

Participation Of Student Councils In Communication To Enhance Effective Management Of Secondary Schools In Nyeri County, Kenya

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Abstract: School management is the exercise of power and authority to achieve set educational goals. In secondary schools, the students play a crucial role through the student leaders in complementing the school administration to enhance effective management. However following persistent student unrest in secondary schools in Kenya the Ministry of Education (MOE) reformed the student leadership from prefects who are appointed by teachers to student councils that are democratically elected by students. The study was conducted in Nyeri County of Kenya. It adopted a casual-comparative research design. The study was conducted in 24 boys and girls public boarding secondary schools that were identified using purposive sampling. The target population was 10,387 subjects that comprised of members of the student council, teachers, students and deputy principals. Using a purposive sampling technique 192 members of the student council was sampled to participate in the study. A simple random sampling technique was used to select 144 Form Three students in public boarding secondary schools to participate in the study. Using a purposive sampling technique 24 Form Three class teacher and 24 deputy principals were sampled to participate in the study. To ascertain reliability the instruments were pilot tested in two non co-educational public boarding secondary schools in Kirinyaga County. The reliability coefficient was estimated using Cronbach coefficient alpha. A coefficient value of 0.865 and was obtained from all research instruments. Data was analyzed using Statistical Package for Social Sciences version 21 for Windows. Hypotheses were tested using t-test and multiple regression (r^2) statistics at $\alpha = 0.05$ significance level. The study established that the student councils do not enhance effective communication in management of non co-educational secondary schools.

Keywords: Communication, Non co-education, management

I. INTRODUCTION

Management ensures that the standards set in an organization for acquisition of raw materials, production process and dispensing of finished products is sustained (Drucker, 2008). Education management ensures that the human, financial and physical resources of a school are utilized for the realization of defined goals (Weihrich, Cannice, Koontz, 2008). The goals of education are designed to provide learners with relevant knowledge, skills and

attitudes (Tableman, 2004). To realize these goals, education stakeholders ensures that there is effective planning, organizing, staffing, directing and controlling of both physical and human resources (Hoy & Miskel, 2001).

The management of secondary school is the responsibility of stakeholders (Black & Walsh, 2009). In Kenya education stakeholders include the Ministry of Education (MOE), the Board of Management (BOM), the school administration, Parent Association (PA), teaching and support staff, and student leaders (Republic of Kenya, 1999). The role of the

stake holders' responsibility is to ensure that the curriculum, finances, human resources and the physical facilities are well managed in a school (Republic of Kenya, 2015). The school management then ensures that the internal management structure undertakes the necessary planning, implementation accompanied by a thorough monitoring and evaluation process to ensure that the ultimate goal of quality education for the children is realized (Wango, 2009). The school management also makes maximum benefit of the feedback they receive from the monitoring and evaluation process to fill gaps found for continuous improvement of the school (Hoy & Miskel, 2001). That implies that all stake holders are critical in enhancing the effectiveness of every institution.

The recognition of student leaders as critical stake holders is founded on their specific engagement, assignment and delegation of duties geared towards the effectiveness of the school management (Wango, 2009). The specific engagement of the student leaders' raises the self esteem enhances dissemination of ideals of diligence, fairness, peace and harmony to the students who form the fabric of a good society in the future (Kamuri, 2014). Student leadership therefore is an invaluable asset to the management of educational institutions (Stokes & Turnbull, 2008). Effective student leadership in secondary school management therefore is engaged in planning, organizing, directing and controlling students to conform to the school daily program (Gatabu, 2011). Internationally two models of student leadership are practiced in secondary school are the prefects who are appointed by teachers and student councils who are elected by students (Kelsey, 2011). However, irrespective of the model of student leadership, the expectation is to get a leader who could guide, direct and help the other students to reap the best of the affective, cognitive and psychomotor knowledge a school can offer.

The prefect system which is the precursor of the student councils was borrowed from the Roman system of government by the British government and customized for young leaders in the learning institutions. In British schools the prefects enjoyed trustee-type authority over other students in the absence of the teachers (Keogh & Whyte, 2005). The prefects system was introduced in Kenya during the British colonial education (Sifuna & Otiende 1994). Prefects were appointed from among the students who portrayed outstanding leadership in self-discipline, respect, obedience, creativity and good academic performance (MOEST, 2001). According to the MOE (1987) the prefects roles were to assist teachers manage student's daily routine, assist in the management of student discipline, perform leadership responsibility in a section of the school such as house captain and attending regular prefects meeting convened by the deputy head teacher.

According to Griffins (1996) the prefects were successful in day-to-day management of student discipline, academic and non academic activities leaving the teachers to concentrate on pedagogical duties. However the assertion that the prefects' leadership was a successful did not apply to all secondary schools. Indeed, complaints had reached the stakeholders in education recommended that the prefects system needed reforms because due to unfairness in handling discipline to the students (MOE, 2008). Besides, persistent student unrests in secondary schools were partly blamed on the prefects'

inability to mentor, inspire and lead student in the event of conflicts between the students and the school management (Republic of Kenya, 2009). In response, the Ministry of Education (MOE), in collaboration with United Nations Children Education Fund (UNICEF) and Kenya Secondary Schools' Heads Association (KSSHA) mooted the Student Council (SC) concept where an autonomous team of Student Council Leaders (SCLs) were proposed to replace the prefects to enhance effective management of student in secondary schools (KSSHA/UNICEF, 2010). The MOE approval that secondary schools establish SC was a relief to students and teachers who were unsatisfied with the prefects.

In Kenya the MOE designed the student council as a representative structure through which students would partners with other stakeholders to enhance effective school management (KSSHA/UNICEF, 2010). The student councils were expected to assist teachers to enhance effective communication between the students and the school administration and in the process effective school management, by eradicating student unrests and enhance individual academic achievement and realization of educational goals (UNICEF, 2010). All secondary schools had a two years grace period from 2009 by MOE to implement the student councils policy. The student councils were implemented with enthusiasm in secondary schools that by the beginning of 2012, 77% of schools had transited from the prefects' student leadership to student councils leadership (Tirop, 2012).

The establishment of student councils created democratic space among the students that was associated with relative peace that was marked by decline in student unrest from a high prevalence of 7.4% in 2008 to a low of 0.4% in 2011 in secondary schools in Kenya (Tirop, 2012). However, in year 2013, 0.49% of all secondary schools in Kenyans were affected by student unrests that were largely associated with arson attacks (Republic of Kenya, 2014). In 2015 the situation was worse as about 1% of secondary schools in Kenya were swept by a wave of student unrest (Masese, 2015). Indeed by 2016 student unrest had become a concern to education stakeholders almost as it was when the student councils were being formed in 2009, with a magnitude of 1.9% of all secondary schools in Kenya (Menya, 2011). It was of greater concern that the unprecedented student unrests were associated with arson, death, attack on teachers and students and massive destruction of property that was taking place in total disregard of student councils efforts of enhancing effective management of secondary schools (Arunga, 2016). That therefore becomes the basis of need to investigate the effectiveness of student councils participation in communication to enhancing effective school management.

II. STATEMENT OF THE PROBLEM

Effective student leadership is an indicator of dynamics school management that is noticed when leaders' participate in their respective roles to enhance institutional management. In addition effective student leadership is valuable for the improvement of schooling and protection of the rights of young people in general. Participation of students in schools

leadership incubates the leadership necessary for transformation of the society and world communities at large. The introduction of student councils in secondary student leadership was expected to revolutionaries student management of secondary schools by enhancing effective communication between the students and the school administration. Besides, the introduction of elected student councils was expected to eradicate student unrests in public secondary schools. However the rising cases of student unrests in secondary schools in Kenya had put into question the effectiveness of student councils in enhancing school management through effective communication. This study therefore sought to determine whether student councils communication enhances effective management of public boarding secondary schools.

OBJECTIVE

To determine whether participation of student councils in effective communication to enhance management of non co-educational public boarding secondary schools

HYPOTHESES

H₀1: There is no statistical significant difference between student councils participation in effective communication to enhance management of non co-educational public boarding secondary schools.

SIGNIFICANCE OF THE STUDY

The study has provided empirical information on the participation of student councils role in enhancing effective communication between teachers, students and school administration in management of boys' and girls' public boarding secondary schools. The information got from this study is useful to policy makers in the MOE interested in knowledge on participation of student councils in enhancing effective communication in the management of boys' and girls' public boarding secondary schools. The findings of this study also provide deep information to field officers in the MOE, principals and deputy principals, teachers and student of secondary schools on effective participation of student councils in the management of public boarding secondary schools.

III. LITRATURE REVIEW

The reforms in education management engineered to embrace more participation of students in the leadership of secondary schools student intended to replace the autocratic prefects system with an open, democratic and responsible student councils started in earnest in 1920's in USA (Cunningham, 2000). According to Dockrell (2004) student councils have been established in British, European and Asian secondary schools and are also fast spreading in Africa. The republic of Ireland has a union of secondary student councils formed in 2001, while Norway the law requires that all schools to set up student councils elected by the students

(Critchley, 2003). In Kenya student councils were introduced in secondary schools in 2009 to help the MOE arrest the menace of student unrests (KESSHA (2010).

School provides a unique opportunity for students to quire and practice knowledge, skills and attitudes in the management through student leadership (Huddleston, 2007). According to Leithwood, Louis, Anderson, and Wahlstrom, (2004), student leadership is exercise power by students over the other students by setting goals, giving direction, establishing interpersonal influence and motivation geared towards accomplishment of planned goals for the benefit of all students. Betts (2000) identifies four possible student leadership styles as dictatorial which uses fear, authoritative where directions are given and compliance expected, dogmatic where power is exerted by giving rewards and punishment to the students and laissez-faire where the student leader allows a high level of independence for students to choose what they want to do. The application of these leadership styles by the student leaders where necessary contributes to effective school management.

Effective student leadership practices in secondary schools include setting goals, giving direction, and taking actions where necessary to realize effective school management (Kamuri, 2014). The principal is monumental in facilitating the student council participation in school management in terms of financial, infrastructural and moral support (Ouya & Mweseli, 2000). In that regard the principal is often the patron of the student councils welfare and provides them with social needs like motivation, technical needs like training and physical needs such as offices (Sitati, 2010). In the school management, the deputy principal is by designation responsible of the student council (MOE, 2000). Therefore, the deputy principal attends the student council meetings and gives them direction and guidance in line with the school vision, culture and regulations. Next in the school management strata are heads of department who have direct interaction with student council members in their designated departments. These departments include boarding, sports, health, environment and academics depending on the school management structure (Kamuri, 2014). The student council members in the respective departments plan, direct, coordinate and supervise student's activities for the common good of all in the school. At base of the school student council structure are the class masters who are assisted to manage the class by the class secretary. The class masters ensures through the class secretary that the classes are quiet, orderly, and clean and the teaching and learning equipment and materials in the class are safe (Republic of Kenya, 2013).

Students join secondary schools, while endowed with leadership potential that the school administration should identify, nurture and exploit for the benefit of the whole school (Otieno, 2006). To achieve that the school management must build the student leadership capacity, strengthen the school culture, modify the student leadership structures and build a student leadership collaborative processes for the benefit of the school and individual. In Kenya the school management provides student leadership opportunities in student welfare, boarding, accommodation, sports, health, environment and academics depending on the school management needs (Karanja, 2011). The success of student

leadership in the leadership opportunities available in the school are displayed by intelligence, perceptions, ideas, beliefs, values, experiences and knowledge that are embraced in the school culture (Sergiovanni, 1999).

The school management should ensure that the student councils are motivated and enthusiastic to lead and influence other students to perform tasks, give service, assist groups and participate in team-works that promote opportunities for servant leadership in the school (Truss, 2006). The school management should help, guide, direct, supervise and encourage team-work among students' leaders and guard them against over-stepping their mandate (KESSHA, 2010).

The school management should also facilitate the holding of student council elections every year and ensure the entire process is democratic for the student leaders to get popular candidates elected (UNICEF, 2010). However despite the various student management challenges facing public boarding secondary schools, student councils have been entrenched in secondary school management in Kenya. As a result therefore, this study determined the effectiveness of the participation of student councils in enhancing effective communication the management of public non coeducational boarding secondary schools in Nyeri County.

IV. PARTICIPATION IN ENHANCING COMMUNICATION

Effective communication refers to passing of information which is free from bias that helps people improve in teamwork, decision making without causing conflicts or destroying trust (Cunningham, 2000). Communication from the student council to the school administration and vice versa is necessary for effective management of secondary school (Botti, 2010). Communication plays a major role in participation of student council in the management of schools all over the world. In Singapore, secondary schools student councils are the mediums of communication between the students and the school administration (Fletcher, 2005). In USA, Canada and India, secondary schools have a student council communication committee which receives, evaluates and presents student issues to the school management. The student council communication committee presents the students expectations to the school management in written form for further consultation, consideration and approval (Woods & Cribbs, 2001).

In Kenya the student council is the communication link between the school administration and the students (Wango, 2009). According to Murage (2014), the student council should meet regularly to receive issues from the students and presents them in verbal or written form to the school management (MOE, 2010). Student council must listen to students and the school administration to effectively communicate appropriately (Mckenzi & Rutto, 2008). The entertainment secretary should report any breakdown of equipments and follow up the repairs before the next student entertainment session (Otieno, 2010). The environment secretary should maintain an updated record of all cleaning implements, report breakages, losses and leakages to the school management (Murage, 2014). According to Kamuri (2014), the chairman

of the student council should report to the school management any matter that could compromise the security and safety of the other students such as power failure, water shortage and theft. The student welfare secretary should identify needy students and recommend them for assistance, designate venues for meeting of various clubs and societies in the school and report the underperforming clubs and societies with view of revamping them (Otieno, 2010).

However, the concern has been that the information from the student councils often reached the school administration when late or never at all (KESSHA/UNICEF, 2013). In some schools the management has not established avenues for students to express their concerns (MOE, 2015). Indimuli (2012) had also established that often the school administration does not act fast on information from the student council. However, in his Handbook for the Student Councils, Kamuri (2014) warned the school administration against being insensitive to negative information they receive from the student councils and should confide with them on student management issues and possible solutions.

Besides, Waweru (2008) submitted that effective student councils communication to the school management reduces student distress and unrests in secondary school. As well, studies conducted by Kinyua (2015) in Kirinyaga East established that the flow information from the student council members to the school administration is effective when the source is kept confidential. In this study the researcher will establish the effectiveness of student councils in enhancing effective communication between students and the administration in girls and boys in management of public boarding secondary schools.

V. CONCEPTUAL FRAMEWORK

In the conceptual framework, student leadership that present the student councils is the independent variable while participation in the management of public boarding secondary schools is the dependant variable.

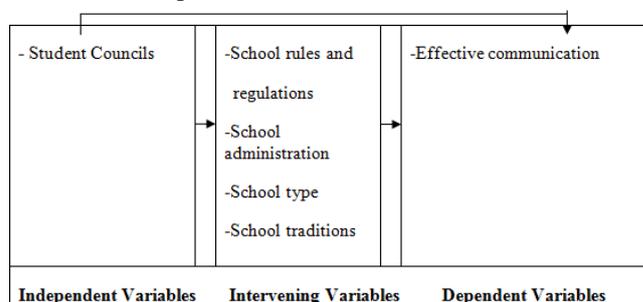


Figure 1: Conceptual framework showing participation of student councils in enhancing effective communication in the management of public boarding secondary school

VI. RESEARCH DESIGN

This study used the causal-comparative research design because the researcher wanted to compare the relationships between variables and determining the current status of the phenomenon under study without manipulation of variables In

that regard the comparison between student councils in boys' and girls' public boarding secondary schools in effective communication. The casual-comparative research design was chosen for this study because it allowed comparison of the current status of the participation of student councils in enhancing effective communication in non co-educational public boarding secondary schools.

SAMPLING PROCEDURES AND SAMPLES SIZE

This study comprised 384 participants drawn from a sampling frame of 10387 from Nyeri County in Kenya. Using a purposive sample of 144 Form three students, 192 student council members, 24 Form three class teachers and 24 deputy principals were sampled to participate in the study.

DATA ANALYSIS

The researcher recorded, coded and organized the data for analyses using both descriptive and inferential statistics. Computations were made for the data using the Statistical Package for Social Sciences (SPSS) version 21 for windows. The descriptive statistics used were frequencies and percentages. Statistical tests of significance were determined using independent sample t-test to test hypotheses at $\alpha = 0.05$ level of significance and regression.

VII. RESULTS AND DISCUSSION

The study sought to determine whether there is any significant difference in the participation of student council in communication to enhance management of public boys' and girls' boarding secondary schools. The respondents included the student council, Form Three students, Form three class teachers and deputy principals. Their responses were analyzed and presented in Table 1

Response on SC participation in communication	SA	A	U	D	SD
SC listen to students' issues	10	10	3	42	35
SC record students' challenges	14	14	11	38	23
SC present challenges to administration	5	6	5	41	43
SC consult other students	11	14	7	39	29
SC present feedback to the students	8	13	7	40	32
SC are trusted by students	16	15	16	30	23
SC shape the opinion of administration	8	11	15	37	29
SC are factual and truthful	18	15	16	30	21
SC give timely communication	16	16	19	29	20
SC are trusted by school administration	31	13	20	21	15
Mean	14%	13%	12%	34%	27%

Table 1: Participants Response on SC Participation in Effective Communication

Table 1 presents the results of respondents on the participation of student councils in effective communication to enhance management of schools. The results indicate that the 27% of the respondents agreed that the student council is effective in communication. The results also show that 61% of the respondents disagreed that the student council are effective in communication to enhance management of schools. Figure 6

indicate the percentage distribution of responses on effective communication.

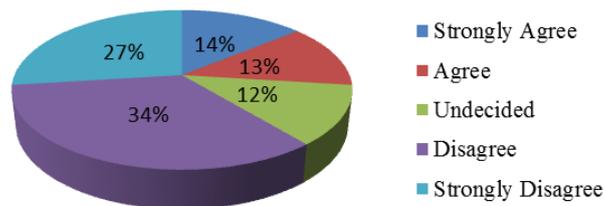


Figure 2: Distribution of Responses on Effective Communication

The data in figure 2 indicates that 12% of the respondents were undecided while 61% disagreed and only 27% were positive that student council participates in effective communication to enhance management. The results in Table 22 present response of student council members who responded on their participation in effective communication to enhance management of public boarding secondary schools presents a mean of 1.94 and a SD of 1.09. According to the results, the student council is perfect in presenting students' challenges in the school administration (mean of 2.65 and a SD of 0.71) and recording students' challenges (mean 2.32 and a SD of 0.29). The student council also gives factual information to the school administration (mean 2.14 and a SD, 0.2). However, the student council was not trustworthy to students' (mean 1.36). Comparisons of responses of student council by gender on effective communication are presented in Table 2.

Communication	Boys			Girls		
	N	Mean	St.Dev	N	Mean	St.Dev
SC listen to students' issues	64	1.92	1.23	64	1.71	0.95
SC record students' challenges	64	2.35	1.23	64	2.10	1.11
SC present challenges to administration	65	1.78	1.12	64	1.51	0.83
SC consult other students	64	2.06	1.16	63	1.71	0.81
SC present feedback to the students	64	1.95	1.03	62	1.82	1.12
SC are trusted by students	63	2.23	1.29	64	2.48	1.20
SC shape the opinion of administration	64	1.79	0.94	64	1.81	0.95
SC are factual and truthful	64	2.21	1.49	64	2.41	1.49
SC give timely communication	64	2.03	1.46	64	1.92	1.46
SC are trusted by administration	64	1.28	0.45	64	1.88	0.45
Mean		1.96	1.14		1.93	1.04

Table 2: Boys' and Girls' SC Members Responses on Effective Communication

As indicated in Table 2, results of boys' student council members responds on participation in effective communication to enhance school management had a mean of 1.96 and a SD of 1.14. The boys' student council members were found to be able to recording students' challenges to the school management (mean of 2.36 and a SD of 1.23). The boys' student council swift in giving factual information (mean, 2.22) and giving timely communication to the administration (mean 2.03). However, the results show that mistrust existed between boys

in student council and the school administration (mean, 1.28). Weakness existed on shaping the opinion of the school administration among male student council members (Mean, 1.79). For comparison purposes, Table 21 also presents the response of girl's student council members' response on participation in effective communication to enhance management of secondary school. The response of female student council members' response on participation in effective communication to enhance management of public boarding secondary schools was also established. A mean of 1.94 and a SD of 0.104 were recorded. Female student council members were effective in factual and truthful communication (mean, 2.41), trusted by students (mean 2.48) and recording of students' challenges. However they are poor in presenting challenges to the administration (mean 1.52 and a SD of 0.84) and consulting other students (1.71). A comparison of responses by Form three students was also determined and results presented in table 3.

Communication	N	Boys		Girls		
		Mean	St.Dev	N	Mean	St.Dev
SC listen to students' issues	13	2.68	1.52	132	2.60	1.45
SC record students' challenges	136	3.22	1.45	131	3.15	1.45
SC present challenges to administration	130	2.35	1.24	132	2.18	1.23
SC consult other students	138	2.95	1.39	131	2.96	1.48
SC present feedback to the students	134	2.82	1.40	131	2.67	1.43
SC are trusted by students	131	3.16	1.57	133	3.15	1.50
SC shape the opinion of administration	138	2.98	1.39	132	2.78	1.32
SC are factual and truthful	124	2.89	1.47	126	3.01	1.49
SC give timely communication	129	3.47	1.44	125	3.50	1.46
SC are trusted by administration	136	1.33	0.47	123	1.28	0.45
Mean		2.78	1.33		2.73	1.33

Table 3: Form Three Students Response on SC Participation in Effective Communication

Results in Table 3 show the response of Form 3 students on participation of student council in effective communication to enhance management of public boarding secondary school. A mean of 2.73 and a SD of 1.3 were obtained. In the results, the students agreed that student council are good at recording students' challenges (mean, 3.15), trust by students (mean 3.15), factual and truthful (mean 3.01) and also give timely communication (mean 3.5). However, Form Three students responded that student council was weak in being trusted by the school administration (mean, 1.28). A comparison of responses on effective communication between Form 3 class teachers and the deputy principals of sampled schools was conducted and the findings tabulated in Table 4.

Communication	Class Teachers			Deputy Principals		
	N	Mean	St.Dev	N	Mean	St.Dev
SC listen to students' issues	24	2.52	1.38	24	1.75	0.73
SC record students' challenges	24	3.07	1.46	24	2.05	0.90

SC consult other students	24	2.12	1.03	24	2.04	0.58
SC present feedback to the students	24	1.91	0.77	24	2.12	1.03
SC are trusted by students	24	2.50	1.10	24	1.91	0.77
SC shape the opinion of administration	24	2.45	1.17	24	2.50	1.10
SC are factual and truthful	24	2.25	0.89	24	2.45	1.17
SC give timely communication	24	2.66	1.09	24	2.25	0.89
SC are trusted by school administration	24	1.22	0.42	24	1.66	1.09
Mean		2.30	1.03		2.03	0.92

Table 4: Class Teachers and Deputy Principals Response on SC Participation in Effective communication

Table 4 presents results of Form Three Class Teachers response on student council participation in effective communication to enhance management of schools who had a mean of 2.30 and a SD of 1.3. The results also indicate that the student council according to class teachers are good in recording students' challenges (3.07), giving timely communication (2.67) and listening to students' issues (2.52). However the results also indicate that the student council are not trusted by the school administration (1.22) and are poor in presenting feedback to the students (1.92). The deputy principals who responded on student council participation in effective communication had a mean of 2.03 and a SD of 0.92. The SC according to the deputy principals, are strong in being trusted by the school administration (2.62), shaping the opinion of school administration (2.45) and they are factual and truthful (2.25). However they are weak in giving timely communication (1.66), listening to students' issues (1.75) and presenting feedback to the students (1.92). Figure 3 shows a summary of the responses from the present respondents.

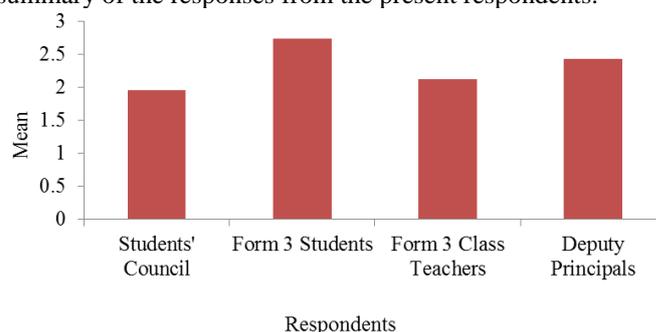


Figure 3: Summary of Responses on Participation of student council in Communication

The information 13 indicates that the Form Three Students and the deputy principals feel that the student council participates better in effective communication for enhancement of management. However the student council themselves indicate they are doing less in enhancing effective communication to enhance school management. To determine a statistical significant difference between student responses on effective communication an independent sample t- test was conducted. The results are presented in Table 5.

Variable	N	Mean	St. Dev	t	P
Communication	M 155 F 151	3.60 4.50	0.30 1.98	4.92	0.02

Table 5: Independent Sample t- test for Student Council Participation in Effective Communication

Results in Table 5 shows that the mean of boys was 3.60 and that of girls was 4.50 with a standard deviation of 0.30 and 1.98 respectively. It is also established that the difference between means of the boys and girls was significant, $t(1, 354) = 4.92, P = 0.02$. Therefore hypothesis four which stated that there is no statistical significant difference in effective communication between boys' and girls' secondary school in enhancing the management of public boarding secondary schools is rejected. This implies that a serious breakdown in communication exist between student council, the students and the school administration. These findings necessitated the establishment to which the independent variable (management of non co-educational public secondary schools) of this study related to the dependent variables (Coordination of Student Activities, Decision Making, Conflict Resolution and Effective Communication). Multiple regression analysis reveals this relationship as presented in Table 6.

Model	r	r ²	Adjusted r ²	Std error	Change r ²	Statistics	Sig.
1	0.856	0.732	0.730	12.109	0.732	F Change 0.821	3 0.002

Table 6: Multiple Regression Analysis on SC Participation in Effective management of Schools

- ✓ Dependent variable; Participation of student councils in management of schools
- ✓ Predictors (Constants): Coordination of Student Activities, Decision Making, Conflict Resolution and Effective Communication.

The multiple regression analysis shows that the coefficient of regression had a significant value of 0.002 (Table 6). This indicates that the relationship between the two variables was statistically significant. An adjusted r^2 was 0.732. This implies that 73.2% of the respondents in this study attributed the existing effectiveness in the management of schools on student council participation while the other remaining percentage could be explained by other intervening variables. This prompted the researcher to conduct regression coefficient of the variables of study and present results in Table 7

Model	Un-standardized Coefficients B	Std. error	Standardized coefficient Beta	t	P-value
1 (Constant)	47.313	8.150		5.805	0.000
Coordination of students activities	0.347	0.408	0.854	0.851	0.003
Decision Making	0.160	0.506	0.794	0.316	0.024
Conflict Resolution	0.238	0.403	0.831	0.791	0.050
Effective Communication	0.565	0.412	0.236	1.372	0.178

Table 7: Regression Coefficient of the Variables of Study

- ✓ Dependant Variable: Management of Public Boarding Secondary Schools

The computed significance values as shown in Table 7 in regard to participation of student councils in the coordination of student activities ($P = 0.003, P < 0.05$), participation in student council in decision making ($P = 0.024, P < 0.05$) and Participation of student councils in conflict resolution ($P = 0.05, P < 0.05$) Found to be statistically significant at 0.05 level of significant. The findings of this study indicate that there was no statistical significant relationship between student council participation in effective communication and the management of public boarding single sex secondary schools in Nyeri County ($P = 0.178, P > 0.05$).

The results of the study are consistent with related studies by Cunningham (2000) who conducted a study in USA on "Democratic Practice in a Secondary School Education, citizenship and Democracy in schools" that that found out that effective communication is free from bias and helps people to teamwork and make right decisions without causing conflicts or destroying trust in management. However the results of this study established that only 27 % of the respondent indicated that participation of student councils in using communication to enhance management of public boys and girls boarding secondary schools. That implies that there is a weakness in using communication to enhance management of schools between students and administration. In Singapore, secondary schools student councils are the mediums of communication between the students and the school administration (Fletcher, 2005).

Related studies by Duma (2011) in South Africa established that there was a gap in communication between the representative student councils and teachers. The studies concluded that in order for student councils to be effective and well performing, schools managements should build the necessary frameworks and communication avenues. In a separate study by Cheloti, Obae, Kanori, (2014) it is advised that school administrations need to enhance communication among various stakeholders in the school through dialogue. The study revealed that the school management does not always communicate official positions to the student council when dealing with matters that affect students and therefore a source of discontent (Ndungu, & Kwasira, 2015). The study also concluded that teachers needed to modify their attitudes towards student leaders and learn to work effectively with them.

VIII. CONCLUSION

Based on the findings of the study, the researcher made the following conclusions. The study established that the student council do not listen to student on some issues and that they do not present problems to the school administration in time. It was also revealed that the student councils are neither trusted by the students nor the administration because they are not always truthful which implies that there is communication breakdown and as a result they do not help the school administration in enhancing effective management .Effective communication in schools is therefore advocated in this study.

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