INFLUENCE OF STUDENTS COUNCIL INVOLVEMENT IN PUNISHMENT ADMINISTRATION ON DISCIPLINE MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN TRANS NZOIA WEST SUB-COUNTY, TRANS NZOIA COUNTY, KENYA

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Abstract

The purpose of this study was to evaluate the influence of student councils' punishment administration on discipline management in public primary schools in Trans Nzoia West Sub-County. This research was pinned on the theory of practical leadership and the theory of leadership in the service. The investigation utilized positivism philosophy and descriptive survey research design. Target population comprised 737 deputies and student council from the public primary schools in Trans Nzoia West Sub-County. The study used 20% by Mugenda and Mugenda to select 176 participants as sample size. The research instrument adopted was a five-point Likert scale questionnaire and interview schedules for data collection. Reliability of the instruments was resolved through the internal consistency where Cronbach's Alpha correlation coefficient of 0.7 and above was considered acceptable. Data were descriptively analyzed using means and standard deviations, and inferentially by Pearson's correlation analysis to measure strength and direction. Pearson Correlation Analysis results demonstrated a positive relationship between student councils' punishment administration and discipline management. The study recommends more pursuit of student councils' involvement into punishment administration. School management, government, researchers and academicians may greatly benefit from this study as it provides viable insights that could guide decisions to serve their interests on the critical subject of enhanced discipline management.

Keywords: *Students Council, Punishment Administration, Discipline Management, Primary Schools*

INTRODUCTION

Worldwide, student discipline is a major problem facing teachers in many schools (Bechuche and Debella, 2012). Therefore, as part of the growing globalization of children's potential, children should be actively involved in the work and management of primary schools. According to Kauser and Posner (2013), student participation in school management exceeds school activities and personal well-being. Evdem. As a result, many schools use management power (Chevalier & Buckles, 2019). This includes finding the necessary leadership skills for different students and finding a valuable place to solve or control school problems. This has

led to the establishment of school leaders and teachers and the integration of student councils in school administration to better manage school activities (Wilson, 2011; World Bank, 2018).

In the United States, school principals use student participation in school management to increase student achievement. This student-centered approach transforms students' thinking, enables them to make important decisions, and creates sustainable learning programs that do not succeed in student writing. Unlike neutral and permanent school programs, school scholarships help build learning in students' experiences (Kennedy, 2016). According to the International Journal of Education and Welfare (ISI 2015), in many schools in the UK and the UK community, student unions operate among academics. He has great ability to run the school effectively outside the classroom. Students have some authority over other students. In these schools, students have personal responsibilities and have the opportunity to punish students who break the law. However, when these conditions are not below the scope, they are sometimes omitted. The role of the student council is to set an example for other students, to uphold school values, to maintain discipline, to participate in school activities and student council meetings when needed, and to ensure that all students adhere to school policies and rules. Each school is different and each school has its own rules and regulations supported by a group of students who encourage other students to respect them (ISI, 2015).

In Scotland, every generation of students participates in school management. Many students are very satisfied with the courses they attend with their peers under personal guidance or at least enjoy the courses they do on their own. Strategies for student participation in learning depend on their desire for face-to-face communication and discussion. Helps students feel tired and dissatisfied and thus change or improve their learning. In difficult classes, children are asked to participate and guide them through work because they can help them plan (Dingden 2016).

Student participation in school management in Nigeria is known as the democratic system of governing bodies where students elect school presidents to participate in decision-making on their behalf. Oniia (1999) argues that democratic participation, full participation of higher education staff and other stakeholders is a dialogue mechanism that strengthens students' commitment to higher education. Arikevuio (1998) supports this view, arguing that the basic principles of students need to be adjusted so that the target system is in line with existing democracies (e.g. Nigeria, current production). This is also a surefire way.

In Kenya, public high schools generally have their own management system. Many teachers are respected as team members in working with students. They rarely listen to their grief because they feel they have nothing to offer, which leads to great stress, tension and frustration. Regarding the participation of public school students in legal reforms, he claimed that the problem of that level was due to the lack of communication between students and school administrators. With this in mind, teachers should create a participatory environment for students to facilitate regular meetings and promote student-teacher relationships (Kiprop, 2012). The Kenya Student Union (Committee) was established in 2019 to improve school management. Under the new system, school officials are responsible for managing eye contact interests. In some schools, students work best because the teacher's role is to teach (Vanjiru, 1999 2019 Vango Abbere, 2019). As a base, Trans Nzoia West County is a democratically elected student union. Students were attend school board meetings to discuss current and ongoing student work. It provides leadership opportunities and encourages the social and cultural participation of students, thereby reducing barriers to communication between school administrators, teachers and students.

Statement of the Problem

Research has shown that student union involvement can play an important role in improving student attitudes and performance in high schools around the world (Osher, Bear, Sprague & Dalei, 2010). According to Chiu and Chow (2011); Students Hoggy (2010) and Jensen, Reichl, & Kemp (2011) can develop their leadership skills by taking responsibility in responsible schools and working with school management to achieve their goals. Advanced students have a responsibility to set goals or attitudes for other student groups. This ensures that students adhere to the school's mission and goals and maintain values and ethics. Despite the well-documented role of student leadership in the profession, a number of disciplinary cases have been reported in Kenyan schools. These events are taking place in the context of various educational reforms in Kenya. For example, only in 2018 and 2019, Trans Nzoia West district (TCEB, 2019) witnessed violence in 18 schools and some cases of student discipline while student unions were influential in schools. In this context, the purpose of this study is to assess the impact of student discipline on public administration in public schools in Western Trans Nazoia, Trans Nazoia, Kenya.

LITERATURE REVIEW

Concept of Discipline and its Importance in Primary Schools Education

According to Kiprop (2012), it focuses on how students communicate with one another and how school rules govern schools and students. He pointed out that formulating general rules is not an easy task because the principles contained in school policies and procedures sometimes conflict with school administrators and the attitudes of students running schools. To solve this problem, Lustik (2017) guides students to make decisions at various levels. Student participation in policy-making can establish a law school and, if done correctly, contribute to a better school (Iverson, 2016).

Hasselberg, Rider & Valuszevski (2013) argued that the goal of common legal practice is success, which can prolong human life span. Success can be measured by the level of student discipline. Discipline is something that citizens of the country were students and leaders after school. According to Courtney (2013), rules based on the basic principles set by the agency were advised by stakeholders. This principle applies equally and consistently to all students, including students. Novak (2017a) claims that the law is important for regulating schools and boards. Novak (2016) developed a system that makes it easy for everyone to learn to make informed decisions. He said the aim of the class was to enable individuals or groups to move forward with the goal. The school office is responsible for guiding the students. Students and graduates work hard on self-discipline and self-discipline. Kolnerud (2014) argued that the most effective approach required to achieve the goals of all members of school physical education should be followed.

The Republic of Kenya (2019) defines a legal framework for protection, management or organization. It is a learning process where students learn something that is acceptable and enjoyable. Moller and Skedsmo (2013) define discipline as an educational or regulatory process that is usually carried out with the help of a criminal system. When discipline becomes a place of harmony, respect and security. In addition, the law teaches students to be responsible for their decisions. Educate them in their actions and results. Therefore, high schools should be cohesive and productive educational institutions that would promote personal development, self-confidence and self-discipline (Lindgren & Ronberg, 2017).

Fitzpatrick (2016) argues that discipline regulates the normal functioning of an organization. In addition, he said that in order to achieve the goals of the organization, all members of the organization should follow the dynamics that require high efficiency. He said teachers were instructed to encourage students to obey criminal and non-standard laws. The principle of discipline is self-discipline among the disciplines involved.

Discipline in the management and supervision of the school system is that students / children can make good decisions. This level of discipline control tool can achieve the desired behavior (Hult & Segerholm, 2016). Managing student movements in schools should work with stakeholders, such as strengthening formal school networks. In order to maintain school discipline, it must be done at all times. In this way, health problems increase the good relationship between students and other participants in the school. Schools also thrive in an environment of mutual trust and a sense of belonging in achieving school goals.

Empirical Review

The principal's role is important in educating students and determining the behavior of other friends and colleagues in the cafeteria. Student unions help plan and support purchases, creating a pleasant and friendly atmosphere (Burger, 2014). One MP (2011) said student unions have a responsibility to monitor students outside the classroom because they are run based on their classrooms and the cleanliness of their peers. Develop and manage joint training programs. It is therefore the responsibility of the government to oversee student affairs.

Ozwang (2012) points out that there are many causes for student instability in Kenya. While reading Nungo Ningbo, he discovered many causes, including drugs. In drug-addicted schools, kindergarten is open daily for all students who use drugs, which also leads to increased drug and alcohol use. Another reason to motivate teachers. As a result, many teachers are reluctant to change the behavior of their students who are not affected by diseases such as drug use (see also Batas Sukhila, 2016). In this way, the teacher can identify students' problems in the classroom. This is understandable.

In Tanzania, student leaders supervise and advise. (Boy / Girl) President of the Student Council Because they are considered school presidents and lead students to maintain student discipline (Kari, 2015). Sometimes school authorities have the power to punish their classmates. For example, in 2014, riots broke out among students at Cahoror School, Bukoba, Tanzania, which eventually led to attacks against teachers and their guardians, damage to school property and allegations that school principals were punishing their classmates. To avoid confusion and conflict, it is important to recruit, train and train leaders with self-reliance, students and training responsibilities.

Six Kenyan student leaders in high school were reported to have bullied and tortured their classmates. Students and other students of the student body are happy to sue their peers if they have a legal problem (MSOA, 2017). In most formal schools, the deputy chairman of the council's disciplinary committee is responsible for the students and oversees their work and oversees decisions. Student council systems are essential for maintaining student discipline (Bert, Holt & Barzel, 2016). Student councils presidents should provide other activities for disciplined students, as well as other options for enforcing corporal punishment (Shadow 2014). Student unions attract students and thus resolve disciplinary issues. Student alliances can also prevent students from planning a strike (Ogol Thinguri, 2017). Kamau (2017) offers the following tips on the role of student alliances in all courses. Student unions must work together in accordance with the law. The Student Union participates in out-of-campus visits and is responsible for party discipline and classroom discipline, which is essential for good teaching. Novak (2014) argues that for school to succeed, all members of the United Nations Board of Education must act differently.

According to Karlbaum (2016a), poor management has been identified as a major cause of student stress. He said that many school administrators choose policies that affect the well-being of students without their advice. So students do not have the same approach. Often, students use violent protests as a means of protest when school administrators tolerate them. This often leads to loss of place or school and leads to worse situations. Not to mention

parental factors that can cause tensions and impact on high school students, especially in Kenya.

Theoretical Framework

This study was guided by the principles of active leadership and work leadership theory. Leadership theory is to identify a specific leader in institutional development. This requires basic leadership work to enable the organization to achieve its goals. This means that successful leaders are those who participate in team effectiveness and team work, provide support, manage the organization of operations, train and coordinate subordinates and colleagues. Participate in collaborative work (briefly from Kalovsk et al. , (96)), Zacaro et al. (2011), Hackman and Walton (1986). Servant theory means that the servant must serve first, which indicates that the leader must be wereing to serve. Principals must ensure that there is a student union that acts as a link between school administrators and other students. Encouragement should be considered to see progress. Responsible leaders strive to support, monitor and train them effectively. Student unions. If the student council feels supported by the management and student body, and in doing so, there were unity, coordination and teamwork that were positively impact positive change and positive productivity among Kenyan high school students. These are the most relevant principles and apply in school institutions.

METHODOLOGY

This study used a descriptive research framework. The research group included deputy principals and presidents of student councils in 36 local high schools. The Deputy were directly involved in student research and were therefore be able to obtain the necessary information to participate in the study. Student unions are popular because they represent student organizations in school management, so the survey were cover 36 public high schools, each with 36 assistants and school presidents. All 36 schools were included in the model and 176 student leaders were randomly selected. The data collection tool were a questionnaire and interview program Data were analyzed with the help of SPSS where both descriptive and inferential statistics were generated. The data were analyzed using descriptive statistics including frequencies, percent, mean, and standard deviation. Correlation analysis was the most significant inferential statistics employed.

FINDINGS AND DISCUSSIONS

Response Rate

The research sought to know the response rate of the respondents. The study sampled one hundred and seventy six (176) respondents from the public primary schools in Trans Nzoia West Sub-County. However, out of the 176 questionnaires distributed, one hundred and thirty six (136) respondents completely filled in and returned the questionnaires which comprised 77.27% of the respondents. This response is reliable for data analysis. Mugenda and Mugenda (2003) explained that a response rate of 60% is good and a response rate of 70% and over is excellent.

Descriptive Statistics

Students Council Involvement in Punishment Administration and Discipline Management

The study was to determine the influence of student councils' involvement in punishment administration and discipline management in Trans Nzoia West Sub-County, Kenya.

Table 1: Students Council Involvement in Punishment Administration

	N	Mean	Std. Dev.
Student council are allowed to administer punishment to students	136	3.723	.9406
Student council supervise and advise students	136	3.885	.9581

	N	Mean	Std. Dev.
That student council offer guidance and counseling services	136	3.851	.9881
That student council are involved in monitoring students outside classrooms.	136	3.872	.9806

Source: Field Data, (2023*)*

The findings in Table 1 showed that the respondents indicated that student council are allowed to administer punishment to students (M = 3.723; SD = 0.9406) and that student council supervise and advise students (M = 3.885; SD = 0.9581). They further showed that student council offer guidance and counseling services (M = 3.851; SD = 0.9881) and that student council are involved in monitoring students outside classrooms. (M = 3.972; SD = 0.9806). This is in agreement with one MP (2011) who said that student unions have a responsibility to monitor students outside the classroom because they are run based on their classrooms and the cleanliness of their peers. Develop and manage joint training programs. It is therefore the responsibility of the government to oversee student affairs.

Ozwang (2012) points out that there are many causes for student instability in Kenya. While reading Nungo Ningbo, he discovered many causes, including drugs. In drug-addicted schools, kindergarten is open daily for all students who use drugs, which also leads to increased drug and alcohol use. Another reason to motivate teachers. As a result, many teachers are reluctant to change the behavior of their students who are not affected by diseases such as drug use (see also Batas Sukhila, 2016). In this way, the teacher can identify students' problems in the classroom. This is understandable.

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According to Karlbaum (2016a), poor management has been identified as a major cause of student stress. He said that many school administrators choose policies that affect the well-being of students without their advice. So students do not have the same approach. Often, students use violent protests as a means of protest when school administrators tolerate them. This often leads to loss of place or school and leads to worse situations. Not to mention parental factors that can cause tensions and impact on high school students, especially in Kenya.

Discipline Management

The dependent variable in this investigation was discipline management. The researcher sought to establish the responses on discipline management in Trans Nzoia West Sub-County, Kenya. Descriptive statistics, which involved mean and standard deviation, were jointly employed to summarize the responses as presented in Table 2.

Table 2: Discipline Management

	N	Mean	Std. Dev.
Reduced strikes	136	3.862	.9069
Improved student to student relations	136	3.764	.8981
Improved performance	136	3.892	.9781
Mature leadership	136	3.843	.9806

Source*:* Field Data, (2023)

The findings in Table 2 showed that the respondents indicated that reduced strikes (M = 3.862; SD = 0.9069), and improved student to student relations (M = 3.764; SD = 0.8981).

They indicated that improved performance (M = 3.892; SD = 0.9781) and mature leadership (M = 3.843; SD = 0.9806). This is in line with Chiu and Chow (2011); Students Hoggy (2010) and Jensen, Reichl, & Kemp (2011) can develop their leadership skills by taking responsibility in responsible schools and working with school management to achieve their goals. Advanced students have a responsibility to set goals or attitudes for other student groups. This ensures that students adhere to the school's mission and goals and maintain values and ethics.

Correlation Analysis

The study sought to establish the relationship between the dependent variable (discipline management) and the independent variables (punishment administration). The researcher conducted a Pearson moment correlation in order to determine the correlation of the study variables and results presented in Table 3.

Table 1: Correlation Analysis

		Discipline Management	Punishment Administration
Discipline Management	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	136	
Punishment Administration	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.000	
	N	136	136

Source: Field Data, (2023)

Forthcoming from Table 3, punishment administration (r= 0.437; p<0.00), portrays significant moderate relationships with the dependent variable; discipline management.

Conclusions

The study correlation results showed that punishment administration had statistically significant positive correlation with discipline management. It was concluded that there need to focus on the punishment administration in order to enhance discipline management in Public primary schools in Trans Nzoia West Sub-County

Recommendations

The study concluded that punishment administration had also a significant effect on discipline management in public primary schools in Trans Nzoia West Sub-County. The study therefore recommended that student council in the sub-county should make more attempts to embrace punishment administration in order to enhance discipline management.

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