skills needed to improve performance.

Ashworth (2013) conducted a study on the relationship between the emotional intelligence of secondary public-school principals and school performance in Texas, USA. The instruments used were online survey questionnaires, focus group discussions, and interviews to collect data. The sample size was made up of 105 secondary public-school principals. Study found that to build good performance happen over time and require organization skills, Principals having organization skills their campus move forward, as will be able to know how to make changes and actively put changes in place and make them to work, at the same time have a good balancing of a number of things. The study has revealed that with good organization

skills, leadership makes progress in an institution. SGC having organization skills means roles will be accomplished and progress in governance will be achieved. Study did not examine student council organization skills necessary for progress in governance in public secondary schools; hence it is necessary to assess organization skills which contribute to good performance in SGC. Therefore the current study assessed organization skills necessary in SGC.

Gee, (2017) conducted a study to explore an organization skills intervention for improving executive functioning skills within a gifted population: an action research study, in USA. The study adopted quantitative action research design. The target population was 450 students, with a sample size of 7 participants purposively picked. The findings revealed that when students participate in intervention increase in organizational skills increased collaboration between teachers and students. Study shown that organization skills interventions produce results in young gifted students, this point to possibility that if interventions are carried out on SGC can produce positive results in SGC and improve performance. The study unfortunately, used an action research design which was specifically answering a particular problem in the gifted students whether organization skills intervention can produce good performance, unfortunately, the results cannot be generalized to regular students who are not gifted students. To this end current study used principals, deputy principals, class teachers and SGC to get perception on organization skills training needs so as to develop training program which can be used to change how SGC trained to improve performs. The results will add literature to existing body of knowledge on organization skills in SGC.

In Africa, Olaleye (2013) conducted a study on principals' organizational and management and students' academic achievement in secondary schools in Ekiti state in Nigeria. The respondents were principals from 85 secondary schools randomly

selected from 175 secondary schools and 150 teachers randomly selected. The research instruments used were questionnaires. The finding revealed that principal's organizational skills improved students' academic achievements. Study showed that salient organization skills that principal use to influence academic achievement of students was fostering teamwork and regular meetings. This finding points to the fact that teamwork and regular meetings are necessity to good governance and are able to achieve objective of an institution. Principals can handle teamwork and regular meetings because they have undergone training in team formation and how to conduct meetings. In view of SGC to be able to handle teamwork and conduct regular meetings they need skills. Current study filled the gap by assessing organization skills necessary in public secondary schools governance; so that programs could be put in place in focus to improve SGC organization skills.

Mukwevho (2015) investigated capacity building as a means to enhance effective service delivery in public service: a case of Vhembe district municipality in South Africa. The stratified simple random sampling procedure was employed to select municipality employees for the study. The finding revealed that organizational skills are required for effective service delivery in an institution. Though imperfection in management of quality or work relevance of training exists where training offered was not consistent with work functions of staff in terms of skills. Example was offering training in computer in and staff cannot access computer in day-to-day functions. Problem emanate from imperfections, where staff are not actively involved at critical stages, like training needs assessment. Current study assessed organization skills necessary to improve SGC ability to govern, by examining perceptions from different stakeholders who are directly interact with SGC and SGC themselves.

In Kenya, Nyaga (2018) study on the influence of students' council leadership training on discipline management in secondary schools in Kirinyaga East sub-county Kenya.

The main purpose of the study is to examine the influence of student council leadership training on school discipline management in public secondary schools in Kenya. This study revealed from 80% of responded that, through training, the student council had improved in organization skills; they can be able to handle events without so much input from the teacher. Study showed that training take place to equip student council by motivational speakers, administration and head of department guiding and counseling, to nurture leadership skills to manage discipline. In study the events handled were focused on order and discipline in secondary school. Current study focused on skills needed in office operations which lead to order in office and by extension the students being served, at the same time relationship with stakeholders. Current study sought to assess perceptions on organization skills that look at office operation skills.

Although a professional literature review for organizational skills exists, no research to the best of my knowledge exists in Kenya, and in particular Bondo Sub County on organizational skills, hence the current study which is meant to fill the gap by assessing training need in students' governing council organization skills.

#### **2.4 Summary of Literature and Gaps**

Student council trained in secondary school governance make them to be effective in governance. Literature has exposed research and knowledge gaps in training needs of student council governance. Literature established that that effective communication skill is a component of successful leadership, (Khalid, 2015). Student leadership need training in communication skills to be effective in executing their roles. (Oliech, 2018). Communication skills enable student council to be effective in communication. (Komba, 2015). Communication skills training was found necessary as student council promote positive communication between administration and student body (Muthoni, Njagi and Wambugu, 2018). But often student council misinform and

distort information passed across. (Oliech, 2018). Literature showed failure to assess aspects of communication skills that add to effectiveness in communication among student council in order to make them competent. Current research determined specific communication skills necessary in making student council effective in communication.

In interpersonal and intrapersonal skills, studies showed that interpersonal and intrapersonal skills are very important in improving performance of institution. (Widjaja and Saragih, 2018; Kwasira, Mukulu and Kanali, 2017). Studies determined that most conflicts in schools arise from interpersonal and intrapersonal conflicts, due to disagreements and personal personality problems. (Odhong, 2014). And at the same time bullying also occurs in schools under the watch of student council. (Koech, 2021). This could be due to inadequate skills in antibullying. But when student council are involved in peer support and peer mentorship indiscipline cases tend to reduce. (Ikiugu, 2021). So this reveal contribution of student council in reducing unrest if trained in proper interpersonal and intrapersonal skills. Studies reviewed did not determine necessary training needs in interpersonal and intrapersonal skills. Current study assessed training needs to enhance interpersonal and intrapersonal skills hence improving performance in their roles.

Organization skills have not been research much in student council performance. Reviewed studies show that when student council are trained in organization skills they improve in performance. (Pricellas, 2013 and Glee, 2017). Especially when student council have knowledge of teamwork formation and how conducting meetings. (Olaleye, 2013). When student council are trained in organization skills they tend to handle events with little assistance from teachers. The studies reviewed respondents were administrators and perceptions of student council was not sorted



hence applicability is in doubt, these are the beneficiaries of the training and training may not be consistent with roles student council play. Current study involved student council and administrators as part of respondents. This made the study generalizable. Although a professional literature review for organizational skills exists, no research to the best of my knowledge exists in Kenya, and in particular Bondo Sub County on organization skills, hence the current study which is meant to fill the gap by discussing the students' governing council organizational skills.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the research methodology that guided this study. It focus on research design, area of study, study population, sample size and sampling technique, research instruments, the validity and reliability of research instruments, data collection procedure, data analysis, and ethical considerations.

#### **3.1 Research Design**

The study adopted case study design to establish the training needs of SGC in school governance in Bondo sub-county and Usigu sub-county, Siaya County in Kenya. Case study entails the detailed and intensive analysis of a single case. Bryman, 2012. The study adopted case study research design because the schools in the Bondo sub-county and Usigu sub-county were the first to experience the unrest and arson attacks in term two in 2018 (the case remained the same in 2021). Student governing council was formed in 2008 by Ministry of Education in Kenyan schools with the aim of involving students in decision making as a way of reducing tension in schools, MoE, (2016). This called for the SGC to have governance skills to perform their role well, without governance skills the SGC were unable to reduce tension in schools and could have led to unrest in schools in Bondo sub-county. They could be having unique circumstance. Case study design can be used to study a single organization in a particular locality and is currently taking a remarkable proportion of research done in education (Bryman, 2012). Case study research design was suitable for this study, as it used both quantitative and qualitative research to give a clear picture of the skills needed to empower the students' councils to contribute to the governance of their schools more beneficially. Case study research attempted to describe possible behaviour and attitudes of the respondents under the study to get a clear picture of the

students' council capability. This study involved studying multiple student councils from different schools, which necessitated the use of collective case study. Under the collective case study design, data was collected from the target population to determine the competency of the students' councils in school governance. The study of several scenarios of students' unrest allowed comparisons to be made across several cases. The results of this study were used to recommend training needs to SGC leadership. The SGC leadership was assumed to play a role in arresting school unrest.

### **3.2 The Study Area**

The study was carried out in Bondo Sub-County in Siaya County, Kenya. Bondo Sub-County was chosen as a study area for this study because the Sub-County Bondo Sub-County was chosen given the low number of schools (9%) that have trained student leaders in Siaya County (KESSHA, 2020). This was different from Alego-Usonga Sub-County, which experienced two incidents of unrest, Ugunja Sub-County, experienced one incident, Gem experienced one incident, and Ugenya, experienced one incident of unrest, and Rarieda Sub-County, experienced one incident of unrest in term 2, 2018. The region was also chosen because of the researcher's own interest and knowledge of the area. The Sub-County is divided into three divisions, namely Maranda, Nyang'oma, and Usigu, each headed by a Sub-County officer. The Sub-County has Nyang'oma division with two locations and seven sub-locations; the Maranda division has four locations and ten sub-locations, while Usigu division leads with five locations but only ten sub-locations. The Sub-County has a modified equatorial climate with strong influence from local relief and the expansive lake, influencing rainfall amounts and distribution. Predominantly, the Sub-County has a warm, dry, and humid climate with mean annual rainfall. Agriculture and fishing form the key sources of livelihood in Bondo. It borders Siaya Sub-County to the North,

Rarieda Sub-County to the East, Homa Bay, and Suba across the Winam Gulf to the South East and South. To the West is Uganda. Bondo Sub-County lies between 0° 26° to 0° 90° latitude and from longitude 33° 58° E and 34° 35° W. The Bondo Sub-County was carved out of Siaya in May 1998. The Bondo Sub-County covers a total 593km<sup>2</sup>. The Bondo Sub-County has 1 National secondary school, four extra County secondary schools, five county secondary schools, 31 sub-county secondary schools, and 41 principals and 42 deputy principals. (SCEO Bondo, 2018) The Bondo Sub-County map refers to appendix XI.

### **3.3 Population/Sampling Technique/Sample Size**

#### **3.3.1 The Study Population**

The study focused on 41 public secondary schools in Bondo sub-county. The 41 public secondary schools are categorized into National secondary school which was 1 in number, Extra County secondary schools which were 4 in number, County secondary schools which were 5 in number and Sub County secondary schools which were 31 in number; information is shown in table 3.1 below.

**Table 3.1**

*Study population in terms of schools*

<b>Categories</b>	<b>Number of schools</b>
National	1
Extra County	4
County	5
Sub County	31
Total	41

*Source from SCDE (2021)*

The study population was made up of all principals, all deputy principals, all student council leaders and class teachers in public secondary schools in Bondo sub-county. Weru, Kamaara, and Weru (2013). The study population from public secondary

schools were 41 principals, 43 deputy principals, 150 class teachers and 1266 student council leaders. The target schools were from the different categories of schools in the sub county to ensure representative study population. The study population was made up of 1500, information is shown in table 3.2 below.

**Table 3.2**

*Study population*

<b>Categories</b>	<b>Target population</b>
Principal	41
Deputy Principal	43
Class teachers	150
Student Council Leaders	1266
Total	1500

*Source from SCDE (2021)*

### **3.3.2 Sampling Technique**

Purposive sampling technique, Random sampling technique and stratified sampling technique were used to sample subjects for study, to be able to obtain a segment of the population for investigation. Bryman (2012). The sampling frame was public secondary schools in Bondo sub-county, this was to ensure sampling for homogeneity. Public secondary schools were categorised into national, extra-county, county and sub-county schools, this was to ensure sampling for heterogeneity. The researcher used purposive, stratified, and random sampling methods to sample schools involved in the study; this gave equal chances for all schools to be represented. The national school was one; hence researcher used purposive sampling, to sample the secondary school. The extra-county secondary schools were 5 and the study used one school from the category, the one secondary school was randomly sampled. The county secondary schools were 5 and the study used one school from the category, the one secondary school was randomly sampled. The sub-county public secondary schools were 31, random sampling was used to sample 3 schools. Principals were

purposively sampled to be respondents, from national secondary school, extra-county secondary schools, county secondary schools and sub-county secondary schools sampled. The sampled public secondary deputy principals were purposively sampled to be respondents, from national secondary school, extra-county secondary school, county secondary school and sub-county secondary school.

From the sampled secondary schools, the researcher randomly sampled 6 class teachers from national secondary school, extra-county secondary and county secondary schools, to make first focus group discussion and another 6 class teachers were randomly sampled from sub county secondary schools, to make second focus discussion group. Focus discussion groups were picked from different categories of schools to enable representation of perception. The SGC leaders were sampled by random sampling method.

### **3.3.3 Sample Size**

Bondo Sub-County has 41 secondary schools. SCDE, (2021). The researcher used 41 public secondary schools; the schools were stratified into category “A” National secondary schools which is 1, category “B” Extra County secondary schools which are 4, category “C” County secondary schools which are five and category “D” Sub County secondary schools which are 31. This ensures all categories of schools are having an equal chance of representation. The researcher used stratified sampling to provide an equal chance of representation from the four categories of schools. A minimum sample size of 10% of the target population was considered representative from each category of schools. Bryman (2012). Of the 41 public secondary schools in the Sub-County, the researcher used a sample size of six secondary public schools. This gave sample size of 14.6%, which was above the representative sample size of the target population because the percentage is higher than the recommended representation, and the findings would be more reflective of the study population.

The student council population was 1266. In the national schools, students elect 230 student council leaders assisting in school governance. Extra County and County schools elect 60 student council leaders to assist in governance, of 9 schools making a population of 540. In sub-county schools, students elect 15 student council leaders to assist in the school governance, of 31 schools making a population of 496. The principals' population was 41, and the deputy principal population was 43. The principals and deputy principals from the sampled schools were purposively sampled. The principals were 6, and deputy principals were 6. The class teachers' population was 150, from where 12 class teachers were randomly sampled. These constituted a sample size of 150 respondents for the study. Information is shown in table 3.3 below.

**Table 3.3**  
*Target population*

<b>Respondents</b>	<b>Category</b>	<b>Target population</b>	<b>Sampling Procedure</b>	<b>Sample size</b>	<b>Percentage %</b>
<b>PRINCIPALS</b>					
National	A	1	Purposive	1	100
Extra County	B	4	Random	1	25
County	C	5	Random	1	20
Sub County	D	31	Random	3	10
<b>DEPUTY PRINCIPALS</b>					
National	A	2	Purposive	1	50
Extra County	B	2	Purposive	1	50
County	C	5	Purposive	1	20
Sub-County	D	31	Purposive	3	10
<b>Class teachers</b>		150	Random	12	8
<b>Students Council</b>		1266	Random	126	10
<b>TOTAL</b>		1500		150	10

*Source from SCDE Bondo (2021)*

### **3.4 Research Instruments**

The researcher used questionnaires, structured interviews, and focus group discussions on collecting data from the respondents. The researcher prepared a questionnaire for students' council leaders (QSCL), principals (QP), and deputy principals (QDP). All the questionnaires consisted of structured questions, closed-

ended questions, and a table to be filled. The questionnaire rating was Likert-type. It was used to measure perceptions, attitudes, values, and behaviour. Mugenda and Mugenda (1999). The questionnaires were preferred because the respondent could read, write and understand the questions. The researcher used the structured interview to get respondents' self-explanation of attitude towards the training skills. It allowed face-to-face interaction with respondents to see their emotions.

#### **3.4.1 Questionnaire for the Principal**

Questionnaire for principals were used to collect data from the subjects in this study. Questionnaire for principals were used because principals could read, understand and write, and express their perception. Questionnaire for principals were self-administered at respondents' convenient time. The questions were closed ended to yield quantitative data. The questions were standardized thus all the respondent got to answer the same questions and anonymity which was one of the ethical considerations in this study was guaranteed.

Questionnaire for principals were used to obtain information about principal and each item in the questionnaire was constructed to address specific research objective and question. Questionnaire were organized into section A where researcher establish biodata and school of respondents and section B where researcher established perception of principal on training needs which include communication skills, interpersonal and intrapersonal skills and organization skills. (Appendix III)

#### **3.4.2 Questionnaire for the Deputy Principal**

Questionnaire for deputy principals were used to collect data from the subjects in this study. Questionnaire for deputy principals were used because deputy principals could read, understand and write, and express their perception. Questionnaire for deputy principals were self-administered at respondents' convenient time. The questions were closed ended to yield quantitative data. The questions were standardized thus all the



respondent got to answer the same questions and anonymity which was one of the ethical considerations in this study was guaranteed.

Questionnaire for deputy principals were used to obtain information about deputy principal and each item in the questionnaire was constructed to address specific research objective and question. Questionnaire were organized into section A where researcher establish biodata and school of respondents and section B where researcher established perception of deputy principal on training needs which include communication skills, interpersonal and intrapersonal skills and organization skills. (Appendix IV).

#### **3.4.3 Questionnaires for the Students' Council Leaders.**

Questionnaires are used to obtain important information (Mugenda and Mugenda, 1999). The study used a structured questionnaire; the questions were developed to address a specific research question. The students' council leaders were asked in the structured questions to choose based on their opinion. The students' council leaders were asked questions in the questionnaire to determine their views on the inclusion of training needs on communication skills, Intrapersonal and interpersonal skills, and organizational skills. The questionnaire was constructed to allow accurate analysis of the data. The questionnaire allowed a high degree of responses objectively. Questionnaires were chosen because it was cheaper in finance and time and covered a large percentage of the population. (Appendix V).

#### **3.4.4 Interview Schedule**

The interview schedule is a set of questions that the interviewer asks when interviewing to obtain data required to meet specific objectives. (Mugenda and Mugenda, 2003). The interview schedule was conducted in school, and respondents from each category of schools were randomly selected. This was because it was not

possible to interview all the sampled population. Therefore, a total of 4 respondents were interviewed. (Appendix VI).

### **3.4.5 Focus Group Discussions for Class teachers**

Focus Group Discussion was an in-depth interview accomplished in a group. A small group of 6 people was used and researcher was moderator in the structured discussion of the schedule interview. Lokanath, (2016). In this study, the participants were drawn from the class teachers in the schools. There were 2 Focus Group Discussions (FGDs) within the Sub-County. FGD1 and FGD2 had six members, each made up of class teachers, and each session took one hour. The course of the discussion was planned, and the moderator relied on an outline to ensure that all topics of interest are covered. The group was asked about their opinions, perceptions, beliefs, and attitudes. A set of carefully prepared questions guided the discussion to meet the set objectives of the study (Appendix VII).

## **3.5 Validity/Reliability and Trustworthiness**

### **3.5.1 Validity of Research Instruments**

Validity is the accuracy and meaningfulness of inferences. It is the degree to which results obtained from the data analysis represent the phenomenon under study (Mugenda & Mugenda, 1999). The validity of research instruments was critical in the research since it depicted the truthfulness of the research. To ensure content validity and construct validity of the research instrument, in this case, expert advice was sought from my supervisors. This was important in establishing the face validity of the research instrument. The review by the supervisors was to evaluate if the research questions successfully captured the topic. The supervisors' comments were used to improve the research instrument before preparing a final copy and improve content competence accordingly. In addition, to ensuring the validity of the research instruments, a pilot test was carried out. This involved selecting 12 individuals who

were a subset of the research participants. The participants comprised 8 SC, two principals, and two deputy principals picked from 4 different schools.

The data collected from the pilot test group was then entered into a spread sheet to clean the data. To minimize the risk of error in entering the data, one person read the values aloud while another fed it into the spread sheet. The negatively phrased questions were then reverse coded. Answers to the negatively phrased questions were checked for consistency with similar positively phrased questions. Respondents that did not provide consistent answers were eliminated from the study. Content validity was also ensured by carefully selecting the questions. And the questions were keenly scrutinized before inclusion in the study questionnaire.

### **3.5.2 Reliability of Research Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 1999). Reliable instruments are consistent and stable; hence can be depended upon to yield similar results under similar circumstances (Borg & Gall, 1989). To determine instrument's reliability, a test-retest pilot study was conducted in 3 public secondary schools using the questionnaires. Piloting was carried out in three school categories: boys' only, girls' only, and mixed day schools, which were picked through random sampling technique. The test-retest involved administering the same instrument twice to the same group of subjects. There was a two-week time lapse between the first test and the second test. The completed instrument was coded and scored again. Pearson's product-moment correlation coefficient (PPMCC) was used to measure correlation where a value of +0.8 was found this indicated a strong positive relationship between dependable variables and independent variables.

### **3.5.3 Trustworthiness and Authenticity of Research Instruments**

Trustworthiness of a research study refers to the true value or worth of a piece of research. Therefore, a research project is deemed trustworthy when it reflects the reality and ideas of the participants and would usually depend on the extent to which the study delves into the participants' own experience. Cresswell, (2009). In this study, the researcher ensured trustworthiness by laying aside his preconceived ideas about the phenomenon under investigation and returning to participants to ascertain whether the description was a true reflection of their experience. To ensure the trustworthiness of this study, the researcher included sections explaining the research design and implementation detailing what was carried out in the course of the study, the operational aspect of data gathering addressing the details of what was done in the field.

### **3.6 Data Collection Procedure**

The researcher initially got permission from the Board of Postgraduate Studies at Jaramogi Oginga Odinga University of Science and Technology, then authorisation from Bondo Sub-County Director of Education, Approval from Ethics Review Committee of Jaramogi Oginga Odinga University of Science and Technology, and finally Research License from the National Council of Science, Technology, and Innovation (NACOSTI), before doing the study. Thereafter, the researcher visited the sampled schools before the study started. The researcher visited sampled schools to make an appointment with school principals according to the research timetable. The researcher administered the questionnaires to the principals, deputy principals, and students' leaders and conducted interviews with principals and focus group discussions with class teachers on collecting responses and data. The respondents being literate they filled the questionnaires. In total, 20 principals, 20 deputy principals, 12 class teachers, and 180 student leaders formed the research respondents.

### **3.7 Data Analysis**

The data collected were both quantitative data and qualitative data to give a deep understanding of the problem. The quantitative data was analyzed using descriptive statistical analysis, and qualitative data was analyzed using thematic analysis.

#### **3.7.1 Quantitative Data**

The quantitative data was collected using a survey questionnaire. In the survey questionnaire, the questions were closed-ended to obtain from the respondent a high response rate. Then coding was done to permit quantitative analysis. Data coding is the transformation of data points on the research instrument into a set of numbers. Teknomo, (2017). In the study, to enable coding individual respondents had identification numbers to locate each respondent in the data matrix. Then variables were named, the variable labels were assigned, the variable label provided a short description of the variable name. Each variable name was assigned a value label; this was numeric code. Each code category in the questionnaire instrument was exhaustive and mutually exclusive. Only one code is assigned to each response category. Then a codebook was developed in which specified variable names, variable labels, and value labels were combined. The codebook indicated how data points are to be inputted into the data matrix. The student council questionnaire's codebook is presented in Table 3.4 below and for deputy principals and principals are presented in Table 3.5 below.

**Table 3.4:**  
*Data coding sheet for student council leaders.*

<b>Item</b>	<b>Variable name</b>	<b>Variable label</b>	<b>Value label</b>
1	School	Type of school	a=1, b=2, c=3
2	Gender	Sex	a=1, b=2
3	Form	Class attended	a=1, b=2, c=3, d=4
4	Age	Age of respondent	a=1, b=2, c=3, d=4
5	Training	Existence of training	a=1, b=2
6a	Skill (6a)	Lobbying	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6b	Skill (6b)	Negotiation	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6c	Skill (6c)	Consensus building.	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6d	Skill (6d)	Handling difficult students	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6e	Skill (6e)	Handling students with disability	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
7	Personality problem	Personality problem in handling difficult students.	1=Yes, 2=No
8a	Skill (8a)	Listening	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8b	Skill (8b)	Teamwork	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8c	Skill (8c)	Peer support	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8d	Skill (8d)	Antibullying	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8e	Skill (8e)	Peer mentorship	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
9	Organization	Activities in office	1=Yes, 2=No
10a	Skill (10a)	Meeting organization	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10b	Skill (10b)	Drawing school constitution	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10c	Skill (10c)	Protocol	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10d	Skill (10d)	Culture of school	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10e	Skill (10e)	Minute writing	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable

**Table 3.5:**  
*Data coding sheet for Principals and Deputy Principals.*

<b>Item</b>	<b>Variable name</b>	<b>Variable label</b>	<b>Value label</b>
1	School	Type of school	a=1, b=2, c=3
2	Gender	Sex	a=1, b=2
3	Qualification	Academic level	a=1, b=2, c=3, d=4
4	Practice	Teaching experience	a=1, b=2, c=3, d=4
5	Training	Existence of training	a=1, b=2
6a	Skill (6a)	Lobbying	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6b	Skill (6b)	Negotiation	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6c	Skill (6c)	Consensus building.	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6d	Skill (6d)	Handling difficult students	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
6e	Skill (6e)	Handling students with disability	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
7	Personality problem	Personality problem in handling difficult students.	1=Yes, 2=No
8a	Skill (8a)	Listening	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8b	Skill (8b)	Teamwork	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8c	Skill (8c)	Peer support	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8d	Skill (8d)	Antibullying	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
8e	Skill (8e)	Peer mentorship	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
9	Organization	Activities in office	1=Yes, 2=No
10a	Skill (10a)	Meeting organization	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10b	Skill (10b)	Drawing school constitution	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10c	Skill (10c)	Protocol	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10d	Skill (10d)	Culture of school	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable
10e	Skill (10e)	Minute writing	1=No need, 2=Low need, 3=moderate need, 4=high need, 5=Not applicable

Questionnaire items 1 to 5 were demographic information questions, where the researcher wanted to know specific information from the respondents by placing a tick [√] appropriately on the response. Item 6, 8, and 10 on the questionnaire represented the skills that the researcher wanted to determine if the student council required them. The researcher specified the range of possible responses. Item 7 the researcher wanted to identify personality problems that exist in the school. After the coding, the data were analysed.

The main purpose of descriptive statistics is to enable the researcher to describe the distribution of the scores. The scales for measurement of the variable to be used were ratio and nominal. The study analysed quantitative data by descriptive statistics analysis because questionnaires were used to collect data. Using the measure of central tendency like mean, frequency, and mode, the responses were organized based on the research questions. The quantitative data was used to calculate the measure of variability using standard deviation. The analysis was done using Statistical Packages for Social Sciences (SPSS) data analysis for descriptive statistics by professionals in the department of curriculum and educational management through the supervisor's advice. The data is presented in tables, bar graphs, and pie charts. Then the research drew a conclusion and made further research recommendations.

### **3.7.2 Qualitative Data**

Qualitative data in the research was in audio recording or non-written forms. The audio recording was used to ensure data were not lost. The data after the collection was processed. The processing implies editing and coding so that they are amenable to analysis. Kothari (2004).

Editing the data was done the next day after the interview and focus group discussion by listening to the audio recording; to ensure data are accurate, consistent with other facts gathered, as completed as possible, and have been well arranged to facilitate



coding and tabulation. After listening to the audio recording of the interview schedule and focus group discussion, the data was transcribed; only the sections pertinent to this study were reproduced as written accounts. In transcription, the respondents were anonymized, and the audio recordings were destroyed to protect the respondents.

Coding is the act of linking themes or codes with passages of qualitative data. Andrasik, Frey and Endeshaw, (2014). The coding in the research was through forming codes. According to Cresswell is that 5-6 provisional codes are enough before expanding the categories. Cresswell (2009). The researcher began with five provisional codes to begin the process of lean coding and expand the categories. The codes were generated from within the passages through In Vivo coding, beginning with five codes and later expanded. The codes were combined to form a codebook, which had a list of codes, definition or content description, guidelines for when to use the code. In data analysis, the approach of Huberman and Miles was used. (Poggenpoel, 1998, as cited in Theron, 2015). In the Huberman and Miles approach, data was collected, summarized, coded, and themes were found. Then data was organized to facilitate the thinking about the meaning of data. Finally, the researcher interpreted line with key themes of research questions used.

### **3.8 Ethical Considerations**

Ethical issues were considered in research to avoid human exploitation and enhance the purpose of research. Akaranga and Makau, (2016). The investigator was careful to consider the ethical issue to have good research without injuring the subjects. The community within which the study took place would benefit from the study, as community health needs in terms of education the community got on healthy relationships free of violence and injury that disrupted the social environment. The investigator was careful to avoid causing embarrassment to the respondents. Wolverton, (2009). Investigator sorted for informed consent and permission from all

participants. In the process of the study, the investigator was guided by ethical conduct involving human subjects. NACOSTI, (2004). Before engaging participants, their informed consent was sorted through written or orally, for participants above the legal age of signing consent that 18years and above according to Kenyan law. These participants included the principals, deputy principals, and class teachers. The participants had been informed accurately of the purpose of the study, collecting data, the risks involved, and the benefits of the study to the community. These made the participants make the voluntary and uncoerced decision whether to participate or not. The participants were provided with a “Non-coercive Disclaimer,” stating that participation was voluntary. Kothari, (1985). The informed consent was obtained following the guideline involving human subjects in research in Kenya. The students’ council leader being below 18years old, which was the legal age of consent in Kenya, did not sign the consent form. Their consent was sorted from the parent or legal representative or proxy decision-maker to determine whether to enrol the students’ council leaders in the study. They were expected to decide in the best interest of the student. The students’ council leaders who were 18 years and above signed consent form before they were allowed to participate in the study. The students’ council leaders sampled were informed accurately of the purpose of the study, collecting data, risks involved, benefits, and who the findings would be shared with. After obtaining consent from parents or legal representatives, the students' council leaders were asked to sign assent form voluntarily and uncoerced whether they were willing to participate in the study. Most public schools were day schools in Bondo sub-county and the parents or guardians were expected to sign the consent form to the best interest of the students, later the students handed in the forms the next day. The sampled respondents who signed the consent forms were the respondents used in the study. Appendix VIII.

The principal investigator engaged 20 research assistants. The research assistants received monetary token as compensation for their time, subsistence allowance and transport reimbursement which enabled them visit the sampled schools. Appendix I.

The principal investigator was in cognisance of the fact that there was possibility of social risk posed by the research study, which could lead to breach of confidentiality through handling of sensitive information in the demographic information section like age, gender, and years of teaching experience. This could have resulted in embarrassment within the social group. This may lead to alteration of relationships, with other members of the group. The principal, deputy principal, class teachers and student council leaders may be disadvantaged due to diminishing powers a person had by virtue of relationship with others in the group. To ensure there were minimal risks, the principal investigator obtained permission from the subjects to collect data. The subjects were protected against invasions of their privacy and preservation of their personal dignity, by taking care during collection, handling and storage of data. The principal investigator only collected personal information that was absolutely essential to the research activity. When personal data was collected it was be coded early in the activity as possible to hide identity of respondent and securely store the data, where only principal investigator or authorised staffs had access. The identity of the subject was not released. The confidentiality rules in Kenya were adhered to, where personal data was processed securely, accurately and with trustworthiness it deserves. The data was not be altered by unauthorised entities and security of personal data was preserved by principal investigator. The probable benefits of the research study were explained to the subjects.

The respondents were anonymous, to maintain this, respondents' names were not be used on the questionnaire and the questions was coded to hide identity and remove personal identifiers from the information so that the subject data was no longer

identifiable. The subjects were not referred to by their names in process of collecting data. Information from the data was not divulged and promises to protect the information given in confidence by subjects. Researcher was not biased and uses valid research instruments.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents findings collected from the field with the help of tables and graphs, and gives interpretation of the data gathered from the respondents in the field. The main purpose of the study was to assess the training needs for students' council in schools' governance in Bondo Sub County Kenya. The study was guided by the following research objectives:

- i. To examine the students' council communication skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya.
- ii. To determine the students, council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya.
- iii. To assess the students' council organization skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya.

The data analysed was obtained through students' questionnaires, Deputy Principal Questionnaires, Principal questionnaires, interview schedule and focus group discussion. The chapter first presented the research results from the students' questionnaires, Deputy Principal Questionnaires, Principal questionnaires, interview schedule and focus group discussion. Every first section of the questionnaires began with the presentation of the research results on the demographic background of the respondents. Then the other parts looked at the findings as per the objectives of the study and finally the chapter summary.

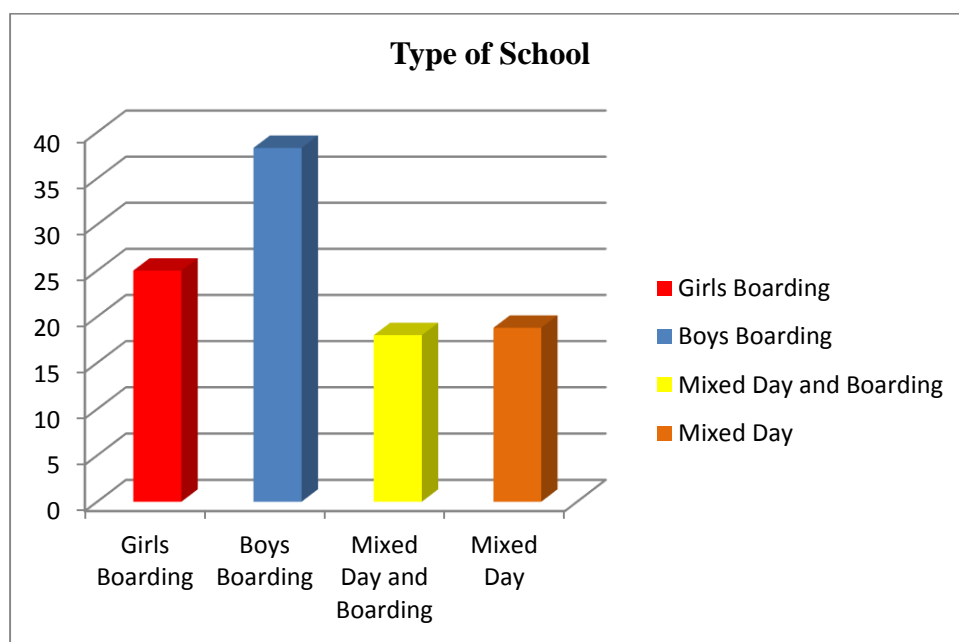
## 4.2 Demographic Information

### 4.2.1 Students' Council Demographic Information

The first section of the questionnaire sought to give a description on the demographic background of the students. The following subsections present the information.

#### 4.2.1.1 Type of School

Students were asked to give the type of school they attend. This was important in relation to how the student council manage their activities in the schools. The findings are presented in Figure 4.1



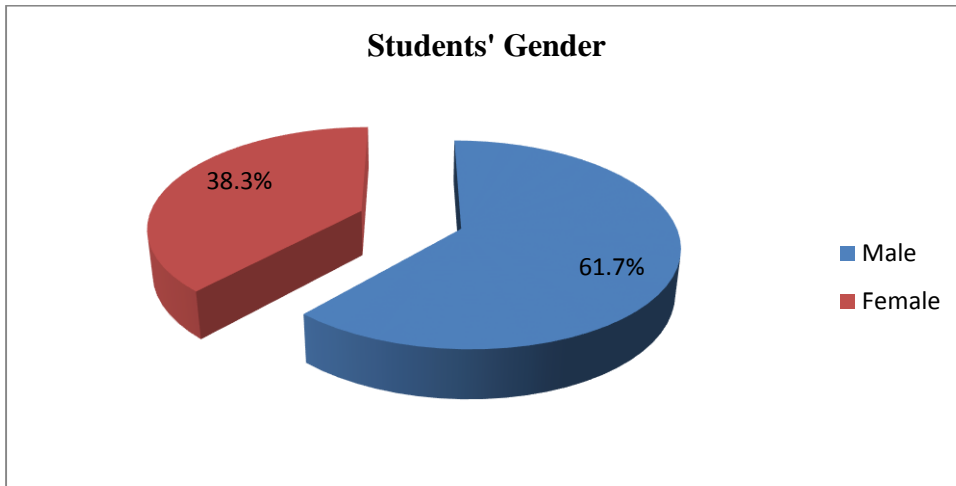
**Figure 4.1:**

*Type of School*

As indicated in Figure 4.1 Boys boarding schools had the majority of the student council respondents as presented by 38.3%. This was followed by girls boarding that had 25%, mixed day had 18.8% and mixed day and boarding had 18%. The least representation from the mixed day and boarding may be associated with the low student population in these schools. This makes the school administration to have a small number of student council representatives.

#### 4.2.1.2 Students' Council Gender

The first section of the students' questionnaire sought to establish the students' gender. The findings are presented in Figure 4.2.



**Figure 4.2:**

*Students Gender*

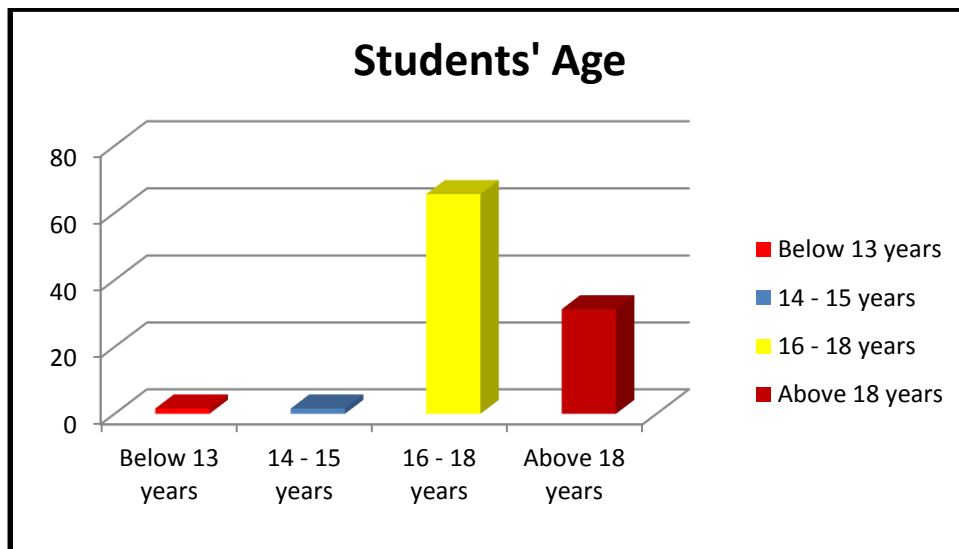
Findings in Figure 4.2 indicated that there were more boys 61.7% than girls 38.3% in the students' council in schools in Bondo Sub County. This may be attributed to the fact that there were many boys' schools than girls' schools in the area under study and in student council.

#### 4.2.1.3 Students' Council Form

All the students' council representatives were selected from the form fours. This was represented by a figure of 128 (100%).

#### 4.2.1.4 Students' Council Age

The study sought to establish the students' council representative's age. The findings are presented in Figure 4.3.



**Figure 4.3:**

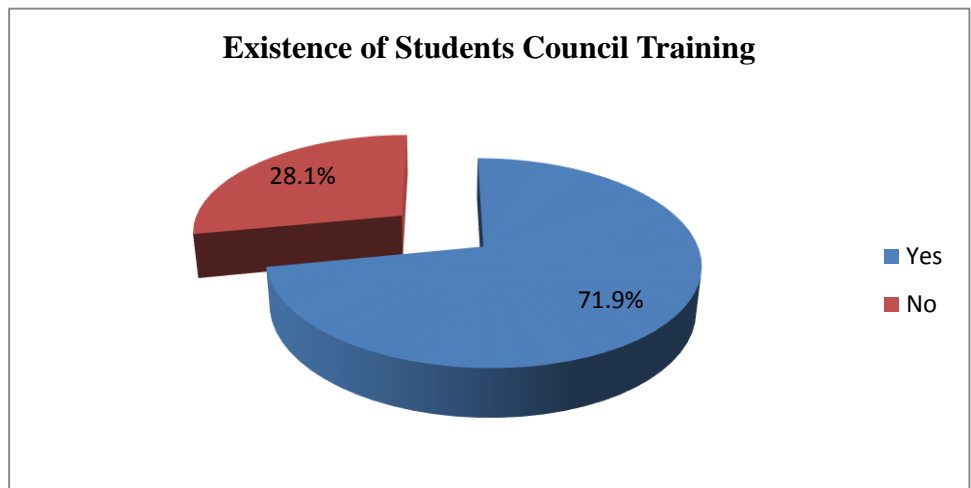
*Students' Age*

Findings in Figure 4.3 indicate that majority (65.6%) of the students' council was aged 16 – 18 years. A few of them 1.6% were aged 14 – 15 years. This can be explained in view of the fact that most of them had joined high school at the recommended age of 13 – 14 years. Therefore, at this point in time they were within the range of 16 – 18 years. It is however important to note that a representative sample of the respondents were above 18 years. This may be linked to the Free Day Secondary Education (FDSE which occasioned a high number of students joining high school at a rather older age.

#### 4.2.1.5 Students' Responses on Existence of Students Council Training

The first section of the questionnaire sought to find out the existence of students' council training in schools. The findings are presented in Figure 4.4.





**Figure 4.4:**

*Existence of Students Council Training*

Figure 4.4 indicates that 71.9% of the students responded that there was existence of student council training in their schools, while 28.1% indicated that there was no existence of students' council training in their schools. These findings shows that majority of the schools had training that was conducted for the student councils.

This result corroborates with the results from the interview which showed that the student councils existed in schools. This is showed in the following excerpt: -

*We have students' council in our school. It has been in existence for more than a decade. Initially it used to exist as a prefect body but later on changed to the student council. It serves several functions though the key role is to oversee the functioning of the school on behalf of the school administration. (Student A002 from one of the Girls schools).*

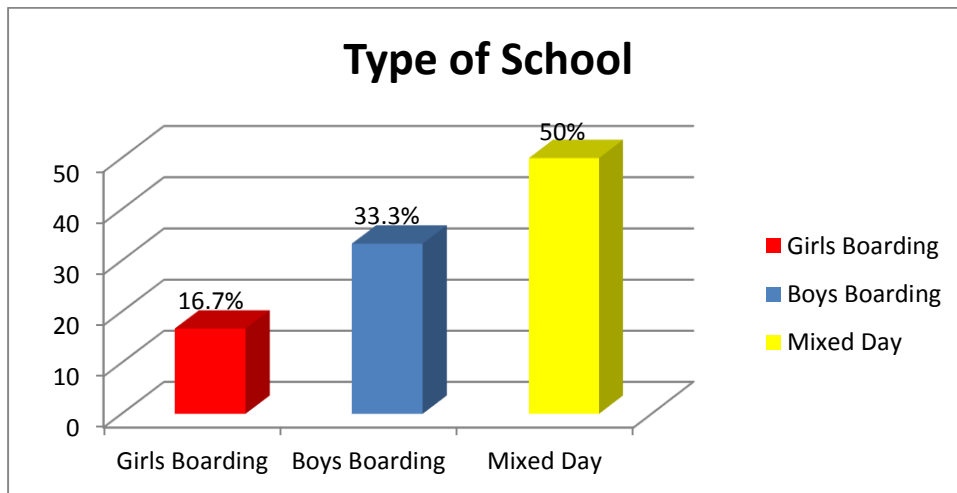
This result is similar to Nzoka and Orodho (2014) findings in a study on school management and students' academic achievement in which the authors noted that there was existence of school councils in schools that assisted in the running of the school.

## 4.2.2 Deputy Principals Responses.

### 4.2.2.1 Type of School

Deputy Principals were asked to give the type of school they attend. This was important in relation to how the student council manage their activities in the schools.

The findings are presented in Figure 4.5



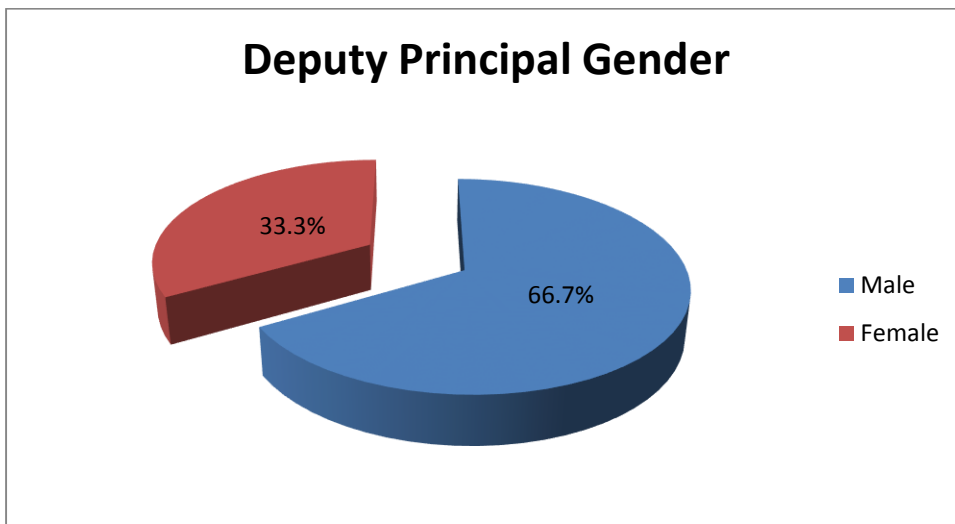
**Figure 4.5:**

*Type of school*

Findings indicate that 16.7% of the Deputy Principals were from girls' boarding schools, 33.3% from boys' boarding while 50% were from mixed day.

### 4.2.2.2 Deputy Principals' Gender

The first section of the Deputy Principals' questionnaire sought to establish the teachers' gender. The findings are presented in Figure 4.6.



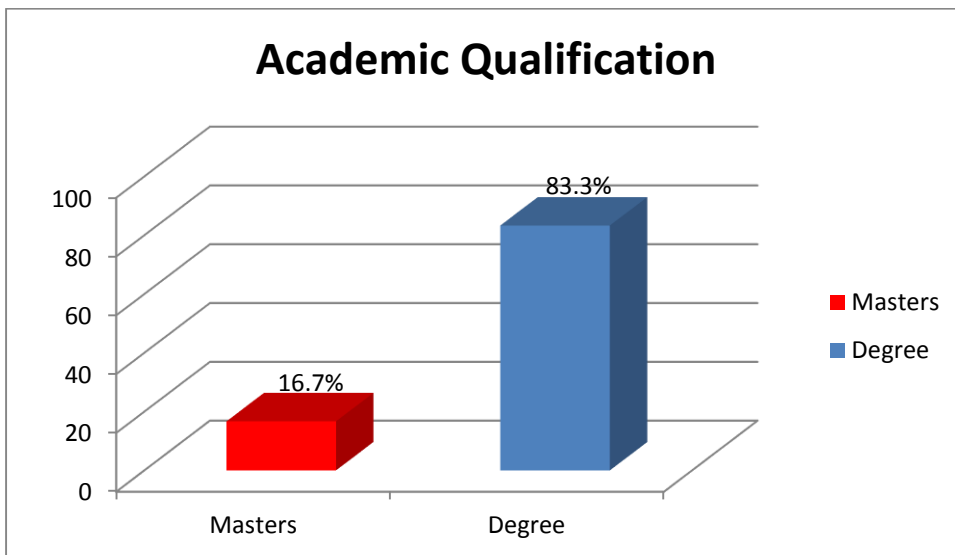
**Figure 4.6:**

*Deputy Principals' Gender*

Findings in Figure 4.8 indicated that there were more male teachers 66.7% than female teachers in the sampled school under study.

#### **4.2.2.3 Deputy Principals' Academic Qualification**

The first section of the Deputy Principals' questionnaire sought to establish the academic qualification. The findings are presented in Figure 4.7.



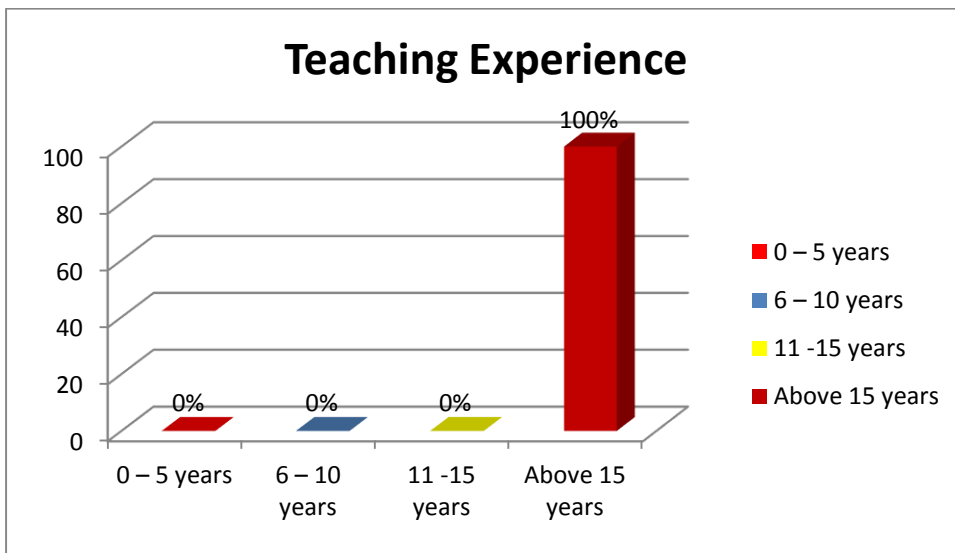
**Figure 4.7:**

*Deputy Principal Academic Qualification*

Findings in Figure 4.9 indicates that majority of the Deputy Principals 83.3% had a bachelor’s degree in education this implies that they were qualified to handle matters related to schooling such as involving the student’s council in the school governance.

**4.2.2.4 Deputy Principals’ Teaching Experience**

The first section of the Deputy’s Principal questionnaire sought to establish the teaching experience. The findings are presented in Figure 4.8.



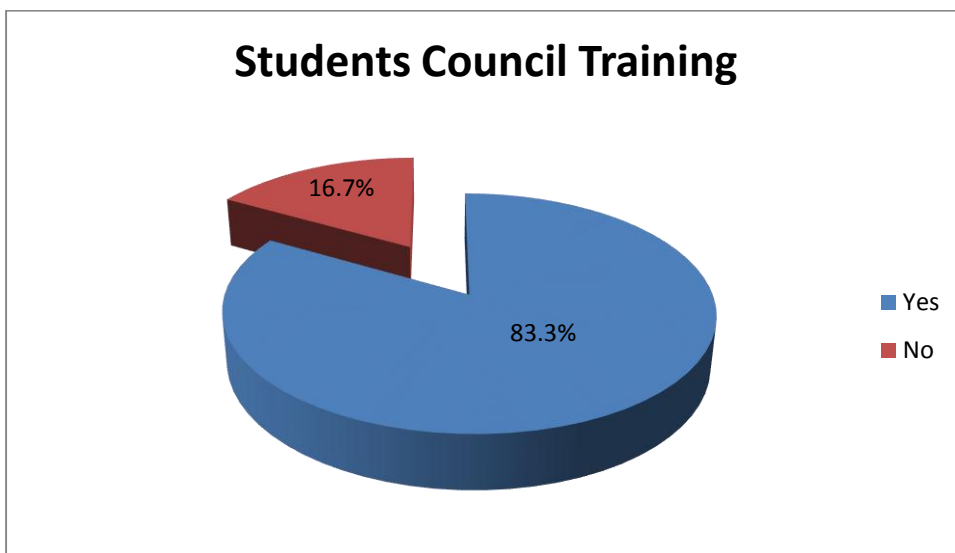
**Figure 4.8:**

*Deputy Principal’s Teaching Experience*

Findings in Figure 4.10 indicate that majority of the Deputy Principal 100% had taught for over 15 years. This implies that the Deputy Principal were competent enough to handle matters related to SGC such election and mentoring.

**4.2.2.5 Deputy Principals Response on Existence of Students Council Training**

The first section of the questionnaire sought to find out the existence of SGC training in schools. The findings are presented in Figure 4.9.



**Figure 4.9:** Deputy Principals Response on Existence of Student Council Training

Figure 4.11 indicates that 83.3% of the Deputy Principals responded that there was existence of student council training in their schools, while 16.7% indicated that there was no existence of students' council training in their schools. These findings shows that majority of the schools had training that was conducted for the student councils.

Interview with the Deputy Principal showed that the student council existed. This is demonstrated in the following excerpts:

*Student council is a very critical component in the administration and management of schools. Owing to this our school has invested much to ensure that the student council are established and running effectively in school. (Deputy Principal 002, working in a mixed day and boarding secondary school).*

This was further confirmed by another Deputy Principal who gave the following opinion.

*There is existence of student council in our school. The student council has several elective posts that totals up to about 45. This council is legally constituted as per the student election regulations. (Deputy Principal 003).*

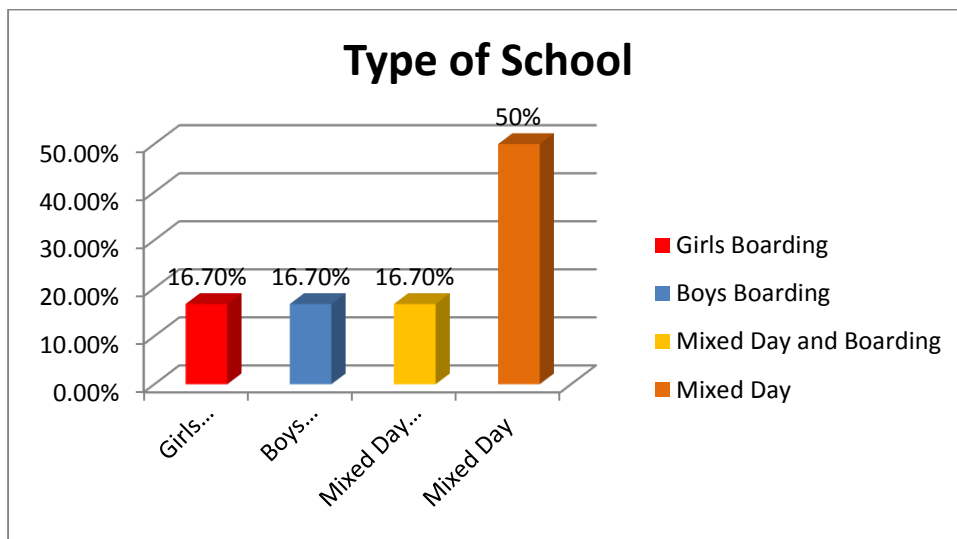
These results indicate that schools had student councils. This is similar to sentiments by Okwany (2020) on the influence of learners' participation in decision making on discipline in public primary schools in Rarieda Sub-County; Siaya County; Kenya

who pointed out that the student council that exist in schools have been vital in decision making processes in schools.

### 4.2.3 Principal Demographic Information

#### 4.2.3.1 Type of School

Principals were asked to give the type of school they attend. This was important in relation to how the student council manage their activities in the schools. The findings are presented in Figure 4.10.



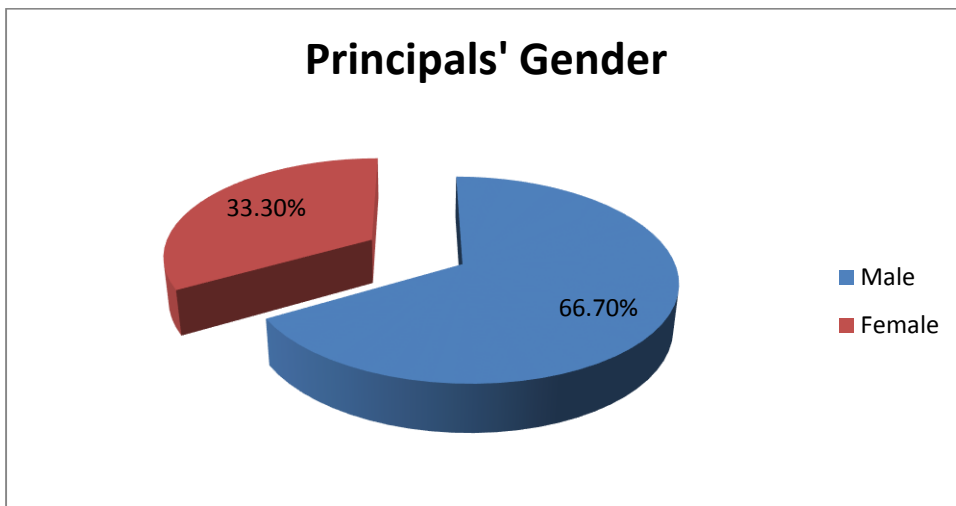
**Figure 4.10:**

*Principals Type of School*

Findings in Figure 4.14 indicate that 50% of the principals were from Mixed Day, 16.7% were from Mixed Day and Boarding, 16.7% from Boys Boarding and 16.7% from Girls boarding schools.

#### 4.2.3.2 Principals' Gender

The first section of the principals' questionnaire sought to establish the gender. The findings are presented in Figure 4.11.



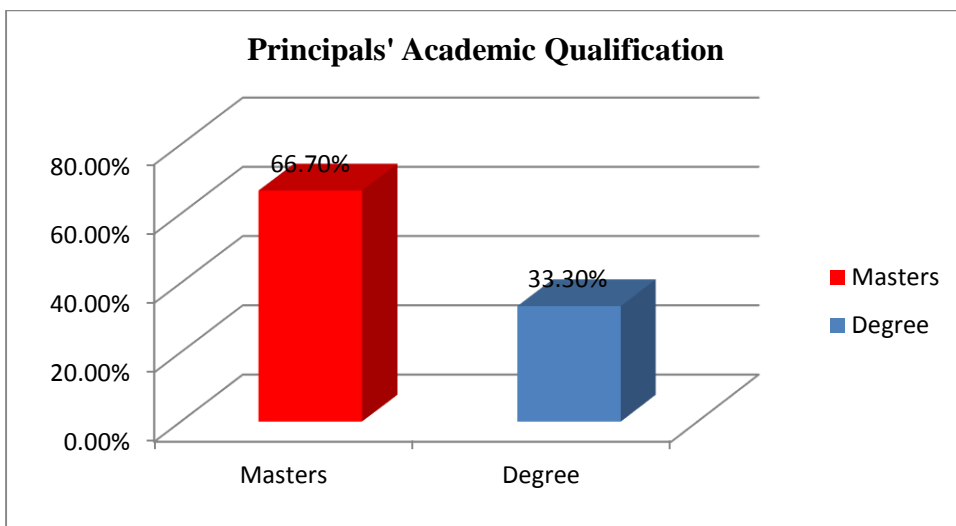
**Figure 4.11:**

*Principals' Gender*

Findings in Figure 4.15 indicated that there were more male Principals 66.7% than female teachers 33.3% in the sampled school under study.

#### **4.2.3.3 Principals' Academic Qualification**

The first section of the principal questionnaire sought to establish the academic qualification. The findings are presented in Figure 4.12.



**Figure 4.12:**

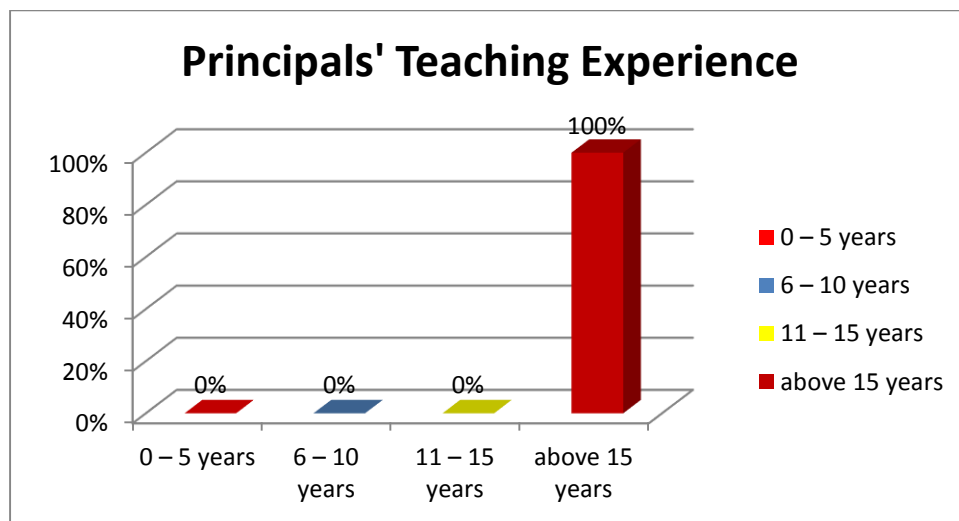
*Principal's Academic Qualification*



Findings in Figure 4.16 indicates that majority of the Principals 66.7% had a Master’s degree in education while a few 33.3% had a Bachelor’s degree in education this implies that they were qualified to handle matters related to schooling such as involving the students council in the school governance.

#### 4.2.3.4 Principals’ Teaching Experience

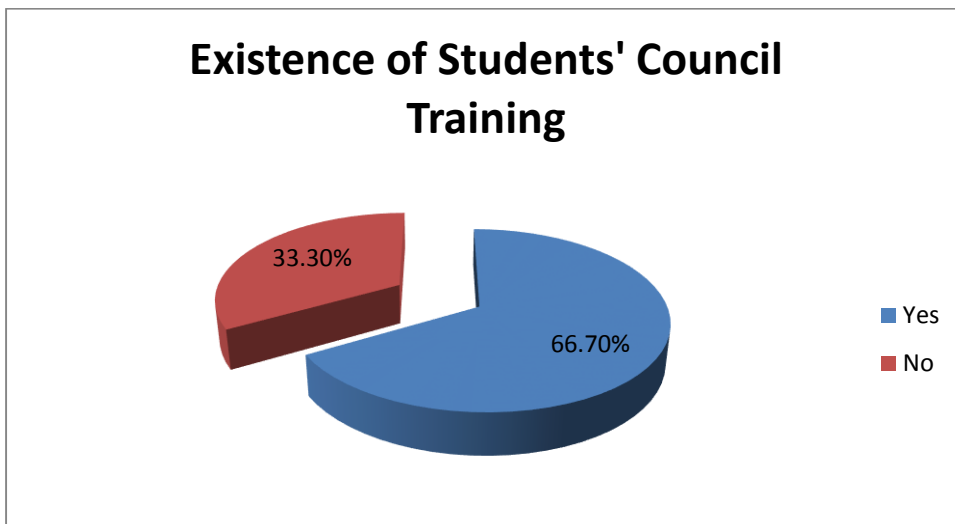
The first section of the Deputy’s Principal questionnaire sought to establish the teaching experience. The findings are presented in Figure 4.13.



**Figure 4.13:** *Principal’s Teaching Experience*

#### 4.2.3.5 Principals’ Response on Existence of Students Council Training

The first section of the questionnaire sought to find out the existence of students’ council training in schools. The findings are presented in Figure 4.14.



**Figure 4.14:**

*Principals' Response on Existence of Students Council Training*

Figure 4.18 indicates that 66.7% of the principals responded that there was existence of student council training in their schools, while 33.3% indicated that there was no existence of students' council training in their schools. These findings shows that majority of the schools had training that was conducted for the student councils.

### **4.3 Communication Skills Necessary in Governance**

The first objective of research was to examine perceptions on students' Governing council Communication skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The following sections presents findings from the Students' Council, Deputy Principals and Principals.

#### **4.3.1 Students' Council Responses on Communication Skills Necessary in Governance**

The following are students' Council responses on students' Governing council Communication skills necessary in governance of public secondary schools as presented in Table 4.1

**Table 4.1:***Students' Council Communication Skills Necessary in Governance*

	<b>No need for training</b>	<b>Low need for training</b>	<b>Moderate need for training</b>	<b>High need for training</b>	<b>Not applicable to student council</b>	<b>Mean</b>	<b>Std. Dev.</b>
Training in lobbying skills	43(33.6%)	18(14.1%)	30 23.4%)	28(21.9%)	9 (7%)	2.557	1.339
Training in negotiation skills	16 (12.5%)	15(11.7%)	45 35.2%)	50 39.1%)	2 (1.6%)	3.055	1.037
Training in consensus building skills	10 (7.8%)	17 13.3%)	37 28.9%)	61 47.7%)	3 (2.3%)	3.234	0.984
Training on how to handle difficult students	9 (7%)	9 (7%)	32 (25%)	76(59.4%)	2 (1.6%)	3.719	1.055
Training on how to handle students with disabilities	12 (9.4%)	9 (7%)	17 13.3%)	81 63.3%)	9 (7%)	3.516	1.049

Findings in Table 4.1 indicated the 43 (33.6%) of the students showed that there was no need for training in lobbying skills, 18(14.1%) indicated low need for training, 30 (23.4%) indicated moderate need for training, 28 (21.9%) indicated high need for training while 9 (7%) indicated that it was not applicable. The mean = 2.557, SD = 1.339) indicates that the majority of the students felt that there was low need for training in lobbying skills. This implies that students may be conversant with lobbying and thus had no need to have lobbying skills.

This result was echoed in the student's interview in which students cited that when they were doing electioneering, they lobbied thereby acquiring the lobbying skills. This is shown in the following excerpt:

*My lobbying skills started to develop way back when I was campaigning to be elected in the student council in our school. Back then I will go to the lower classes and also the upper classes to solicit for votes. So for now I feel like am competent in lobbying skills thus training should focus on other skills. (Student B010).*

This is in line with Robert, Dianna and Rich (2016) who gave a report on Students Leadership Skills Evaluation in Utah State USA in Elementary Schools. The report revealed that the program state funded training on leadership skills which improved communication skills amongst student

council. The report indicated that students express themselves more clearly, speak in a group more confidently, and the teachers responded saying the program improved learning and develop skills in leadership. Earlier on Khalid (2015) in a study on Student leadership: Basic Skills and Appropriate Activities in Lebanon indicated the importance of teaching leadership skills to students from early age.

Table 4.1 further indicated that 16 (12.5%) of the students disclosed that there was no need for training in negotiation skills, 15 (11%) indicated low need for training, 45 (35.2%) indicated moderate need, 50 (39.1%) indicated high need while 2 (1.6%) indicated not applicable. The obtained mean = 3.055. SD =1.037 indicates that majority of the students felt that there was high need for training in negotiation skills. This finding implies that student council representatives were privy of the importance of negotiation skills in schools. Having students from diverse backgrounds make school to be epicentres for many demands that may arise from students. This may include demands related to food, school games and entertainment to name but just a few. Therefore, through negotiation skills the student council representatives are aware that they will gain a lot thus the high need for training.

The SGC interview echoed similar opinion with one of the student leaders in one of the student councils had this to say: -

*This training is important for us because we are engaged in daily negotiations with our colleague students. Remember we have new policies being implemented in order to improve. This calls for negotiation amongst students and even the parents. (Student A001 from a mixed day and boarding secondary school).*

These results are consistent with These findings are consistent with a study conducted by Wong (2017) on Communication habits and skills of adolescents studying in mainstream secondary schools in Hong Kong: a comparison of adolescents and speech language pathologists' perspectives, in China, used form three adolescent

students as participants to respond to a questionnaire. The finding of the study revealed that adolescents tended to perceive negotiation skills.

Further finding in Table 4.1 indicated that 10 (7.8%) of the students disclosed that there was no need for training in consensus building skills, 17 (13.3%) indicated low need for training, 37 (28.9%) indicated moderate need, 61(47.7%) indicated high need while 3 (2.3%) indicated not applicable. The obtained mean = 3.234. SD =0.984 indicates that majority of the students felt that there was high need for training in consensus building skills. These findings indicate that students' council representatives are aware of the modern trend of solving problems through consensus. Rather than students engaging in activities that may jeopardize management of schools in the name of airing their grievances the council is aware that consensus can be an alternative path way that averts such problem thus the high need of engaging in consensus. They are therefore aware of the consensus that should be built relating to school discipline which is critical in school governance. A study by Wahed (2012) on effective communication of urban and rural school leaders in Egypt revealed that effective communication is the motivating force for any successful leader and key components of successful leadership are developed through effective communication. The study indicated that for school to achieve effective communication then there should be consensus building.

Further finding in Table 4.1 indicated that 9 (7%) of the students disclosed that there was no need for training on how to handle difficult students, 9 (7%) indicated low need for training, 32 (25%) indicated moderate need, 76 (59.4%) indicated high need while 2 (1.6%) indicated not applicable. The obtained mean = 3.719, SD = 1.055 indicates that majority of the students felt that there was high need for training in how to handle difficult students. These findings indicate that school may be experiencing

difficult moments such as indiscipline and low performances in examination thus warranting training on how to handle such situations.

Students' opinions from the interview showed that they preferred training in handling difficult students.

*I prefer to be trained on how to handle difficult skills such as balancing studies and leadership roles, handling cases which are complex like drugs and theft. These are just but amongst many complex matters that as a student council we go through. Thus training in the same will be very timely. (Student B005).*

This result is consistent with Komba (2015) who investigated the perceived importance of communication skills course among university students: a Case of Two Universities in Tanzania. The study indicated communication course which should include training in difficult students was important in the acquisition of communication skills needed in academics setting.

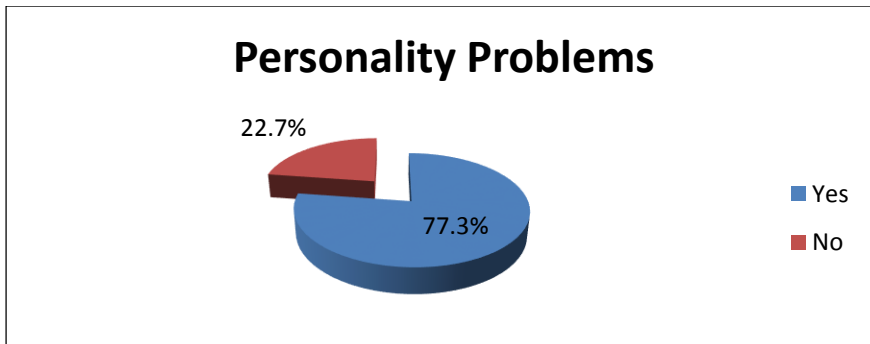
Finding in Table 4.1 indicated that 12 (9.4%) of the students disclosed that there was no need for training on how to handle students with disabilities, 9 (7%) indicated low need for training, 17 (13.3%) indicated moderate need, 81 (63.3%) indicated high need while 9 (7%) indicated not applicable. The obtained mean = 3.516, SD = 1.049 indicates that majority of the students felt that there was high need for training on how to handle students with disabilities. In recent times there have been a higher number of students in the mainstream school who are physically challenged. This has exacerbated the need to have skills in handling them thus the high need as responded by the student council.

Similar sentiments were echoed in the interview with a girl in one of the mixed day schools who had this to say: -

*Students who are physically challenged need a lot of care and understanding. In order to achieve this, we need training that will equip up with the necessary skills to handle them. Failure of such skills may make the student feel like they are alienated from the main stream school management. (Student A004).*

#### 4.3.1.1 Students' Council Response on Personality Problems in Handling Students

One of the questioned inquired from the students' council whether they encounter personality problems given that they are the link between the students and the school administration. The findings are presented in Figure 4.15: -



**Figure 4.15:**  
*Personality Problems in Handling Students*

Findings in Figure 4.15 indicate that majority of the students 77.3% experiences personality problems while linking the students' affairs with the school administration while a few 22.7% did not experience any problems. These results on personality problem are in line with an exploratory study conducted by Oliech (2018) on communication function of student governing council in administration of public secondary school: a case of Awendo Sub County in Kenya. The study revealed that the students' governing council receives and pass information from administration and teachers to students' body and from students' body to the administration and teachers and the main channel of communication is oral communication. The respondents said students' governing council has failed as they distort information; therefore, the study recommended that school administration should train student leaders on need for effective leadership and communication skills.



### 4.3.2 Deputy Principal Responses on Students' Council Communication Skills Necessary in Governance

The first research objective was to examine perceptions on the students' council communication skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The Deputy Principal responses are presented in Table 4.4

**Table 4.2:** *Deputy Principals Response on Students' Council Communication Skills Necessary in Governance*

	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to student council	Mean	Std. Dev.
Training in lobbying skills			5 (83.3%)	1(16.7%)		3.1667	.40825
Training in negotiation skills			1 (16.7%)	5(83.3%)		3.8333	.40825
Training in consensus building skills				6 (100%)		4.0000	.00000
Training on how to handle difficult students				6 (100%)		4.0000	.00000
Training on how to handle students with disabilities			1 (16.7%)	5(83.3%)		3.8333	.40825

Findings in Table 4.2 indicated the 5 (83.3%) of the Deputy Principals showed that there was a moderate need for training in lobbying skills, while 1 (16.7%) indicated high need for training. The mean = 3.166, SD = 0.408) indicates that the majority of the Deputy Principal felt that there was a moderate need for training in lobbying skills. This implies that students may be conversant with lobbying and thus had no need to have lobbying skills.

Interview responses from the Deputy Principal showed that the students needed moderate training on lobbying skills. This is captured in the following excerpt: -

*Our students are good in lobbying skills. This can be seen when they communicate with teachers especially when we have academic tours. They will lobby for it until they become successful. They also lobby amongst themselves during electioneering season. So to me I feel like they can be trained though not solely in lobbying but other skills such as negotiation that they may be weak. (Deputy Principal 002).*

These results indicate that indeed lobbying is essential though other skills can be looked into in order to improve communication skills. These results are in line with Onen (2020) who investigated on cultivating critical thinking amongst university Graduate students in Kampala. The author argued that though important critical skills that on university students she feels that the same may apply to secondary schools because the university students were once in secondary schools; and they may have undergone the same challenges. As much as Onen study recommended for formal inclusion of lobbying skills under critical thinking to be included in the curricula the current study feels that training on the same may be important for the student council. Table 4.2 further indicated that 1(16.7%) of the Deputy Principals disclosed that there was moderate need for training in negotiation skills, while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD =0.408 indicates that majority of the Deputy Principal felt that there was high need for training in negotiation skills. This finding implies that Deputy Principals were aware of the importance of negotiation skills in schools. Deputy Principals are in charge of admission and therefore they are aware of the diverse nature of the students thus the need to have negotiation skills amongst the student council representatives.

This result corroborates with the interview from one of the Deputy Principal who said the following:

*If at all there is one communication skills that is essential and relevant amongst the student council is the negotiation skills. This is because it touches virtually on every aspect of the school programme and functioning. Therefore, it is upon the school administration to ensure that the student council members are trained in negotiation skills. (Deputy Principal 001)*

This finding is similar with Dash, Satpathy and Dash (2020) who studied on the English language teaching: Exploring Enhanced Employability through Soft Skills. The authors mention that to get a competitive edge, students are required to add values to their soft skills to show off their true potential. The soft skills are developed through regular orientation and trainings on negotiations and strong inter personal communication. Though this study focused on English language teaching the researcher felt that English language has an impact on a broad-spectrum range of individuals and society. To this end we can pinpoint that whatever happens in the English language affects the student council. This is because they use the language as a medium of instruction.

Further finding in Table 4.2 indicated that 6 (100%) of the Deputy Principals disclosed that there was high need for training in consensus building skills. The obtained mean = 4.000, SD = 0.000 indicates that majority of the Deputy Principals felt that there was high need for training in consensus building skills. Deputy Principals are the patrons of these students' councils. They are therefore aware of the consensus that should be built relating to school discipline which is critical in school governance.

Further finding in Table 4.2 indicated that 6 (100%) of the Deputy Principal disclosed that there was high need for training on how to handle difficult students. The obtained mean = 4.0000, SD = 0.000 indicates that majority of the Deputy Principals felt that

there was high need for training in how to handle difficult students. These findings indicate that school may be experiencing difficult moments such as indiscipline and low performances in examination thus warranting training on how to handle such situations.

Finding in Table 4.2 indicated that 1 (16.7%) of the Deputy Principal disclosed that there was high need for training on how to handle students with disabilities. The obtained mean = 3.516, SD = 1.049 indicates that majority of the students felt that there was high need for training on how to handle students with disabilities. In recent times there have been a higher number of students in the mainstream school who are physically challenged. This has exacerbated the need to have skills in handling them thus the high need as responded by the student council.

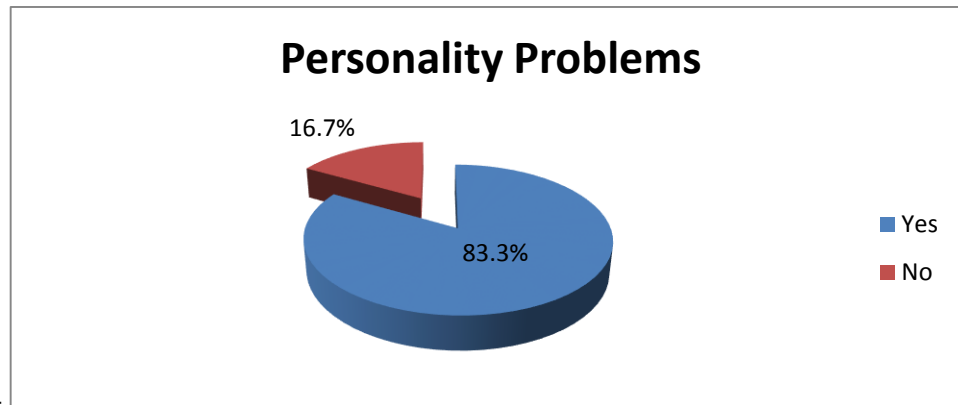
This result corroborates with the interview that was conducted on one of the Deputy Principal. This is demonstrated in the following excerpt:

*Following the integration of special needs education in the mainstream school, it is important that a focus is put on the learners who are physically challenged. This will entail training the student council on how to handle the challenged students. They need to be trained on how they assign duties to such students. (Deputy Principal 001).*

This result is in line with the recommendation by Mutugi (2018) who investigated learning challenges faced by special needs education learners in public primary schools in Mvita division, Mombasa County, Kenya. The study recommended that the teacher training both pre-service and in-service is essential to develop the skills necessary to teach successfully in inclusive settings. This could be done with the collaboration of the Ministry of Education, Kenya Institute of Special Education and local universities. Though the recommendations touched on teachers the current study feels that even student councils interact with student with special needs thus the need for them to be trained.

#### **4.3.2.1 Deputy Principals Response on Personality Problems in Handling Students**

One of the questions inquired from the Deputy Principals whether students' council representatives encounter personality problems given that they are the link between the students and the school administration. The findings are presented in Figure 4.16:



**Figure 4.16:** *Deputy Principals Response on Personality Problems in Handling Students*

Findings in Figure 4.16 indicate that majority of the Deputy Principal 83.3% responded that the student's council experiences personality problems while linking the students' affairs with the school administration while a few 16.7% did not experience any problems.

#### **4.3.3 Principals' Response on Students' Council Communication Skills Necessary in Governance**

The first research objective sought to assess the students' council communication skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The students' responses are presented in Table 4.3

**Table 4.3:**

*Principals' Response on Students' Council Communication Skills Necessary in Governance*

	<b>No need for training</b>	<b>Low need for training</b>	<b>Moderate need for training</b>	<b>High need for training</b>	<b>Not applicable to student council</b>	<b>Mean</b>	<b>Std. Dev.</b>
Training in lobbying skills			4 (66.7%)	2(33.3%)		3.333	.516
Training in negotiation skills		1 (16.7%)		5(83.3%)		3.833	.408
Training in consensus building skills				6 (100%)		4.000	.000
Training on how to handle difficult students				6 (100%)		4.000	.000
Training on how to handle students with disabilities				6 (100%)		4.000	.000

Findings in Table 4.3 indicated that 4 (66.7%) of the Principals' showed that there was moderate need for training in lobbying skills while 2 (33.3%) indicated high need for training. The mean = 3.333, SD = 0.516) indicates that the majority of the Principal felt that there was moderate need for training in lobbying skills. This implies that Principals who are the leaders of schools will prefer to lobby with students council in order to manage school affairs.

Table 4.3 further indicated that 1 (16.7%) of the Principals disclosed that there was low need for training in negotiation skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD =0.408 indicates that majority of the Principals felt that there was high need for training in negotiation skills. Generally Principals will wish to have an environment that allows for negotiation rather than confrontation. They will prefer to have talks on table with the students' council in the event that there is a misunderstanding.

Further finding in Table 4.3 indicated that 6 (100%) of the Principals disclosed that there was a high need for training in consensus building skills. The obtained mean = 4.000, SD = 0.000 indicates that majority of the Principals felt that there was high need for training in consensus building skills. These findings indicate that Principals are aware of the modern trend of solving problems through consensus.

Further finding in Table 4.3 indicated that 6 (100%) of the Principals disclosed that there was a high need for training on how to handle difficult students. The obtained mean = 4.000, SD = 0.000 indicates that majority of the Principals felt that there was high need for training in how to handle difficult students. These findings indicate that school may be experiencing difficult moments such as indiscipline and low performances in examination thus warranting training on how to handle such situations.

Finding in Table 4.3 indicated that 6 (100%) of the Principals disclosed that there was high need for training on how to handle students with disabilities. The obtained mean = 4.000, SD = 0.000 indicates that majority of the Principals felt that there was high need for training on how to handle students with disabilities. In recent times there have been a higher number of students in the mainstream school who are physically challenged. This has exacerbated the need to have skills in handling them thus the high need as responded by the student council.

#### **4.3.3.1 Principals' Response on Personality Problems in Handling Students**

One of the questions inquired from the principals whether the students' council encounter personality problems given that they are the link between the students and the school administration. The findings are presented in Table 4.4: -

**Table 4.4:** *Principals' Response on Personality Problems in Handling Students*

	<b>Frequency</b>	<b>Per cent</b>
Yes	5	83.3
No	1	16.7
Total	6	100.0

Findings in Table 4.4 indicate that majority of Principals 5 (83.3%) said students' council experience personality problems while linking the students' affairs with the school administration while a few 1 (16.7%) did not experience any problems.

#### **4.4 Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary**

The second objective of research was to determine perceptions on students' council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The following presents findings from the Students' Council, Deputy Principals and Principals.

##### **4.4.1 Students Council Responses on Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary**

The findings from Students' Council response on intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya are presented in Table 4.5.



**Table 4.5:**

*Students Council Responses on Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary*

	<b>No need for training</b>	<b>Low need for training</b>	<b>Moderate need for training</b>	<b>High need for training</b>	<b>Not applicable to student council</b>	<b>Mean</b>	<b>Std. Dev</b>
Training in listening skills	24(18.8%)	18(14.1%)	35 (27.3%)	50 (39.1%)	1 (8%)	2.891	1.145
Training in teamwork skills	5 (3.9%)	12 (9.4%)	44 (34.4%)	66(51.6%)	1 (0.8%)	3.359	0.820
Training in peer support skills	5 (3.9%)	14 (10.9%)	40 (31.3%)	68 (53.1%)	1 (0.8%)	3.359	0.839
Training in anti-bullying skills	26 (20.3%)	13 (10.2%)	34 (26.6%)	51 (39.8%)	4 (3.1%)	2.953	1.203
Training on peer mentorship skills	6 (4.7%)	15 (11.7%)	31 (24.2%)	73 (57%)	3 (2.3%)	3.406	0.9

Finding in Table 4.5 indicated that 24 (18.8%) of the students disclosed that there was no need for training in listening skills, 18 (14.1%) indicated low need for training, 35 (27.3%) indicated moderate need, 50 (39.1%) indicated high need while 1 (8%) indicated not applicable. The obtained mean = 2.891, SD = 1.145 indicates that majority of the students felt that there was a high need for training in listening skills. Being the link between the students and the school administration it becomes imperative that the students' council representatives develop acumen in listening to both ends of the hierarchy. This entails the students' council listening to the needs and desires of the students they govern and also the goals and targets that the school administration wishes to achieve. This therefore explains the need for the student council developing or rather yearning for training.

Interview results from one of the student councils in boys boarding confirmed these results indicating that they highly regarded training in listening skills. This is demonstrated in the following excerpt.

*Students are affected with a lot of issues that calls for the student council to listen. You may find that from one who has been mishandled by a senior, a form two who may be having fees problems and a form three or four who may be performing dismally. These students may wish that their fellow students in the student council could listen so that they assist them through the administration. This therefore means that the student council should be trained in listening skills. (Student A003).*

These results show that the student council being the link between the students and the school administration it becomes imperative that the students' council representatives develop acumen in listening to both ends of the hierarchy. This entails the students' council listening to the needs and desires of the students they govern and also the goals and targets that the school administration wishes to achieve. These findings are similar to a study by Tsikiti and Magagula (2019) which investigated leadership skills needed by high school prefects in the Manzini region of Eswatini/Swaziland. The study examined the leadership skills needed by high prefects. The finding indicated that majority of the respondents were of the view that prefects needed training in communication skills, listening skills to be able to execute their duties.

Finding in Table 4.5 indicated that 5 (3.9%) of the students disclosed that there was no need for training in teamwork skills, 12 (9.4%) indicated low need for training, 44 (34.4%) indicated moderate need, 66 (51.6%) indicated high need while 1 (0.8%) indicated not applicable. The obtained mean = 3.359, SD = 0.82 indicates that majority of the students felt that there was a high need for training in teamwork. This finding implies that for school governance to be effective all organs in the school ought to work as one unit. The school council is one of the sub systems in school mandated to oversee the management of the school at the lower levels. Teamwork therefore becomes crucial in the effective and successful implementation of this task.

Other than teaming up with other sub systems the school council needs to team work amongst them in order to perform this mandate.

Finding in Table 4.5 indicated that 5 (3.9%) of the students disclosed that there was no need for training in peer support skills, 14 (10.9%) indicated low need for training, 40 (31.3%) indicated moderate need, 68 (53.1%) indicated high need while 1 (0.8%) indicated not applicable. The obtained mean = 3.359, SD = 0.839 indicates that majority of the students felt that there was a high need for training in peer support skills. This finding implies that for school governance to be effective all the students' council representatives ought to be brought on board. It is useful to argue that peer support is critical in school governance because some of the student council representatives may be inexperienced and thereby need peer support and mentorship. This occurs in newly formed students' council that comprises of students' leaders who may have been elected for the first time in the council. This is evident in a study done by Sharma, Mangal and Mishra (2017) on intrapersonal awareness and interpersonal awareness stimulates intrapersonal management and interpersonal management in District Faridabad India. Findings revealed that intrapersonal management skills and interpersonal management skills are stimulated by intrapersonal awareness and interpersonal awareness. The study further recommended that early interventions that involve intrapersonal awareness and interpersonal awareness can be learnt and taught in any classroom.

Finding in Table 4.5 indicated that 26 (20.39%) of the students disclosed that there was no need for training in anti-bullying skills, 13 (10.2%) indicated low need for training, 34 (26.6%) indicated moderate need, 51 (39.8%) indicated high need while 4 (3.1%) indicated not applicable. The obtained mean = 2.953, SD = 1.203 indicates that majority of the students felt that there was a high need for training in anti-bullying skills. The finding implies that there may be some level of bullying

behaviour in secondary schools thus the high need for having this training amongst students' council representatives. The students' council also sees itself as a keeper for the under privileged thus the moderate need for such a skill.

Finding in Table 4.5 indicated that 6 (4.7%) of the students disclosed that there was no need for training on peer mentorship skills, 15 (11.7%) indicated low need for training, 31 (24.2%) indicated moderate need, 73 (57%) indicated high need while 3 (2.3%) indicated not applicable. The obtained mean = 3.0406, SD = 0.9 indicates that majority of the students felt that there was a high need for training in peer mentorship skills. As indicated earlier on peer support it is critical to do mentoring on the young inexperienced student council. The established and experienced students' council also needs skills on how they should offer mentorship to the young ones as they themselves are also mentored by the teachers.

These results corroborate with the opinions raised by the student council in regards to anti bullying training in which they highlight the great importance that should be attached to training.

#### **4.4.2 Deputy Principals Response on Students Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary**

The other question in section C sought to identify the students' council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The findings are presented in Table 4.6.

**Table 4.6:**

*Deputy Principals Response on Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary*

	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to student council	Mean	Std. Dev.
Training in listening skills			1 (16.7%)	5 (83.3%)		3.8333	.40825
Training in teamwork skills			1 (16.7%)	5 (83.3%)		3.8333	.40825
Training in peer support skills			2 (33.3%)	4 (66.7%)		3.6667	.51640
Training in anti-bullying skills		2 (33.3%)	1 (16.7%)	3 (50%)		3.1667	.98319
Training on peer mentorship skills			2 (33.3%)	4 (66.7%)		3.6667	.51640

Finding in Table 4.6 indicated that 1 (16.7 %) of the Deputy Principal disclosed that there was moderate need for training in listening skills, 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.408 indicates that majority of the Deputy Principals felt that there was a high need for training in listening skills. Being the link between the students and the school administration it becomes imperative that the students' council representatives develop acumen in listening to both ends of the hierarchy. This entails the students' council listening to the needs and desires of the students they govern and also the goals and targets that the school administration wishes to achieve. This therefore explains the need for the student council developing or rather yearning for training.

This finding corroborates with the Deputy Principal interview on intrapersonal and interpersonal skills. The following excerpt indicates the importance of training students' council on listening skills; -

*Listening skills are critical not only to the student council but to all individual who represents leaders. This is because leaders need to listen to the people they lead. In this context the student council who represents the leaders must listen to the students whom they represent and cater for their needs*

These results are in line Kaushal and Dubey (2019) who studied on the Importance of Effective Listening at Workplace with results of the qualitative and quantitative survey data indicating that effective listening skills in the workplace was important, not specifically for supervisors, but for all employees, and training on such would be beneficial to all. Applying this to the school context supervisors may be taken to be student leaders while employees can be taken to be students.

Finding in Table 4.6 indicated that 1 (16.79%) of the Deputy Principal disclosed that there was moderate need for training in team work skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.408 indicates that majority of the Deputy Principal felt that there was a high need for training in team work. This finding implies that for school governance to be effective all organs in the school ought to work as one unit. The interaction between the Deputy Principal and the student council representatives as they perform their duties is high. This entails the students' council briefing the Deputy Principal on how lessons have been attended and whether all students are in school or not through the roll call that is done regularly. To this end the Deputy Principal felt the high need for having training in team work skills.

Responses from the interview showed that the Deputy Principal were of the view that team work skills should be enhanced. The following excerpt confirms this: -

*Our school student council comprises of about 40 student leaders heading 20 docket in the whole school. As such this calls for team work in order to assist the student leaders on duty.*

Similar sentiments were given Kisilu (2013), in his study on students' unrest and indiscipline in public secondary schools in Machakos County in which he states that a lot of team work for the students makes them feel more positive towards institutional goals and objectives.

Finding in Table 4.6 indicated that 2 (33.3%) of the Deputy Principal disclosed that there was moderate need for training in peer support skills while 4 (66.7%) indicated high need for training. The obtained mean = 3.667, SD = 0.516 indicates that majority of the Deputy Principals felt that there was a high need for training in peer support skills. This finding implies that for school governance to be effective all the students' council representatives ought to be brought on board. It is useful to argue that peer support is critical in school governance because some of the student council representatives may be inexperienced and thereby need peer support and mentorship. This occurs in newly formed students' council that comprises of students' leaders who may have been elected for the first time in the council.

Finding in Table 4.6 indicated that 2 (33.3%) of the Deputy Principals disclosed that there was low need for training in anti-bullying skills, 1 (16.2%) indicated high need for training while 3 (50%) indicated moderate need, 51 (39.8%) indicated high need while 4 (3.1%) indicated not applicable. The obtained mean = 2.953, SD = 1.203 indicates that majority of the students felt that there was a moderate need for training in anti-bullying skills. The finding imply that there may be low level of bullying behaviour in secondary schools thus the moderate need for having this training amongst students council representatives. The students' council also sees itself as a keeper for the under privileged thus the moderate need for such a skill.

Finding in Table 4.6 indicated that 2 (33.3%) of the Deputy Principal disclosed that there was moderate need for training on peer mentorship skills while 4 (66.7%) indicated high need for training. The obtained mean = 3.667, SD = 0.516 indicates that majority of the Deputy Principals felt that there was a high need for training in peer mentorship skills. As indicated earlier on peer support it is critical to do mentoring on the young inexperienced student council. The established and

experienced students' council also needs skills on how they should offer mentorship to the young ones as they themselves are also mentored by the teachers.

One of the Deputy Principal who was interviewed noted the following sentiments on peer mentorship skills: -

*Mentorship sharpens the student council in a number of ways. This includes building their esteem and self-confidence. Thus, any opportunity should be utilized to enhance student council mentoring skills through trainings.*

Similar results by Bradley (2014) study on the effects of school-based mentoring on student achievement for junior high school students provided evidence that school-based mentoring programs had a positive impact on students' leaders.

#### **4.4.3 Principals' Response on Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary Schools.**

The other question in section C sought to identify the students, council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The findings are presented in Table 4.7.



**Table 4.7:**  
*Principals' Response on Intrapersonal and Interpersonal Skills Necessary in Governance of Public Secondary*

	<b>No need for training</b>	<b>Low need for training</b>	<b>Moderate need for training</b>	<b>High need for training</b>	<b>Not applicable to student council</b>	<b>Mean</b>	<b>Std. Dev</b>
Training in listening skills			1 (16.7%)	5(83.3%)		3.8333	.40825
Training in teamwork skills				6 (100%)		4.0000	.00000
Training in peer support skills			1 (16.7%)	5(83.3%)		3.8333	.40825
Training in anti-bullying skills			1 (16.7%)	5(83.3%)		3.8333	.40825
Training on peer mentorship skills			1 (16.7%)	5(83.3%)		3.8333	.40825

Finding in Table 4.7 indicated that 2 (16.7%) of the Principal disclosed that there was moderate need for training in listening skills, while 5 (58.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.408 indicates that majority of the Principal felt that there was a high need for training in listening skills. Being the link between the students and the school administration it becomes imperative that the Principals put emphasis on his or her students' council representatives developing listening skills.

Finding in Table 4.7 indicated that 6 (100%) of the principals disclosed that there was high need for training in team work skills. The obtained mean = 4.000, SD = 0.000 indicates that majority of the principals felt that there was a high need for training in team work. This finding implies that for school governance to be effective all organs in the school ought to work as one unit. The school council is one of the sub systems in school mandated to oversee the management of the school at the lower levels. Teamwork therefore becomes crucial in the effective and successful implementation

of this task. Other than teaming up with other sub systems the school council needs to team work amongst themselves in order to perform this mandate.

Finding in Table 4.7 indicated that 1 (16.7%) of Principals disclosed that there was moderate need for training in peer support skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.408 indicates that majority of the students felt that there was a moderate need for training in peer support skills. This finding implies that for school governance to be effective all the students' council representatives ought to be brought on board. It is useful to argue that peer support is critical in school governance because some of the student council representatives may be inexperienced and thereby need peer support and mentorship. This occurs in newly formed students' council that comprises of students leaders who may have been elected for the first time in the council.

Finding in Table 4.7 indicated that 1 (16.79%) of the Principals disclosed that there was moderate need for training in anti-bullying skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.4082 indicates that majority of the students felt that there was a moderate need for training in anti-bullying skills. The finding imply that there may be low level of bullying behaviour in secondary schools thus the moderate need for having this training amongst students council representatives. The students' council also sees itself as a keeper for the under privileged thus the moderate need for such a skill.

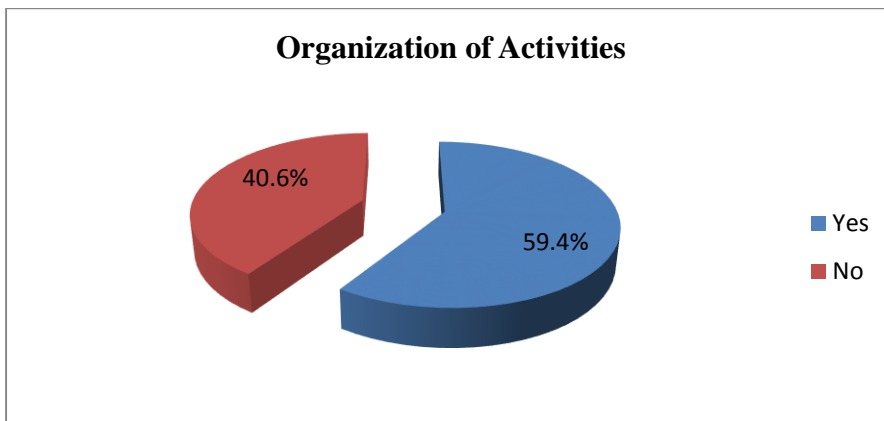
Finding in Table 4.7 indicated that 1 (16.7%) of the Principals disclosed that there was moderate need for training on peer mentorship skills, 5 (83.3%) indicated high need for training. The obtained mean = 3.8333, SD = 0.408 indicates that majority of the Principals felt that there was a high need for training in peer mentorship skills.

#### 4.5 Organization Skills Necessary in Governance of Public Secondary Schools

The third objective of research was to assess perceptions on students' council organisation skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The following presents findings from the Students' Council, Deputy Principals and Principals.

##### 4.5.1 Students' Council Responses on Organization of Student Council Activities.

One of the questions inquired from the students' council whether they organized their activities in terms of their office portfolio. The findings are presented in Figure 4.17: -



**Figure 4.17:**

*Organization of Student council activities students*

Findings in Figure 4.17 indicated that majority of the student councils in school (59.45) organized activities that were related to the offices they held in school. This implies that the student council may need training related to organization of activities that are needed in school governance.

##### 4.5.1.1 Students' Council Responses on Organization Skills Necessary in Governance of Public Secondary Schools

The second question in section D sought to assess the students' council responses on organization skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya Table 4.8.

**Table 4.8:**

*Students' Council Responses on Organization Skills Necessary in Governance of Public Secondary Schools*

	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to student council	Mean	Std. Dev
Training in meeting organization skills	19(14.8%)	21(16.4%)	42 (32.8%)	44(34.4%)	2 (1.6%)	2.914	1.079
Training in drawing student council constitution skills	14(10.9%)	12 (9.4%)	46 (35.9%)	54(42.2%)	2 (1.6%)	3.141	1.001
Training in protocol skills	11 (8.6%)	22(17.2%)	44 (34.4%)	47(36.7%)	4 (3.1%)	3.086	1.004
Training in culture of school skills	8 (6.3%)	14(10.9%)	54 (42.2%)	46 (35.9%)	6 (4.7%)	3.219	0.93
Training on minute writing skills	26(20.3%)	22 (17.2%)	34 (26.6%)	43 (33.6%)	3 (2.3%)	2.805	1.178

Finding in Table 4.8 indicated that 19 (14.8%) of the students disclosed that there was no need for training in meeting organizational skills, 21 (16.4%) indicated low need for training, 42 (32.8%) indicated moderate need, 44 (34.4%) indicated high need while 2 (1.6%) indicated not applicable. The obtained mean = 2.914, SD = 1.079 indicates that majority of the students felt that there was a high need for training in meeting organizational skills. The finding implies that possibly the student's council had prior training in organizational skills. This may be attributed to other related activities in school that requires students to be organized such as bed making and spreading, put on clean and appropriate uniform.

Finding in Table 4.8 indicated that 14 (10.9%) of the students disclosed that there was no need for training in drawing student council constitution skills, 12 (9.4%) indicated low need for training, 46 (35.9%) indicated moderate need, 54 (42.2%) indicated high need while 2 (1.6%) indicated not applicable. The obtained mean = 3.141, SD = 1.001 indicates that majority of the students felt that there was a high need for training in

drawing student council constitution skills. The finding implies that constitution is very important in the organization of school governance. This is because the constitution binds the school together and gives the direction that the school ought to follow.

This result corroborated with the student council interview in which students' opinions indicated that they were in need of the skills to write the constitution. This is indicated in the following excerpt: -

*Constitutionalism is important in student council because it guides us in what is supposed to be done. It also assists a student to know her rights in term of governance. (Student A005)*

Finding in Table 4.8 indicated that 11 (8.6%) of the students disclosed that there was no need for training in protocol skills, 22 (17.2%) indicated low need for training, 44 (34.4%) indicated moderate need, 47 (36.7%) indicated high need while 4 (3.1%) indicated not applicable. The obtained mean = 3.086, SD = 1.004 indicates that majority of the students felt that there was a high need for training in protocol skills. Protocol is critical as far as students' council organization is concerned. This is evidenced during school functions such as school assembly. The student council therefore felt that they highly required these skills in order to acquire competency in terms of ushering senior members of the council and the school leadership during such times.

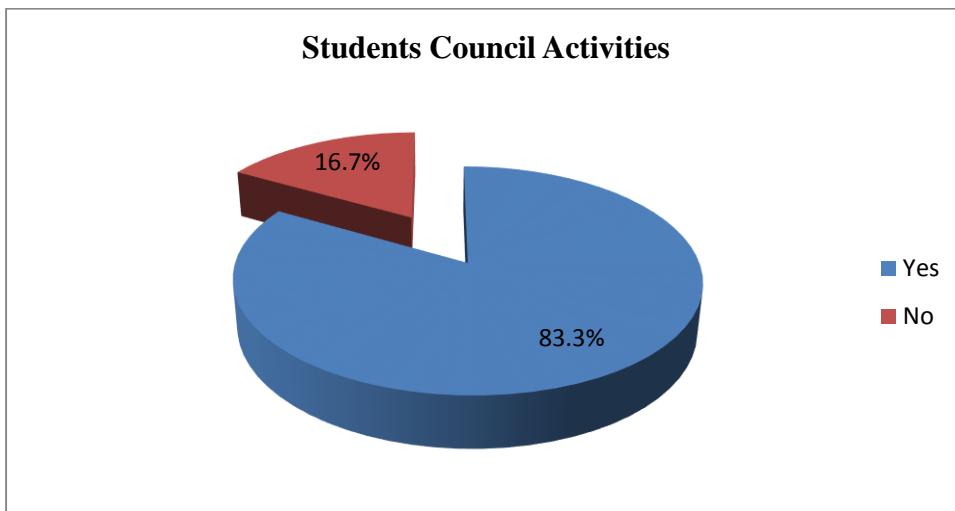
Finding in Table 4.8 indicated that 8(6.3%) of the students disclosed that there was no need for training in culture of school skills, 14 (10.9%) indicated low need for training, 54 (42.2%) indicated moderate need, 46 (35.9%) indicated high need while 6 (4.7%) indicated not applicable. The obtained mean = 3.219, SD = 0.93 indicates that majority of the students felt that there was a moderate need for training in culture of school skills. Culture is critical as far as school governance is concerned. Culture

dictates how the school is to be managed and thereby the ultimate performance of the school. Owing to this magnanimous role of culture the students' council felt the great need to be trained in skills related to school culture. Much of what goes on in school is dictated by the school culture thus the importance of having the appropriate skills. Studies by Hanushek and Woessmann (2017) on school resources and student achievement: A review of cross-country economic research indicated that when school culture is strong, teachers and SGC have a greater incentive to strive for their maximum potential. This is because their satisfaction, morale, and fulfilment all grow as school culture blossoms. Strong school culture breeds dedicated teachers.

Finding in Table 4.8 indicated that 26(20.3%) of the students disclosed that there was no need for training in minute writing skills, 34 (26.6%) indicated low need for training, 34 (26.6%) indicated moderate need, 43 (33.6%) indicated high need while 3 (2.3%) indicated not applicable. The obtained mean = 2.805, SD = 1.178 indicates that majority of the students felt that there was a high need for training in minute writing skills. The moderate response on minute skill writing implies that possibly the students were taught minute writing in subjects such as English and Kiswahili.

#### **4.5.2 Deputy Principals' Response on Organization of Student Council Activities.**

Section D of the Deputy Principal questionnaire comprised of two questions. One of the questioned inquired from the Deputy Principal is whether they organized their activities in terms of their office portfolio. The findings are presented in Figure 4.18: -



**Figure 4.18:**

*Deputy Principal Response on Organization of Student council activities*

Findings in Figure 4.18 indicated that majority of the student councils in school (83.3%) organized activities that were related to the offices they held in school while 16.7% did not. This implies that the student council may need training related to organization of activities that are needed in school governance.

#### **4.5.2.1 Deputy Principal Response on Organization Skills Necessary in Governance of Public Secondary Schools**

The other question in section D sought to investigate the students' council organization skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya Table 4.9.

**Table 4.9:** *Students' Council Organization Skills Necessary in Governance of Public Secondary Schools*

	<b>No need for training</b>	<b>Low need for training</b>	<b>Moderate need for training</b>	<b>High need for training</b>	<b>Not applicable to student council</b>	<b>Mean</b>	<b>Std. Dev.</b>
Training in meeting organization skills			2 (33.3%)	4 (66.7%)		3.6667	.51640
Training in drawing student council constitution skills			5 (83.3%)	1 (16.7%)		3.1667	.40825
Training in protocol skills			1 (16.7%)	5 (83.3%)		3.8333	.40825
Training in culture of school skills			1 (16.7%)	5 (83.3%)		3.6667	.81650
Training on minute writing skills		2 (33.3%)	2 (33.3%)	2 (33.3%)		3.0000	.89443

Finding in Table 4.9 indicated that 2 (33.3%) of the Deputy Principals disclosed that there was moderate need for training in meeting organizational skills while 4 (66.7%) indicated high need for training. The obtained mean = 3.667, SD = 0.516 indicates that majority of the Deputy Principal felt that there was a high need for training in meeting organizational skills.

Finding in Table 4.9 further indicated that 5 (83.3%) of the Deputy Principals disclosed that there was moderate need for training in drawing student council constitution skills while 1 (16.7%) indicated high need for training. The obtained mean = 3.167, SD = 0.408 indicates that majority of the Deputy Principal felt that there was a moderate need for training in drawing student council constitution skills.

Finding in Table 4.9 indicated that 1 (16.7%) of the Deputy Principal disclosed that there was moderate need for training in protocol skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.408 indicates that majority of the Deputy Principals felt that there was a high need for training in protocol skills.



Finding in Table 4.9 indicated that 1 (16.7%) of the Deputy Principal disclosed that there was moderate need for training in culture of school skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.667, SD = 0.816 indicates that majority of the Deputy Principal felt that there was a high need for training in culture of school skills.

Finding in Table 4.9 indicated that 2 (33.3%) of the Deputy Principals disclosed that there was low need for training in minute writing skills while 2 (33.3%) indicated moderate need for training while 2 (33.3%) indicated high need. The obtained mean = 3.000, SD = 0.894 indicates that majority of the Deputy Principal felt that there was a high need for training in minute writing.

#### **4.5.3 Principals' Response on Organization of Student council Activities.**

Section D of the students' questionnaire comprised of two questions. One of the questions inquired from the principals whether the students' council organized their activities in terms of their office portfolio. The findings are presented in Figure 4.10.

**Table 4.10:** *Principals' Response on Organization of Student Council Activities Students*

	<b>Frequency</b>	<b>Percent</b>
Yes	5	83.3%
No	1	16.3%

Findings in Table 4.10 indicated that majority of the student councils in school 5 (83.3%) organized activities that were related to the offices they held in school. This implies that the student council may need training related to organization of activities that are needed in school governance.

#### 4.5.3.1 Principals' Response on Students' Council Organization Skills Necessary in Governance of Public Secondary Schools

The other question in section D sought to investigate the students' council organization skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya Table 4.11.

**Table 4.11:** *Principals' Response on Students' Council Organization Skills Necessary in Governance of Public Secondary Schools*

	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to student council	Mean	Std. Dev
Training in meeting organization skills			1 (16.7%)	5(83.3%)		3.8333	.40825
Training in drawing student council constitution skills			2 (33.3%)	4(66.7%)		3.6667	.51640
Training in protocol skills				6 (100%)		4.0000	.00000
Training in culture of school skills			1 (16.7%)	5 83.3%)		3.8333	.40825
Training on minute writing skills		1(16.7%)	1 (16.7	4(66.7%)		3.5000	.83666

Finding in Table 4.11 indicated that 1 (16.7%) of the Principals disclosed that there was moderate need for training in meeting organizational skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.408 indicates that majority of the students felt that there was a high need for training in meeting organizational skills. The finding implies that possibly the students council had prior training in organizational skills. This may be attributed to other related activities in school that requires students to be organized such as bed making and spreading, put on clean and appropriate uniform.

Finding in Table 4.11 indicated that 2 (33.3%) of the Principals disclosed that there was moderate need for training in drawing student council constitution skills while 4 (66.7%) indicated high need for training. The obtained mean = 3.667, SD = 0.516

indicates that majority of the Principals felt that there was a high need for training in drawing student council constitution skills.

Finding in Table 4.11 indicated that 6 (100%) of the Principals disclosed that there was moderate need for training in protocol skills. The obtained mean = 4.000, SD = 0.000 indicates that majority of the Principals' felt that there was a high need for training in protocol skills. Protocol is critical as far as students' council organization is concerned. This is evidenced during school functions such as school assembly which are normally presided by the school Principal.

Finding in Table 4.11 indicated that 1 (16.7%) of the Principals disclosed that there was moderate need for training in culture of school skills while 5 (83.3%) indicated high need for training. The obtained mean = 3.833, SD = 0.4082 indicates that the Principals felt that there was a high need for training in culture of school skills. Culture is critical as far as school governance is concerned. Culture dictates how the school is to be managed and thereby the ultimate performance of the school. Owing to this magnanimous role of culture the students' council felt the great need to be trained in skills related to school culture. Much of what goes on in school is dictated by the school culture thus the importance of having the appropriate skills.

Finding in Table 4.11 indicated that 1 (16.7%) of the Principals disclosed that there was low need for training in minute writing skills, 1 (16.7%) indicated moderate need for training while 4 (66.7%) indicated high need. The obtained mean = 3.5, SD = 0.836 indicates that majority of the Principal felt that there was a high need for training in minute writing skills.

#### 4.5 Findings from Principal Interview

Two principals were subjected to an interview and their responses are presented in the following excerpts:

The first question the respondents in the study were asked was, in your opinion what are some of the roles of students' council in secondary school governance. Although the interviewees ascribed different roles to the students' council, they both agreed that students' council have a roles in governance of secondary schools.

The opinion of the first respondent was that students' council act as a link between the administration and the student body, the students' council are role model and the students' council give guidance to others. The respondent stated;

*The students' council is tasked with several roles. One of the roles is to provide a link between the students, teachers and the school administration. Besides the student council is tasked with the role of being role models to the other students in school. Based on this they are supposed to display behaviour, attitudes and values that can be emulated by the rest of the student population. The students' council also helps in guiding the other students in showing them what is supposed to be done. Lastly, the students' council representatives are is supposed to be role models in academics. This can be achieved when they perform well in academics through hard work. (Principal 001)*

The opinion of the second respondent was that the students' council were the eyes of teachers and administration, depending on the office they hold and students' council do monitor role. The respondent said that;

*The students' council acts as the eye of teachers and the school administration. Through the various demarcated offices various roles can be defined. For instance, senior council in charge of the dining supervises the students during meals. Additionally, the student leader can monitor and report any challenges pertaining to food to the school administration so as to avert any problem that ensue. The class secretaries on their part are tasked with the role of monitoring lessons attendance in their classes and relaying information on missed lessons to the class teacher or the Director of Studies. (Principal 002)*

The second question the respondents in the study were asked was do you agree that students' council need training in communication skills? And if so, which

communication skills may be needed? The participants in the research agree that communication skills are necessary in students' council, the choice of communication skills necessary differed from the two participants, one of principal indicated that verbal and body language and knowledge of duties assigned are important:

*Regarding the first question on training on communication skills my response is yes because communication is essential thus a need for training. The communication skills needed include the fact that the students' council need to know how to communicate verbally and even through their body language. They need skills in knowing what they are expected to perform in a positive way that is positive and not demoralizing. (Principal 001)*

The second participant though agreed that communication skills is vital, students' council members are elected some with inability by nature unable to communicate effectively, hence need training. The Principal said that "the communication skills are vital. Given the varied nature of students, it is important to train them in the event some may not be in a position to communicate effectively".

The third question the respondents in the study were asked was what is personality problem experienced by the student council as they relate with the school administration and in handling other students? The respondents identified different personality problems, this showed students' council from different schools have different personality problems.

A principal said the students' council tend to pretend while in presence of administration, they also protect other students when found indiscipline and fear:

*When you are with them, they pretend to be good but when they are with the rest of the students, they become totally different. Additionally, they tend to protect the students when called upon to explain matters related to discipline. Sometimes you can come into contact with a group of students conversing in mother tongue and representative. So, upon asking him or her to clarify they tend to obscure the truth. So basically, they tend to have fear of repercussion. (Principal 001)*

Another Principal talked about how students' council are shy if they are performing poorly academically and they delegate their duties to other student council members:

*We do experience students in the council with low academic performance who shy away from teachers and consequently from the administration. Such student council opt to stay silent even when things are not okay in school. Likewise, they tend to send other student council to represent them. (Principal 002)*

The fourth question the respondents in the study were asked was, which are the needed areas in intrapersonal and interpersonal skills training is needed in our student council?

The respondents mentioned that the intrapersonal and interpersonal skills are necessary in students' council to help them in school governance. The respondents identified different intrapersonal and interpersonal skills needed in students' council.

A Principal mentioned that students' council need training in restraining from becoming emotional:

*Emotional skills are supposed to be imparted to the student council. This is because some of the students' council members become emotional when dealing with matters which are sensitive. It is important for the student council to know that they are not supposed to show their anger or frustration as much as they may be angry. As a result of anger fights have been witnessed thus impacting on the school governance. (Principal 001)*

Another Principal said students' council need training in self-esteem and confidence building:

*Skills in intrapersonal and interpersonal skills are much needed. This can assist them to develop confidence and their self-esteem. Ultimately, they will be able to interact freely and effectively with their fellow student council members, students, teachers and school administration. (Principal 002)*

The fifth question the respondents in the study were asked was, how does student council organize their activities?

A Principal mentioned that each student council office identifies activities in each area and assign students to perform the activities:

*Several students' council representatives have roles that they need to perform by organizing themselves in a way that fits their mandate. For instance, student in charge of community service may first identify the specific areas to be worked on for instance behind the classes. This task will then be assigned amongst different groups of students. Later on, the student in charge will develop a duty roster. All this will be recorded and filed by the secretary to the student council. (Principal 001)*

Another Principal felt that students' council in liaison with the office of the deputy principal draw duty roster and meeting:

*We do have students' council activities that are organized in the school. For instance, the chairperson in the school collaborates with Deputy Principal to draw the duty roster. This is later cascaded down to the other members so as to enhance the coordination of activities. In addition, he organizes for meeting the other members of the council. It is important to note that the students' council meeting may take a formal or informal dimension. Formal meeting takes place at the beginning of the term. Informal meetings can take place after assembly for a few minutes if at all some urgent communication as to be made. (Principal 002)*

The sixth question the respondents in the study were asked was which areas of organization need training to improve students' council organization skills?

A principal said that student council need training in independence and meeting to plan for the future and the other principal concurred:

*We expect them to have skills in executing their duties properly without necessarily being supervised by the teacher. Teachers on duty are also supposed to be meeting with the student council at the start of the week so as to realign matters that should be carried out. (Principal 001)*  
*Organizational training is a necessity. Students need to be guided regardless of whether they have intrinsic organizational skills or not. We expect them to have skills in executing their duties properly without necessarily being supervised by the teacher. Teachers on duty are also supposed to be meeting with the student council at the start of the week so as to realign matters that should be carried out. (Principal 002)*

The seventh question the respondents in the study were asked was how can training make them effective?

Principal 002 said; “Training makes the students’ council to be effective. Other than imparting skills it gives the students a sense of belonging and confidence”. They own up the office.

#### **4.6 Findings from Class teachers focus group discussion.**

Two groups made up of six class teachers each, formed focus group discussion; they were randomly selected from the categories of schools. Their responses are presented in the following excerpts and the quotations are from personal communication.

In focus group discussion, the respondents were class teachers, who are the managers of classes. They work closely with students’ council in their respective classes. This was the reason the class teachers were involved in focus group discussion to assess the necessity of communication skills, interpersonal and intrapersonal skills and organizational skills of students’ council in governance.

In the focus group discussion, the respondents who were class teachers, were asked, which are the students’ council communication skills training in secondary school governance should be conducted in the school?

The respondents acknowledged that no training in communication skills take place but class teachers said it is necessary in students’ council. The class teachers mentioned that communication skills are being used without training and with training the students’ council will tend to improve in competency. It was noticed that when the administration wants to pass a decision which might have effect on students, they are supposed to prepare the student body to receive it, without which rejection may erupt:

*Negotiation skill sometimes has been used, if a decision by school, which seemly may not be well with student. Whatever the school want to be done, is*



*communicated to the student council first and explained. What you want done and explained until the student council is satisfied that the decision is going to be good. And it should be seen as if it is their stand as they go to students. And when senior classes agree it is easy to convince others to agree.*

The respondent that is class teachers were asked, about their opinion on intrapersonal and interpersonal skills training to students' council leaders.

The intrapersonal and interpersonal skills training are a situation of give and take, and the students' council needs to accommodate the views of others. A class teacher pointed out; "I think we train students' council in the idea of give and take if they have different idea, they accommodate other views when different from their own."

The class teachers revealed that some students' council leadership does not know how to handle their emotion. And emotional skills should be taught to students' council leadership. A class teacher felt:

*Intrapersonal and interpersonal skills according to me are necessary. We have different kinds of personality in students' council leadership. Some of the students; council leaders do not know how to manage their emotions, they can get carried away with something; as you know this are few groups of students who are supposed to lead the rest, so to me intrapersonal and interpersonal skills is an area they need training.*

The class teachers were asked if training in intrapersonal and interpersonal skills are necessary and which area should be covered.

The class teachers agreed that intrapersonal and interpersonal skills are necessary in students' council leadership; to enhance their secondary school governance. The class teachers identified self-acceptance skill as lacking in students' council leadership and students' council leadership should be trained to first accept themselves. A class teacher pointed out:

*Aspect of self-acceptance is important. Leadership is about charisma and how you present yourself before others. If you can't accept yourself the way you are, definitely you can't please others. What comes out, first you should be self-pleasing. If you accept yourself, it doesn't mean you are less effective you*

*could be leader who does less of talking and more of action. Basically, in interpersonal skills, it begins with do you accept yourself.*

The class teachers were asked whether organization skills are necessary in students' council leadership and which areas of organization skills are required by students' council.

The class teachers gave similar responses, that organizational skills are necessary in students' council leadership to help them manage student body. The class teachers in focus group discussion identified planning, delegation of responsibility, recording of activities and minute taking writing meetings. A class teacher said that minute taking is taught in language subjects; but application of the same is not seen in students' council leadership. A class teacher pointed out that element of disorganization can be seen in their boxes in the dormitories. They are in a mess. Hence organizational skills should be taught. A class teacher in personal communication said:

*Organizational skills, some are taught in class, example is minute taking. When we look at students' council meeting, they do not have previous record, that shows that certain day they had a meeting. And organization within themselves, if you look at their boxes the way they are arranged, you will wonder if it's a student, it is in a mess, there training in organizational skills is necessary and will also help them conduct class meeting.*

Another class teacher personal communication stated that planning is a skill in organization.

*There should be planning as organizational skills, students' council should plan for example there is community work be done. It cannot be done unless, the students' council plan. They sit down and as their different classes or streams, the students are told where they will work and when. Teacher on duty will find it easy to find out which class has not performed their duty.*

#### **4.7 Discussion**

The demographic information obtained from the respondents indicated that there were more boys' schools than girls, mixed day and boarding and mixed day. In regards to gender the findings established that there were more boys than girls in the public schools that were sampled implying that the students' council was male dominated. This was attributed to the recent move that has seen efforts being put to empower the boy child who had been side-lined for long. As far as the Deputy Principals were concerned there were more male Deputy Principals than female teachers in the sampled school under study. Findings further indicated that there were more male Principals than female teachers in the sampled school under study.

The findings revealed that there were many students within the 16 – 18 years bracket who were in the student council. Students' responses were similar to that of the Deputy Principal and the Principal in so far as existence of the student council training. Academically the findings indicated that all the Deputy Principals and the Principals had undergone the requisite training and therefore they were able to handle matters related to the student council effectively.

For one to be a Deputy Principal or a Principal it is essential that they have the necessary teaching experience. This goes in line with the job group that they are in too. Findings indicate that the Deputy Principals and the Principals had a teaching experience of over 10 years which could have catapulted them to the administrative positions.

All the respondents were in agreement that there was existence of student council training in their schools. This implies that students' council were trained on how to provide leadership and coordinate the various activities of the students' council. As mentioned in the interview these activities included mentoring of the other students,

providing a link between the students and school administration and ensuring that discipline is maintained in school. These findings are in line with Robert, Dianna and Rich (2016) who gave a report on Students Leadership Skills Evaluation in Utah State USA in Elementary Schools. The report revealed that the program state funded training on leadership skills which improved communication skills amongst student council. The report indicated that students express themselves more clearly, speak in a group more confidently, and the teachers responded saying the program improved learning and develop skills in leadership. Earlier on Khalid (2015) in a study on Student leadership: Basic Skills and Appropriate Activities in Lebanon indicated the importance of teaching leadership skills to students from early age.

The first research objective sought to assess the students' council communication skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. Principals, Deputy Principals and Students felt a moderate need for training in lobbying skills. It was also established that Principals, Deputy Principals and students felt that there was high need for training in negotiation skills. This finding implies that student council representatives were privy of the importance of negotiation skills in schools. Having students from diverse backgrounds make school to be epicentres for many demands that may arise from students. This may include demands related to food, school games and entertainment to name but just a few. Therefore, through negotiation skills the student council representatives are aware that they will gain a lot thus the high need for training. This finding implies that Deputy Principals were aware of the importance of negotiation skills in schools. Deputy Principals are in charge of admission and therefore there are aware of the diverse nature of the students thus the need to have negotiation skills amongst the student council representatives. Generally, Principals will wish to have an environment that allows for negotiation rather than confrontation. They will prefer to

have talks on table with the students' council in the event that there is a misunderstanding. These findings are consistent with a study conducted by Wong (2017) on Communication habits and skills of adolescents studying in mainstream secondary schools in Hong Kong: a comparison of adolescents and speech language pathologists' perspectives, in China, used form three adolescent students as participants to respond to a questionnaire. The finding of the study revealed that adolescents tended to perceive communication skills that are related to empathy and addressee focused as relatively more important to daily communication.

Principals, Deputy Principals and students felt that there was high need for training in consensus building skills. These findings indicate that students' council representatives are aware of the modern trend of solving problems through consensus. Rather than students engaging in activities that may jeopardize management of schools in the name of airing their grievances the council is aware that consensus can be an alternative path way that averts such problem thus the high need of engaging in consensus. Deputy Principals are the patrons of these students' councils. They are therefore aware of the consensus that should be built relating to school discipline which is critical in school governance. A study by Wahed (2012) on effective communication of urban and rural school leaders in Egypt revealed that effective communication is the motivating force for any successful leader and key components of successful leadership are developed through effective communication. The study indicated that for school to achieve effective communication then there should be consensus building.

Principals, Deputy Principals and students felt that there was high need for training in how to handle difficult skill. These findings indicate that school may be experiencing difficult moments such as indiscipline and low performances in examination thus

warranting training on how to handle such situations. This finding is in line with Komba (2015) who investigated the perceived importance of communication skills course among university students: a Case of Two Universities in Tanzania. The study indicated communication course which should include training in difficult skills was important in the acquisition of communication skills needed in academics setting.

Finding regarding research question one indicated that Principals, Deputy Principals and students felt that there was high need for training on how to handle students with disabilities. In recent times there have been a higher number of students in the mainstream school who are physically challenged. This has exacerbated the need to have skills in handling them thus the high need as responded by the student council.

Regarding personality problems the study indicated that student's council representative were experiencing personality problems while linking the students' affairs with the school administration. This implies that some of the student council members were perhaps deceptive while conducting their roles as council leaders. Though the percentage amongst students was lower, the Principal and Deputy Principals percentages were higher suggesting that the students could be having personality problems. These findings are in line with an exploratory study conducted by Oliech (2018) on communication function of student governing council in administration of public secondary school: a case of Awendo Sub County in Kenya. The study revealed that the students' governing council receives and pass information from administration and teachers to students' body and from students' body to the administration and teachers and the main channel of communication is oral communication. The respondents said students' governing council has failed as they distort information; therefore, the study recommended that school administration should train student leaders on need for effective leadership and communication skills.

The second research question sought to identify the students, council intra – and inter personal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. The study showed that while students and Principals indicated that there was a moderate need for training in listening skills, Deputy Principals felt that there was a high need for training in listening skills. Being the link between the students and the school administration it becomes imperative that the students' council representatives develop acumen in listening to both ends of the hierarchy. This entails the students' council listening to the needs and desires of the students they govern and also the goals and targets that the school administration wishes to achieve. These findings are similar to a study by Tsikiti and Magagula (2019) which investigated leadership skills needed by high school prefects in the Manzini region of Eswatini/Swaziland. The study examined the leadership skills needed by high prefects. The finding indicated that majority of the respondents were of the view that prefects needed training in communication skills, listening skills to be able to execute their duties.

Team work was mentioned by majority of the Principals, Deputy Principals and students to be important thus the high need for training in team work. This finding implies that for school governance to be effective all organs in the school ought to work as one unit. The school council is one of the sub systems in school mandated to oversee the management of the school at the lower levels. Teamwork therefore becomes crucial in the effective and successful implementation of this task. Other than teaming up with other sub systems the school council needs to team work amongst them in order to perform this mandate. Similar sentiments were expressed by Ariratana, Sirisookslip and Ngang (2015) who investigated development of leadership soft skills among educational administrators in Thailand Malaysia. The findings revealed that the highest perception level of agreement on indicators used

was on development of interpersonal skills. The reviewed study was conducted with administrators and teachers unlike the current study where in addition to the administrators and teachers, students' leaders were used.

Principals, Deputy Principal and students felt that there was a high need for training in peer support skills. This finding implies that for school governance to be effective all the students' council representatives ought to be brought on board. It is useful to argue that peer support is critical in school governance because some of the student council representatives may be inexperienced and thereby need peer support and mentorship. This occurs in newly formed students' council that comprises of students' leaders who may have been elected for the first time in the council. Literature indicates that peer support is one of the interpersonal elements. This is evident in a study done by Sharma, Mangal and Mishra (2017) on intrapersonal awareness and interpersonal awareness stimulates intrapersonal management and interpersonal management in District Faridabad India. Findings revealed that intrapersonal management skills and interpersonal management skills are stimulated by intrapersonal awareness and interpersonal awareness. The study further recommended that early interventions that involve intrapersonal awareness and interpersonal awareness can be learnt and taught in any classroom.

Though majority of the students felt that there was a moderate need for training in anti-bullying skills Deputy Principals and Principals felt that there was a high need. These findings may be attributed to the fact that bullying is a sensitive matter that is discussed in low tones among students for fear of retribution. This probably explains why students were rating the moderate rather the high rating as scored by the Principals and Deputy Principals. Besides there may be low levels of bullying in schools making the students see no need to prioritize the training.



Regarding training on peer mentorship skills majority of the respondents felt that there was a high need for training in peer mentorship skills. As indicated earlier on peer support it is critical to do mentoring on the young inexperienced student council. The established and experienced students' council also needs skills on how they should offer mentorship to the young ones as they themselves are also mentored by the teachers.

The third research question sought to investigate the students' council organization skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County. Findings indicated that majority of the student councils organized activities that were related to the offices they held in school. This implies that the student council may need training related to organization of activities that are needed in school governance. This was indicated in the responses regarding training in meeting organizational skills in which students indicated moderate need for training in meeting organizational skills. The finding implies that possibly the SGC had prior training in organizational skills. This may be attributed to other related activities in school that requires students to be organized such as bed making and spreading, put on clean and appropriate uniform. These findings are similar to Gee (2017) study which explored organization skills intervention for improving executive functioning skills within a gifted population: an action research study. USA. The findings revealed that when students participate in intervention increase in organizational skills and collaboration between teachers and students.

Though finding indicated that, majority of the students felt that there was a moderate need for training in meeting organizational skills, Principals and Deputy Principals felt a high need for training in meeting organizational skills. The finding implies that possibly the SGC had prior training in organizational skills. This may be attributed to other related activities in school that requires students to be organized such as bed

making and spreading, put on clean and appropriate uniform. These findings are in line with Olaleye (2013) who conducted a study on principals organizational and management and students' academic achievement in secondary schools in Ekiti state in Nigeria. The finding revealed that Principal's organizational skills have implication on students' academic achievements. Principals' organizational skills that influenced high academic performance of students in secondary school included checking of teachers and students academic work eradicate cheating among students, encourage syllabus coverage, organized remedial teaching in schools, and briefing teachers on performance of students. Though this study used Principals as respondent the current study feels that the same may apply with the SGC because they are both in leadership positions that requires organizational skills.

All the respondents felt that there was a high need for training in drawing SGC constitution skills. The finding implies that constitution is very important in the organization of school governance. This is because the constitution binds the school together and gives the direction that the school ought to follow. Results also indicated that all respondent felt that training in protocol skills was regarded highly.

Culture is critical as far as school governance is concerned. This is confirmed by the high need that respondent indicated. Culture dictates how the school is to be managed and thereby the ultimate performance of the school. Owing to this magnanimous role of culture, SGC felt the great need to be trained in skills related to school culture. Much of what goes on in school is dictated by the school culture thus the importance of having the appropriate skills. Finding indicated that minute writing skills was highly recommended.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The findings in chapter four are further discussed and summarized to shape up the major findings of the study in relation to the research objectives. The conclusions are drawn based on the findings in order to answer the objectives of the study and thereafter provide recommendations on what should be adopted as training needs of the SGC.

#### **5.1 Summary of the Findings**

To explain the assessment of training needs of the students' council in school governance in secondary school in Bondo Sub County, three thematic issues were analyzed based on the objectives of the study. These aspects included: communications skills, intrapersonal and interpersonal skills necessary in school governance and organizational skills necessary in school governance. These aspects are indicated in the following research objectives: -

- i) Examine perceptions on SGC on communication skills necessary in governance of public secondary schools within Bondo Sub-County in Siaya County, Kenya.
- ii) Determine perceptions on SGC on the students' council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub-County in Siaya County, Kenya.
- iii) Assess perceptions on SGC on organizational skills necessary in governance of public secondary schools within Bondo Sub-County in Siaya County, Kenya.

### **5.1.1 Communication Skills**

Communication skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya as the study found out entailed lobbying skills, negotiation skills, consensus building skills, handling of difficult students and training on how to handle students with disabilities. Respondents who included Principals, Deputy Principals and student councils indicated a high need for training in these skills in order to improve school governance.

### **5.1.2 Intrapersonal and Interpersonal skills**

Students' council experienced personality problems while linking the students' affairs with the school administration. Owing to this it was imperative that students, be trained in council intrapersonal and interpersonal skills necessary in governance of public secondary schools within Bondo Sub County in Siaya County, Kenya. These skills according to the study were to entail listening skills, team work, peer support skills, anti-bullying skills and peer mentorship skills.

Respondents who included Principals, Deputy Principals and students indicated a high need for training in these skills in order to improve school governance

### **5.1.3 Organizational Skills**

Student councils organized activities that were related to the offices they held in school. Training in meeting organizational skills, drawing student council constitution skills, school culture skills and minute writing skills were highly recommended the respondents.

## **5.2 Conclusion**

The purpose of the study was to assess training needs of SGC in public secondary school in Bondo Sub-County in Siaya County. The study was conducted in Bondo Sub County and was guided by functional leadership theory. Three objectives were set up

so as to achieve the stated purpose. Several conclusions emerged from the study based on the objectives of the study.

Communication skills are essential in the students' council as they aid the students' council representatives in carrying out their mandate that includes linking the students with the school administration. Lobbying skills, negotiation skills, consensus building skills, handling of difficult and training on how to handle students with disabilities were highly regarded for training.

The study further concludes students' council were faced with personal problems as they performed their duties. Therefore, the intrapersonal and interpersonal skills were cited to be essential in solving such personal challenges that could arise. Listening skills, team work, peer support skills, anti-bullying skills and peer mentorship skills were amongst the skills that were needed to enhance the intrapersonal and interpersonal skills.

It's very important the student councils had a secretariat that runs the activities of the students' council in school. As such the respondents were of the view that skills related to organization such as drawing student council constitution skills, school culture skills and minute writing skills were pertinent.

### **5.3 Recommendations**

Based on this research, the following recommendations are suggested

Since training is imperative in equipping student leaders with skills such as communication, intrapersonal and interpersonal and organizational skills, it ought to be well structured, planned and offered more regularly. Regular trainings at least once in a year should be conducted in order to sharpen the communication skills, intrapersonal and interpersonal skills and organizational skills for the students' council. The training should be done from the school level, local level, regional level

and national level. Institutions such as Ministry of Education, County Governments and Media Corporations should be engaged to oversee such trainings. By so doing the student council will be able to interact with other councils and share their experiences in the leadership roles.

A curriculum of intensive training of student council leaders should be developed by Kenya Institute of Curriculum Development (KICD) and implemented in schools to enable them resolve conflicts, perform their duties with ease, comfortably and effectively. Both formal and informal training should be offered to induct the student councillors to leadership. Moreover the Principals and the B.O.M should strive to address the challenges enumerated by the student councillors in their respective schools if the student councils are to develop these skills.

The study also recommends that more skills such as leadership skills that encompass self-awareness should be designed and incorporated into in the students' council training. Conflict management and first aid skills that include skills in handling emergencies such as the Covid 19 pandemic should also be enhanced.

#### **5.4 Areas for Further Research**

During the research it was noted that, only few studies exist that attempt to address to assess training needs of the students' council in school governance in Bondo Sub-County in Siaya County. In view of this the following are recommended for further research.

A research on the challenges facing students councils should be carried out so as to know which areas the students should be trained.

Given that this study dwelled on only public secondary schools in Bondo Sub-County, a similar study in other Sub-Counties in the country could be important for comparison purposes.

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## APPENDICES

### Appendix I: Questionnaire for Student Council Leaders

Dear Respondent,

I am a student at Jaramogi Oginga Odinga University of Science and Technology (JOUST), pursuing master of education in educational administration and management. I am conducting research on **An Assessment of Training Needs of Student Governing Councils in Public Secondary Schools; A Case of Bondo Sub-County in Siaya County, Kenya**. This questionnaire is designed to gather general information about you and establish training needs of student council to enhance school governance in Bondo sub-county Siaya County Kenya. Please be frank and honest in your responses. All information will be treated with utmost confidentiality and used to improve governance in secondary education. Your cooperation in completing this questionnaire is highly appreciated.

#### **SECTION A; STUDENT'S DEMOGRAPHIC INFORMATION.**

INSTRUCTION; Please place a tick [] on the items that apply to you.

1. Type of school.

a) Girls boarding                       b) Boys boarding

c) Mixed day and boarding

2. Your gender            a) Male                       b) Female

3. In which form are you

a) One                                       b) Two

c) Three                                       d) Four

4. How old are you

a) Below 13 years                                       b) 14 – 15 years

c) 16 – 18years                                       d) Above 18 years

5. Do student council training exist in your school? a) Yes  b) No

#### **SECTION B; COMMUNICATION SKILLS STUDENT COUNCIL NEEDS IN SCHOOL GOVERNANCE.**

6. Please complete table 1 below. Indicate by use of a tick [] in the relevant column whether there is no need for training, low need for training, moderate need for training, high need for training or not applicable to student council.

Table 1

	Communication skills	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to SC
a.	Training in lobby skills					
b.	Training in negotiation skills.					
c.	Training in consensus building skills.					
d.	Training on how to handle difficult students.					
e.	Training on how to handle students with disabilities.					

**SECTION C: INTRA-AND INTER PERSONAL SKILLS STUDENT COUNCIL NEEDS IN SCHOOL GOVERNANCE.**

7. Do student council experience personality problems in handling students and relating with the school administration? a) Yes [ ] b) No [ ]

8. Please complete table 2 below. Indicate by use of a tick [√] in the relevant column whether there is no need for training, low need for training, moderate need for training, high need for training or not applicable to student council.

Table 2

	Intrapersonal and interpersonal skills	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to SC
a.	Training in listening skills					
b.	Training in teamwork skills.					
c.	Training in peer support skills					
d.	Training in antibullying skills.					
e.	Training on peer mentorship skills.					

**SECTION D: ORGANIZATIONAL SKILLS STUDENT COUNCIL NEEDS IN SCHOOL GOVERNANCE.**

9. Do the students' council organize their activities in terms of their offices?

Yes [ ]                      b) No [ ]

10. Please complete table 3 below. Indicate by use of a tick [√] in the relevant column whether there is no need for training, low need for training, moderate need for training, high need for training or not applicable to student council.

Table 3

	Organizational skills	No need for training	Low need for training	Moderate need for training	High need for training	Not applicable to SC
a.	Training in meeting organization skills					
b.	Training in drawing student council constitution skills					
c.	Training in protocol skills.					
d.	Training in culture of school skills.					
e.	Training on minute writing skills.					



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**SECTION D: ORGANIZATIONAL SKILLS STUDENT COUNCIL NEEDS IN SCHOOL GOVERNANCE.**

9. Do the students' council organize their activities in terms of their offices?

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b.	Training in drawing student council constitution skills					
c.	Training in protocol skills.					
d.	Training in culture of school skills..					
e.	Training on minute writing skills.					

#### **Appendix IV: Interview Schedule**

The interview will be for a study on training needs of the students' council in school governance, a case study of Bondo sub-county in Siaya County. The information which will be provided will be treated confidentially and will not be used for any other purpose other than for the research study.

1. Have your school adopted the student council governance system.
2. In your opinion, what are some of the students' council roles in secondary school governance?
3. Do you agree that student council need training in communication skills? Which communication skills may be needed?
4. What are some of personality problems experienced by student council in relating with school administration and in handling other students?
5. Which are the needed areas in intra- and inter- personal skills training to our student council?
6. How do student council organize their activities in school?
7. Which areas of activities organization need training to improve student council organizational skills?
8. In your in opinion, how would student council training in governance make them effective in improving school governance?
9. What policy guidelines would you recommend for student council training in secondary school governance?



## Appendix VI: Informed Consent/Assent Form

**STUDENT RESEARCHER:** OCHWANGU STEPHEN ODUOR  
**TITLE OF STUDY:** AN ASSESSMENT OF TRAINING NEEDS OF STUDENT GOVERNING COUNCILS IN PUBLIC SECONDARY SCHOOLS; A CASE OF BONDO SUB-COUNTY IN SIAYA COUNTY; KENYA.

I am asking for your voluntary participation in my research study. Please read the following information about the study. If you would like to participate, please indicate in the appropriate box below.

**PURPOSE OF THE PROJECT:** To assess the training needs for students' council in schools governance in Bondo sub-county in Siaya County in Kenya.

**IF YOU PARTICIPATE, YOU WILL BE ASKED TO:** Answer a questionnaire or be interviewed or participate in a focus group discussion.

**TIME REQUIRED FOR PARTICIPATION:** 3 hours.

### **RISKS:**

Breach of confidentiality through handling sensitive information.

### **BENEFITS:**

Maintain harmony in public secondary schools.  
No loss to schools' properties due to unrest.

### **HOW CONFIDENTIALITY WILL BE MAINTAINED:**

Securely store collected data.  
The identity of subjects will not be released.  
Confidentiality rule in Kenya will be adhered to.  
Personal data will be processed securely, accurately and trustworthily.  
Coding system of data will be used to protect subject identity.

If you have any questions about this study, feel free to contact: Principle Investigator OCHWANGU STEPHEN ODUOR 0721433018  
Adult Sponsor: \_\_\_\_\_ Phone/email: \_\_\_\_\_

### **VOLUNTARY PARTICIPATION:**

Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at anytime and you may decide not to answer any specific question.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent/assent to participate or permission for my child to participate.

Adult informed consent or minor assent      Date: .....

Printed name of Research subject: .....Signature: .....

Parent/Guardian Permission(if applicable)      Date: .....

Parent /Guardian Printed Name: ..... Signature: .....

## Appendix VII: Board of Postgraduate Studies Authorisation Letter



### JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY

BOARD OF POSTGRADUATE STUDIES

Office of the Director

Tel. 057-2501804

Email: [bps@jooust.ac.ke](mailto:bps@jooust.ac.ke)

P.O. BOX 210 - 40601

BONDO

Our Ref: E151/4087/2013

Date: 10<sup>th</sup> March 2021

#### TO WHOM IT MAY CONCERN

#### RE: OCHWANGU STEPHEN ODUOR – E151/4087/2013

The above person is a bonafide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education, Humanities & Social Sciences pursuing Master of Education in Educational Administration and Management. He has been authorized by the University to undertake research on the topic: *"An Assessment of Training Needs of the Students' Governing Council in Public Secondary School Administration, A Case of Bondo Sub-County in Siaya County in Kenya"*.

Any assistance accorded him shall be appreciated.

Thank you.

Prof. Dennis Ochuodho

DIRECTOR, BOARD OF POSTGRADUATE STUDIES



## Appendix VIII: Approval from Ethics Review Committee



**JARAMOGI OGINGA ODINGA  
UNIVERSITY OF SCIENCE AND TECHNOLOGY  
DIVISION OF RESEARCH, INNOVATION AND OUTREACH  
JOOUST-ETHICS REVIEW OFFICE**

Tel: 057-2501804  
Email: [erc@jooust.ac.ke](mailto:erc@jooust.ac.ke)  
Website: [www.jooust.ac.ke](http://www.jooust.ac.ke)

P.O. BOX 210 - 40601  
BONDO

**OUR REF: JOOUST/DVC-RIO/ERC/E3**

29<sup>th</sup> June, 2021

Stephen Oduor Ochwangu  
E151/4087/2013  
JOOUST

Dear Mr. Ochwangu,

**RE: APPROVAL TO CONDUCT RESEARCH TITLED "AN ASSESSMENT OF TRAINING NEEDS OF THE STUDENTS GOVERNING COUNCIL IN PUBLIC SECONDARY SCHOOL ADMINISTRATION. A CASE OF BONDO SUB-COUNTY IN SIAYA COUNTY IN KENYA"**

This is to inform you that JOOUST ERC has reviewed and approved your above research proposal. Your application approval number is **ERC/22/6/21-3**. The approval period is from 29<sup>th</sup> June, 2021 – 28<sup>th</sup> June, 2022.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations and violations) are submitted for review and approval by JOOUST IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to NACOSTI IERC within 72 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks of affected safety or welfare of study participants and others or affect the integrity of the research must be reported to NACOSTI IERC within 72 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to JOOUST IERC.

Prior to commencing your study, you will be expected to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Prof. Francis Anga'wa  
**Chairman, JOOUST ERC**

Copy to: Deputy Vice-Chancellor, RIO    Director, BPS    Dean, SEHSS

erc@jooust.ac.ke

**Appendix IX: Research Authorization From Bondo Sub-County Director Of Education.**



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
**State Department of Education**

Telegrams "EDUC"; Bondo

**Telefax (057) 520076**  
E-mail: [deobondo580@gmail.com](mailto:deobondo580@gmail.com)  
*When replying please quote*

**Sub County Director of Education**  
**Bondo Sub County**  
**P.O. BOX 380 - 40601**  
**BONDO**

Ref: EBD/DEO/120/1/175

Date: 7<sup>th</sup> May, 2021

To  
All principals  
**BONDO SUB COUNTY**

**REF: RESEARCH AUTHORIZATION : - OCHWANGU STEPHEN ODUOR – ADM**  
**NO. E151/4087/2013**

The person named above is from Jaramogi Oginga Odinga University Of Science and Technology. He has been authorized to visit your school and carry out research on "An Assessment of Training Needs of the students Governing Council in Public Secondary School Administration, A case of Bondo sub – County in Siaya County in Kenya".

Kindly give him the necessary assistance that he may require to complete his research successfully



For: SUB – COUNTY DIRECTOR OF EDUCATION  
**BONDO SUB – COUNTY.**

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# Appendix X: Research License from NACOSTI

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **718670** Date of Issue: **24/July/2021**

**RESEARCH LICENSE**



**This is to Certify that Mr.. STEPHEN ODUOR OCHWANGU of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research in Siaya on the topic: AN ASSESSMENT OF TRAINING NEEDS OF THE STUDENTS GOVERNING COUNCIL IN PUBLIC SECONDARY SCHOOL ADMINISTRATION. A CASE BONDO SUB-COUNTY IN SIAYA COUNTY IN KENYA. for the period ending : 24/July/2022.**

License No: **NACOSTI/P/21/11948**

Applicant Identification Number  
**718670**

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

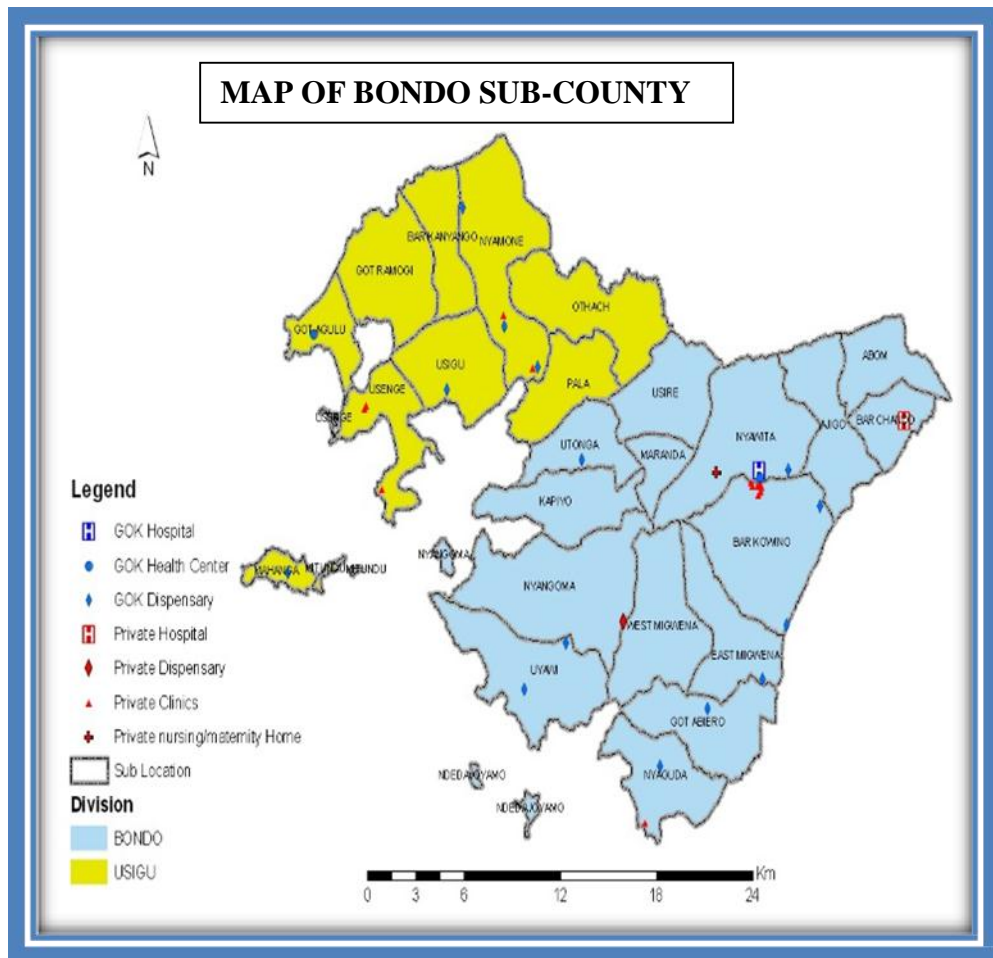
Verification QR Code



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Scan the QR Code using QR scanner application.**



## Appendix XI: Map of Bondo Sub County



Source: Researcher