ANALYSIS OF DEMOCRATICALLY ELECTED PUPILS' LEADERS ON LEARNERS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN NANDI-EAST SUB COUNTY NANDI COUNTY, KENYA.

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BED-PRIMARY OPTION (EGERTON UNIVERSITY)

A Research Thesis Submitted to postgraduate school in Partial Fulfillment of the Requirement for the Award of the Degree of Master in Education Foundation (Philosophy of Education) of Kisii University

JUNE, 2019

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I dedicate this work to my husband David Tanui for financial and emotional support and my children; Josephine and Nelson.

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ABSTRACT

The rapid expansion in enrollment and abolishment of corporal punishment accompanied by the demand for dialogue has led to increase of indiscipline cases in public primary schools. The purpose of this study was to analyze democratically elected pupils' leaders on learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya. The specific objectives of the study were: to assess the perception of learners on democratically elected pupils' leaders and discipline in public primary schools in Nandi East Sub County, to analyze perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi East Sub County, to find out the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools in Nandi East Sub County and to investigate the extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County. The study will be beneficial to the teachers, pupils and school discipline management in addressing learners' disciplinary issues within and outside the school. The study adopted a descriptive survey design. The target population for this study entailed 90 public primary schools in Nandi East Sub County, with 90 deputy head teachers from the 90 public primary schools, 297 teachers and 2450 class 8 pupils. The study utilized simple random sampling to sample 27 schools comprising of 27 deputy head teachers, 89 teachers and 245 class 8 pupils. The study used both questionnaires and interview schedules. The instruments were pre tested through a pilot study and the results of reliability test for variables were more than 0.7 hence reliable. Data was collected through the use of questionnaires then coded and entered into the Statistical Analysis Software - Statistical Package for the Social Sciences (SPSS). Data was analyzed using descriptive statistics while interview schedule were analyzed qualitatively and presented using tables, graphs and percentages. The study findings revealed that on learner's perception; 40.1% of the class 8 pupils strongly agreed that some teachers influence the work of democratically elected pupils' leaders, mostly side with the teachers when it comes to decision making, give promises during campaigns which are not fulfilled, do their work with a lot supervision by teachers and feel superior than others pupils. On Teachers Perception; majority of the teachers agreed that democratically elected pupils' leaders have greatly maintained discipline in the school by treating others with respect and dignity. The study also revealed that democratically elected pupils' leaders participate in enhancing discipline in public primary schools by reporting wrong doers to the deputy head teachers as the manner to which democratically elected pupils' leaders participate in enhancing discipline in the school. Finally, democratically elected pupils' leaders motivate learners to improve and maintain discipline. More than half of the teachers indicated learners are motivated to obey the pupils' leaders in school. The study concluded that to date democratically elected pupils' leaders have done little to reduce indiscipline cases as evidenced by the study findings. The study recommends that; democratically elected pupils' leaders should be trained on different ways of leadership for better discipline, the Ministry of Education together with the government of Kenya should revise this model to allow vetting of candidates before election and democratically elected pupil's leaders should cooperate with teachers in maintaining discipline in school. The study suggested that future researchers should focus on, factors affecting the performance of democratically elected pupils' leaders in public primary schools in Nandi-East Sub County, Nandi County, Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM　　　　Board of Management

CFS　　　　Child Friendly School

KEPSHA　　Kenya Primary Schools Heads Association

KSSHA　　　Kenya Secondary Schools Heads Association

NASC　　　National Association of Pupil Leaders

SGBs　　　School Governing Bodies

SRC　　　　Pupil representatives leaderss

UNICEF　　United Nations Children's Fund

1.0 INTRODUCTION

1.1 Background to the Study

The origin of school pupils' leaders traces its roots to 1920's when they were first determined in Britain and quickly adapted by other countries like United States of America, Canada, Norway, Finland, Ireland, Uganda, Tanzania and South Africa (Nyaga, 2018). In Norway, schools are required by law to form pupils' leaders with leaders democratically elected by the pupils. Though prefects are juniors in the school's hierarchical system of authority, they carry out unique and complimentary roles essential in achieving the set goals of the school and minimize indiscipline cases.

According to Greek Philosopher Plato discussions and criticism serve as the only ways of attaining truth about things and reality. He appreciated dialogue as a method of getting solutions to problems and gaining knowledge. He also believed that education is not only imparting information but it involves redirection of the whole personality by bringing out a positive change in an individual. The study sought to find out if democratically elected pupils leaders discusses, criticize and dialogue with the rest of the learners in trying to solve indiscipline problems and enhance discipline in primary schools (Makumba, 2015).

Democracy is a type of leadership style in which members of the group take a more participative role in the decision-making process. In a replica of Kenya national democracy, pupils in schools around the country are now electing their leaders and learning the basics of democratic systems in the process (Cambron, Lucas, Smith & Dutton, 2012). Leadership is one of the world's oldest preoccupations and a universal phenomenon in humans (Landis, Hill & Harvey, 2014).

From antiquated to present day history, initiative has assumed an indispensable job in creating gatherings, social orders, and countries. Over hundreds of years, administration has been characterized as far as pioneers' practices. Bass endeavored to characterize the idea of authority from the works of art of Western, Egyptian, Greek, and Chinese writing as right on time as the sixth century BC. The Old and New Testaments and the works of art of Homer, Plato, Aristotle, and Confucius noticed the jobs of pioneers.

There is an unavoidable, shared, worldwide impression of authority as a subject far more extensive than government, the initiative methodology is viewed as another procedure of overseeing, or a changed state of requested guideline; or the new strategy by which society is administered (Wren, 2013).For very long-time institutional leadership has been a top-down model. This has now been abandoned in favor of a more democratic and participatory models. This is based on the notion of shared leadership. Shared leadership does not associate leadership with the effort of one individual as in the traditional theories (Steward, 2014).

It focuses rather on a new concept of leadership where responsibilities and activities are distributed across a wide range of people within each specific context (Lumbly, 2013). Shared leadership involves different units working together to achieve a common goal. Shared leadership can successfully be implemented if the stakeholders such as pupils and teaching staff are willing to abandon traditional leadership models and subscribe to more participative approaches to management. In New Zealand Taylor and Ryan (2013) who researched on ways to identify potential school pupil leaders, found out that any system which incorporates an elite group as its pupil leadership model has to have a selection process and criteria.

This research indicated that pupil leaders are appointed, selected or elected. In the same region, Wright, Curtis, Lucas and Robertson (2014) argued that the many democratic changes in New Zealand education, has not changed the prefect system in schools which are appointed solely from above and acting largely as minor members of the staff. On the other hand, Chitty (2014) argued that democratically elected pupils' leaders then, were less active because majority of teachers were products of traditional, conservative grammar schools who merely transplanted their attitudes of prefect's appointment into the new environment. The study further argued that older pupils have a right to have experience in school leadership and that right should belong to all pupils and not just a selected few.

In Botswana, Mulimbi (2017) indicates that prefect systems are not representatives of the pupil body because the head teachers and teachers have absolute power to refuse or accept a pupil leader despite the fact that the pupil body might be having confidence in that individual. Such practice has undermined the election of rational and democratic leaders and suppresses the pupils' potential to develop into leaders as well as partaking in school election process. Thus, these prefects become more of police officers than functionally active democrats representing the pupil body.

In Kenyan case, the pupils' leaders came in handy as a problem-solving approach in 2008 when the crises of strikes in schools reached its peak. A survey carried out in eight schools revealed inadequate participation of pupils in school leadership as a major cause of unrest or indiscipline issues. A parliamentary committee of education addressing the issue of strike then recommended that schools set up non-violent dispute mechanism, develop a culture of dialogue and at the same time open communication channels in schools (Wairimu, 2016).

As a result, the Kenya Secondary Schools Heads Association (KSSHA) resolved to open democratic space that saw the formation of Kenya Secondary Schools Pupils' Leaders in 2009 with a view of making pupil leaders to participate more in school programs including pupil discipline enhancement. Since discipline is an important component of human behavior that helps not only to regulate people's reactions to various situations but also regulates human conduct and relations with others. It is the epicenter of success of a school and all members of a school are expected to adhere to various standards or rules set (Ofoyuru, 2011).

Pupils discipline being a matter of great concern to all education stakeholders it is vital for the smooth and effective running of school. Though there exist policy guidelines to enhance discipline in schools, little has been done to reduce indiscipline cases such as absenteeism, stealing, vandalism, fighting and truancy among other cases reported in most public primary schools, as these indiscipline issues detriment the realization of national objectives of education and vision 2030 (R.O.K, 2018).

The prefect system mode of discipline enhancement originated from the philosophy that; pupils were valuable underused educational resources in maintaining a given disciplinary climate (Mukiri, 2014). Though the functions of prefects vary extensively today their importance in authority systems of many schools are still noticeable. It is a significant part of the educational experience that deals with the development of character and responsibility. A review of secondary education schools in England (2008-2010) suggested that prefects hold positions of responsibility, hence they foster their social development as well as discipline in schools (Kandie, 2017).

UNICEF in partnership with the Government through the Ministry of Education conducted a survey in 2008 to determine the relevance of pupils' participation in school leadership. The survey contributed to the determinant of child friendly School (CFS) practices by empowering pupils to take part in the decision-making process for a more cohesive school community and conducive learning environment. It also indicated that pupils' participation in enhancing learners discipline tends to improve learning and instills positive values in the child. Therefore, the schools are encouraged to involve pupils in matters that affect their lives including pupils' discipline and how they can channel their grievances.

In relation to our national democracy, pupils in schools around the country are now electing their leaders democratically and, in the process, they learn the basics of democratic system. Roberts (2014) points out that the trend is much appreciated and upheld in a number of secondary schools but it is also getting acceptance in primary schools as the traditional process where teachers appointed pupils' leaders guided by pupils' performance and behavior is slowly diminishing. According to Bird (2013) the process of pupils electing their own leaders is heavily borrowed from the current political structure to simplify the democratic voting process for understanding and to give them an opportunity to taste democracy at school level.

The limitation of democracy has led to adoption of the new system of pupil leaders where the leaders are elected by the pupils themselves, as the prefect system gets fading (Khaunya, Wawire & Chepng'eno, 2015). If school leadership and discipline control is shared the pupils feel more positive towards the goals and objectives of the schools.

Thus "Democratic election" comes into existence to allow adequate participation of pupils in school leadership and its implications on discipline (Khaunya et al., 2015).

In primary schools' pupils' leaders' campaign for a chance to be part of the pupil government. The structure of pupils' government is composed of the president, deputy president, the speaker and the cabinet secretaries (Parsaloi & Steyn, 2013). The president being the chief executive officer (C.E.O) has the responsibility of ensuring that the government members perform their duties in the line with the school rules, regulations and policies. It is however within president's powers to cede the responsibility to the deputy president who should work closely with the cabinet secretaries in capacity building and mentoring the pupils to ensure discipline in the school. Most, if not all primary schools in Kenya have democratically elected pupils' leaders who are expected to do most of the routine day to day organization and discipline of the school outside the classroom (Shober & Hartney, 2014). It must be noted that such astonishing level of responsibility is as a result of careful nomination and election of these pupils' leaders. Therefore, this study sought to find out the analysis of democratically elected pupils' leaders on learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya.

1.2 Statement of the Problem
Kant's moral theory demonstrates a conflict between morality and desires. That requirement of morality should be expressed in form of categorically binding imperative (Hamilton, 2003). It further pointed out that doing what is morally right or in abstaining from doing what is morally wrong is a duty. The theory is supported by deontological theory which accords great importance to rules and principles. The two theories can be tied to learner behavior in school set up which is supported by

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existentialism school of thought that advocate that the teachers must not impose discipline on learners instead each learner should be asked to accept the discipline that he/she finds desirable for his/her own intellectual development or class harmony (Wambua, Florence & Mohochi, 2012).

The rapid expansion in enrollment and abolishment of corporal punishment accompanied by the demand for dialogue has led to increase of indiscipline cases in public primary schools. This differs with Njogu, Mukolwe and Ogola (2017) who did a study on better discipline in school and found out that the behaviour of a learner can be managed if head teachers, deputy head teachers, pupils elected leaders Board of management and guiding and counselling department should work as a team. Though this may work well the study didn't identify the extent to which the democratically elected pupil's leaders influence learner's discipline. This becomes a gap which the researcher tried to fill through research questions which showed that learners do cooperate with teachers, fellow pupils in enhancing discipline. This finding is similar to Serem (2012) who noted that elected pupils' leaders are able to work and relate more closely with their peers than teachers. Therefore, it is against this gap that the researcher was motivated to carry out the study to find out the analysis of democratically elected pupils' leaders on learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya.

1.3 Objectives of the study
The main objective of the study was analysis of democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya. The specific objectives of the study were to;

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(i). To assess the perception of learners on democratically elected pupils' leaders and discipline in public primary schools in Nandi East Sub County.

(ii). To analyze perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi East Sub County.

(iii). To find out the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools in Nandi East Sub County.

(iv). To investigate the extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County.

1.4 Research Questions

(i). How do learners perceive democratically elected pupils' leaders on learners' discipline in public primary schools in Nandi East Sub County?

(ii). What is teachers' perception on democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi East Sub County?

(iii). To what extent does democratically elected pupils' leader participate in enhancing discipline in public primary schools in Nandi East Sub County?

(iv). How does democratically elected pupils' leader motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County?

1.5 Significance of the Study

The findings of the study will be of great help to the teachers in that it will allow them to inculcate the values of democracy in schools and the entire populace. The study also will be beneficial to the teachers, deputy head teachers, pupils and school discipline management in addressing learners' disciplinary issues within and outside the school. The findings of the study will be of great importance to the pupils by encouraging them to maintain and improve discipline since they elected their leaders and are able to work and relate more closely with them than teachers. The delegation of responsibilities to pupils elected leaders will enhance discipline and cooperation amongst pupils. It will contribute towards filling up the knowledge gaps in that study findings will give information concerning how democratically elected pupils' leaders influence learners discipline in public primary schools. This is because the study focused on perception of learners, perception of teachers, pupils' leader's participation in enhancing discipline and how pupils' leaders motivate learners to improve and maintain discipline in their schools. The study is beneficial in understanding how democratically elected pupils' leaders can reduce learner's indiscipline cases in public primary schools in Kenya.

1.6 Justification of the Study

The problem of indiscipline cases such as violence, truancy, lateness, absenteeism, vandalism and other form of description in schools is one of the leading concerns for teachers, administrators, parents and other education stakeholders. More often than not misbehavior among learners has been identified as responsible to a large extent for a myriad of handles that render schools not conducive for learning (Achwata, 2016). According to recent research discipline problems have wasted academic learning time and teachers find themselves with a lot of stress or fatigue.

The research therefore went along to analyses the extent to which democratically elected pupils' leaders have influenced learners' discipline in public primary schools. Therefore, the study is justifiable since despite schools having democratically pupils' leaders there is still indiscipline cases in public primary schools in Kenya.

1.7. Scope of the Study

The study was carried out in Nandi East Sub County. The Sub County has two divisions; Ollesses and Nandi Hills Divisions. The sub county is bordered to the North by Nandi Central, Nandi North Sub County to the West, Meiteitei Sub County to the South and Uasin Gishu County to the East. As per statistics 2009, the province had a populace of 252,965, made up of various Kenyan people group, most of whom have a place with the local clan called Nandi. Geologically, the one of a kind container formed structure of Nandi County is bound by the Equator toward the south and stretches out northwards to scope 0034'N. The western limit stretches out to west. The district's real territory is secured by the Nandi Hills.

The study sought to find out the influence of democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya. It was carried out in selected public primary schools in Nandi East Sub County. It sought to assess the perception of learners towards democratically elected pupils' leaders on discipline, perception of teachers towards democratically elected pupils' leaders on learners' discipline, extent to which democratically elected pupils' leaders participate in enhancing discipline and extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline. It adopted descriptive survey design and used purposive and simple random sampling to choose the sample size.

Data was collected through the issuance of questionnaires and interviews to the respondents to fill. Data was analyzed using descriptive statistics where interview schedule was analyzed qualitatively and presented using tables, pie charts and percentages. The study was carried out September 2016 to December 2016.

1.8 Limitations and Delimitations of the Study

Limitations are constraints or drawbacks, both theoretical and practical that the researcher has little or no control over (Orodho, 2013). Some of the deputy head teachers and teachers were not willing to disclose information especially the negative statements about their schools. The researcher assured them about the confidentiality of the research process that was used for the purpose of study only.

The study was limited to using questionnaires as the main research instrument. However, the researcher supplemented it with interview schedules in order gets in depth information concerning research variables. Access to important deliberations on pupil's discipline reports was considered sensitive to school pupils and teachers. The researcher explained to relevant authorities that the reports were only utilized for the purpose of academic research. Some of the respondents were unwilling to honestly answer the set questions for fear of victimization. Furthermore, some knowledgeable respondents knowingly distorted the information to suit their ideological views.

1.9 Assumptions of the Study

The study was based on the following assumptions: That the respondents gave correct and accurate information to facilitate the study in public primary schools in Nandi East Sub County. The study sample size generated ideas that were generalized to all public primary schools in Nandi East Sub County but were also generalized to other public primary schools in other areas in Kenya with caution.

1.10 Theoretical Framework

This study adopted Kant's theory postulated in 2001 which is an example of a deontological moral theory (Palmquist, 2015). The theory states that the rightness or wrongness of actions does not depend on their consequences but on whether they fulfill their duties. The hypothesis contended that the incomparable rule of profound quality is a standard of reasonability that named the "Downright Imperative" (CI). Kant hypothesis is examination of the regular good ideas of "obligation" and "cooperative attitude" persuaded that they are free and independent as long as ethical quality, itself, isn't a figment. The hypothesis described the CI as a target, soundly fundamental and unlimited rule that they should consistently pursue notwithstanding any characteristic wants or tendencies they may have in actuality.

All particular good necessities, as per hypothesis, are defended by this guideline, which implies that every indecent activity are nonsensical on the grounds that they damage the CI. Different thinkers, for example, Hobbes, Locke and Aquinas, had likewise contended that ethical prerequisites depend on measures of levelheadedness (Cureton, 2012). In any case, these guidelines were either instrumental standards of soundness for fulfilling one's wants, as in Hobbes, or outer objective rules that are discoverable by reason, as in Locke and Aquinas. Kant hypothesis concurred with huge numbers of different antecedents that an investigation of pragmatic reason uncovers the prerequisite that levelheaded specialists must fit in with instrumental standards. However the hypothesis likewise contended that adjustment to the CI (a non-instrumental rule), and thus to moral prerequisites themselves, can by and by be demonstrated to be fundamental to balanced office. This contention depended on his striking tenet that a discerning will must be viewed as self-sufficient, or free, in the feeling of being the creator of the law that ties it.

The central rule of profound quality the CI is none other than the law of a self-governing will. Along these lines, at the core of Kant's ethical way of thinking is an origination of reason whose compass in functional undertakings goes well past that of a Humean 'slave' to the interests. In addition, it is simply the nearness of this administering reason in every individual that Kant thought offered conclusive justification for review each as had of equivalent worth and meriting equivalent regard (Johnson, 2015).

However in the Critique of Pure Reason, Kant likewise attempted to demonstrate that each occasion has a reason. Kant perceived that there is by all accounts a profound strain between these two cases: If causal determinism is genuine at that point, it appears, we can't have the sort of opportunity that ethical quality surmises, which is "a sort of causality" that "can be dynamic, autonomously of outsider causes deciding it" (Anscombe, 2018).

Kant felt that the best way to determine this clear clash is to recognize marvels, which is the thing that we know through understanding, and noumena, which we can reliably think yet not know through involvement. Our insight and comprehension of the exact world, Kant contended, can just emerge inside the cutoff points of our perceptual and psychological forces. We ought not accept, in any case, that we realize all that might be valid about "things in them," despite the fact that we do not have the "scholarly instinct" that would be expected to find out about such things.

This hypothesis was important to current examination as far as student's control in open elementary schools. The hypothesis gives suggestions in this investigation that rightness or misleading quality of student's activities does not rely upon their outcomes

but rather on whether they satisfy their obligations by dwelling with schools' guidelines and guidelines. The hypothesis contended that the incomparable guideline of profound quality is elevated expectation of submission and duty in school. Adjustment to class routine by understudy's pioneers spurs different students to be ethically upstanding which improves discipline in school. This is on the grounds that when the understudy's heads have great ethics, they can be good example to other people. The hypothesis is additionally important to this investigation on the grounds that the chosen student's pioneers should serve different students who chose them notwithstanding the difficulties, for example, modesty, defiance by different understudies and instructors impact. They ought to be straightforward in their administrations with no favor's.

The theory argument is relevant to this study because it gave implication that pupil's leader's elections should be guided by striking doctrine that a rational will must be regarded as autonomous, or free from teachers influence and perception of teachers. To find out the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools in Nandi East Sub County. Moreover, it is the presence of this self-governing reason in each person that Kant thought offered decisive grounds for viewing each as possessed of equal worth and deserving of equal respect hence motivating learners to improve and maintain discipline in public primary schools. This guided the objective four which was democratically elected pupils' leaders motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County.

1.11 Conceptual Framework

The study adopted a conceptual framework where independent variables were perception of learners towards democratically elected pupils leaders on discipline,

perception of teachers towards democratically elected pupils leaders on learners discipline, extent to which democratically elected pupils' leaders participate in enhancing discipline and extent to which democratically elected pupils leaders motivate learners to improve and maintain discipline, while the dependent variable was learners discipline. There is a relationship between the independent variables and dependent variable. When pupils' elect their leaders democratically, they will feel part and parcel of the school and therefore tend to own the school and minimize indiscipline cases hence dependent variable discipline is influenced.

Independent variables

Dependent Variables

| Perception of learners on democratically elected pupils leaders |
| Perception of teachers on democratically elected pupils' leaders |
| Extent to which Democratically Elected Pupils' Leaders enhance discipline |
| Extent to which Democratically Elected Pupils' leaders motivates Pupils to maintain and improve discipline |

Learners Discipline
- Improper dressing
- Violence
- Truancy
- Lateness
- Absenteeism
- Vandalism

Intervening Variable
- School culture
- Rules and requirements for election
- School management support

Figure 1.1 Conceptual Frameworks

Source: Researcher, 2018

1.12 Operational Definition of Key Terms;

According to this study, the following terms meant;

Democratic Election	Refers to pupils being given freedom to choose leaders of their choice
Discipline	Refers to the state of physical or mental orderliness in a learner as a result of desirable learning externally imposed by rules, punishment and rewards.
Learners Discipline	Understanding and managing learner behavior to reduce indiscipline cases such as vandalism, stealing, absenteeism, fighting, increase in dropout rate among others.
Pupil leaders	Refers to a group of pupils with leadership qualities selected by the school authority or elected by other pupils and give powers to control and guide other pupils.
Pupils' Government	Refers to a body elected by pupils to represent them in school affairs
Pupils' Leaders	Refers to pupils elected by fellow pupils to represent them in school activities

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter entails literature review that relates to democratically elected pupils' leaders on learners' discipline. It presents a review of the related literature on perception of learners, perception of teachers, extent to which democratically elected pupils' leaders participate and extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline and empirical review.

2.2 Concept of Democracy

According to Punder (2015) democracy is a representative system whereby all people elect a few to do for them what they could not do together. Webb l (2012) further argued that for a representative system (government) to be democratic it must be accompanied by universal adult suffrage, free elections, short terms of office and individual liberty. Just like the country has a government, schools need a government to serve the school community where pupils will elect their leaders of choice to exercise power over them willingly. He further maintained that democracy is the only way power can be or should be exercised over any societal member against his or her will.

Democracy also refers to devolution of power to the local level in this case pupils' leaders in schools which aims at making schools more effective, accountable, more cooperate, participatory, to foster tolerance, rational discussion and collective decision making (Bush, 2013). Lues (2014) asserts that democracy is to serve the citizen not the other way around. Therefore, the pupils' leaders need to serve the pupils who elected them and not expect to be served by the learners.

According to Joseph (2014) democracy is defined as the institutional arrangement for arriving at political decision in which individuals acquire power to decide by means of a competitive struggle for peoples vote. When pupils' leaders are involvement in decision making, they create a link between pupils, teachers and other stakeholders within the school. There is also an increased communication, increased discipline levels, creates a sense of organization and responsibility between pupils and the school, better learning environment, promotes effective school leadership, enhances team work and self-esteem and improves peer relations (Von Soest, 2015).

Imam (2013) points that democracy must include the right of people to have their own aspirations and programs not only in political life, but also in economic, cultural, religious and other aspects of life such as school life. Nzongola-Ntalaja (2011) opined that democracy is a universal form of rule which may have variable manifestations in different historical and social settings and such manifestations tied together by a common thread. From this sense he referred democracy as a moral imperative that represents a permanent aspiration of human beings for freedom for a better social order and more human.

The study also indicated that democracy is a social continuous process that promotes equal access to fundamental rights and civil liberties for all and as a mode of leadership based on the principle of popular sovereignty, the rule of law, accountability, participation and alternance. In school setup therefore democracy refers to a form of rule which promotes freedom and order, equality, participation and a better performance that is more human.

Democracy refers to decision making in selection of pupil's leaders. It comes from two Greek words- "demos" which means people and "kratos" which means power. Therefore, democracy is people power or power by the people. This power can be exercised directly or indirectly meaning that people choose representatives who act on their behalf (Morapedi, 2011). In schools' prefects are sometimes referred to as pupil government whose main function is to help the administration maintain a friendly and orderly atmosphere amongst the learners in school. This can only be done if the pupil body elect and accept pupils' leaders into the position and as their representatives, they own the pupil power indirectly.

2.2.1 Concept of Democratic Election

According to Kirkpatrick (2018) democratic elections are not merely symbolic. They are competitive, periodic, inclusive, and definitive in that the chief decision makers in government are selected by citizens who enjoy broad freedom to present the alternatives. The idea that democratic elections are competitive allows opposing parties and candidates to enjoy the freedom of speech, assembly and movement to voice their criticism and bring alternative policies to the voters. This definition when related to this study means that the pupils who campaign for the positions have to enjoy freedom of speech, movement and assembly when seeking for votes from their fellow pupils.

The rules and conduct of elections contest must be fair in allowing the loosing parties to join hands with the winning pupil leaders as a sign of democracy. Democratic elections being periodic mean that the elected pupil leaders are accountable to their fellow learners and they must return to them at prescribed intervals to seek their mandate to continue in office. The pupils' leaders must accept risk of being voted out

if they perform their duties against learners will. Democratic elections are inclusive in that citizen and voters must be large enough to include a large proportion of adult population. Lukulu (2014) support the idea as he pointed out that pupil leaders are normally drawn from all senior forms in secondary in Kenya. This forms the adult population while in primary school pupils' leaders are drawn from upper classes though lower primary classes are left out, they are involved in electing their class prefects. Democratic elections being definitive determine the leadership of the government subject to the laws and constitutions of the country.

The elected representatives hold the reins of power and are not merely figureheads. The elected pupils' leaders form the school pupil government as per the guidelines developed by the Ministry of Education and subject to school rules and regulations. For example, in Indian schools' elections committees under the guidance of pupils prepare the procedures or code of conduct for the schools to follow during elections. Though most schools conduct elections using traditional method of ballot paper the spirit of democracy is still observed (Lukulu, 2014).

 The president and his/her team have power over the rest of the pupils and relate more closely with them than teachers because they are learners' representatives in all school endeavors. Since elections are an integral part of democratic leadership, it becomes the only way of choosing a representative of a given institution or society freely and fairly. When elections of pupils' leaders in schools are free and fair, the pupils' leaders command more respect and obedience from those they lead and problems are avoided and outcomes undisputed able.

2.2.2 Learners Discipline

Ofoyuru (2011) defines discipline as the values that pupils should live by within the school, the family, the neighborhood, the village and all the social units up to the nation and the entire world community. Too-Okema (2011) defines discipline as a learning process and entails a willingness to put forth all the effort which is required to achieve a chosen objective. Discipline clearly incorporates a wide range of behaviour which can change depending on both the context within which the behaviour are enacted and for whom they are directed towards (Wright, 2011). Indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly, functioning of the school system (Adeyemo, 2015). School rules and regulations in most cases do affect pupils more than any other thing because they are made by the school authorities in order to guide and protect the pupils while in school. Initiatives developed to address pupils' behaviour have for long time lacked appropriateness in terms of their impact upon improving the situation.

Discipline in school is the ordered behaviour that leads to better learning. Gfroerer (2013) defined discipline with respect to the school system as the readiness or ability to respect authority and observe conventional or determined laws of the society or any other organizational. Discipline includes all techniques a teacher uses to increase the proportion of school appropriate behaviour. All the above definitions have been used in terms of behaviour of people and ways to modify the behaviour. Therefore, in order to enforce adequate discipline in schools the behaviour of the pupils and teachers needs to be taken into consideration (Gutuza & Mapolisa, 2015).

The concept of learner's discipline in the context of quality education means more than rules and control. It is an educative process whereby learners have to be taught to differentiate between acceptable and unacceptable behavior and be given opportunity for development of insight and learning. Therefore, discipline is connected with training, guiding and arranging conditions of learners (Kithuku, 2015). The word discipline originates from the latin words "Disco" meaning learn and "disciplina" meaning communication of knowledge to the learner. This means that pupils' leaders must exercise their authority in the best interest of the learner with emphasis on the development of self-discipline, independence and maturity. It should be firm, consistent and positive so as to modify the behavior of learners (Volschenk, 2018).

It is also a component of human being that helps not only to regulate people's reactions to various situations but also regulates human conduct and relations with others. Hence it becomes the epicenter of success of a school and all that members of a school are expected to adhere to various standards or codes of behaviour (Ofoyuru, 2011).

Janet (2018) states that, discipline is to shape or mould the identity of a child often by example or by insistence on certain actions or modes of behavior expected to be adhered to and occasionally admonishing the child to reinforce the method. In primary schools' discipline is largely the responsibility of the deputy pupil with assistance from the rest of the teachers and pupils' leaders. Therefore, if the deputy pupil is a lax disciplinarian, learners' discipline is a slack and perhaps ineffective. Discipline in schools also involves a system of appropriate rules, regulations, behavioral expectations and punishment necessary for the determinant and maintenance of order among pupils. It is also a way of instilling order into one's life.

2.3 Learners Perception on Democratically Elected Pupils Leaders

Research has demonstrated that students favor participative basic leadership and need to contribute genuinely to class sets of principles and structures, Marais and Meier (2010), Knutas (2013), Mwei (2013). Having contribution to the standards elevates duty to those guidelines (Denton, 2013). The reactions of this methodology were that the time had come devouring, that correspondence from the advisory group to the entire understudy body was difficult and that a turnover of the school organization brought about new pioneers who needed to find out about the procedure once again each time. Collective principle making can accomplish something beyond advance co-task in the study hall; it tends to be an extremely incredible prologue to the operations of majority rule government.

The law based socialization challenge is for schools to create residents who are prepared to add to, take part in, and welcome the majority rules system inside which their general public capacities (Knutas and Mwei, 2013). The worry of justly chosen understudies' pioneers, on their job as an instrument for smooth and viable running of school projects has had little effect on order in schools which restricts the acknowledgment of national destinations of instruction and Vision 2030 (Njagi, 2018).There exist indiscipline cases such as vandalism, increasing dropout rates, stealing, truancy, absenteeism, fighting, noise making among others in public primary schools despite the Ministry of Education together with the government of Kenya having put in place policy guidelines to enhance learners' discipline. These calls for enhancement of prefect system mode of discipline which originated from the philosophy that pupil were valuable and underused educational resources in maintaining a given disciplinary climate.

After guiding and counseling becoming too much involving and less effective, democratically elected pupils' leaders came into existence to allow pupils involvement in school programs and bring them to decision making table, learners have different perception either to support it or be against it. Murage (2014) points out that pupil view their leaders as puppets of administration, traitors and sell-outs. He adds that they perceive them as autocratic system that suppresses them and as such they despise and loathe them. Gatiso (2015) points out that though democratic elections of pupils' leaders support pupil participation in decision making, it confines their involvement to specific areas such as supervising others when performing duties, checking class room cleanness and reporting wrong doers to the teachers. This limits their influence on learners' discipline.

Dowling (2014) states that pupil leaders is not a group to run a unit of the school, a body to gripe about teachers, an organization to change everything and not a power base for pupil authority. In most countries' pupil leaders feed into the bigger organization of either regional or national pupil leaders and appear to be more tokenistic. The effectiveness of these leaders therefore dependent on the pupils or teacher's willingness to listen or support them. Therefore, the study sought to find out if teachers support their duties or they fully depend on the teachers.

In Kenyan secondary schools pupil leaders provides platforms for pupil to express their challenges, look for ways to curb them, create forums where pupils ask questions or seek clarifications from teachers on matters of importance, help pupils to share ideas, interests and concern, enhance unity in diversity and encourage pupils to share concerns with teachers and pupils (Morapedi, 2011). Therefore, most learners find the opportunity as a way of maintaining good relationships and harmony in school.

Most pupils may not understand what democracy means as one pupil is quoted at Batanani school in Botswana. The pupil claimed that pupils voted for a pupil who later was not part of pupil government because teachers reported him as troublesome (Jotia, 2011). The issues of electing pupils' leaders have an influence on the active participation in general elections as future citizens as evidenced during campaign process and manifesto presentation whereby schools appear more lively. This shows that learners appreciated the idea of electing leaders democratically and wish to extend it for future reference. Since learners elect their leaders democratically through ballot-box after declaring their interests on the various positions, what springs into their mind is whether the duties reflected really empower them democratically in decision making or enhancement of discipline or basically about policing other pupils as it has been before.

The pupil leaders who are accorded an opportunity to embark on democratic practices at an early stage in school will develop habits of human efficiency as well as developing proper habits which are productive in school and national democratic project. Therefore, pupils take the opportunity as a form of freedom and avoidance of teachers and pupils influence. Thus, the researcher sought to find out if this democratic election gives the leaders free platforms to express their ideas without teachers influence. According to Wigfield (2010) school places great importance on pupils' self-esteem, self-discipline and responsible direction. Each pupil leader who is provided an opportunity tends to develop moral, purposeful, self-disciplined attitude in an environment of trust, respect and responsibility. Therefore, pupils feel that democratically elected pupils' leaders act as a turning point from deviance to modeled behavior.

Most of pupils' leaders feel that balancing of class work with responsibilities is the main short coming. Others tend to misuse the given privileges as the privileges make them feel as being intrinsically superior to other pupils. This makes them spend most of their time on their duties and having less time for reading and building good relations with others (Mukiri, 2014). This is where this study comes in due to the fact that learners always have different attitudes towards their pupil leaders in relation to the manner, they handle them and the way the conduct themselves. Therefore, this study sought to analyze the perception of learners on democratically elected pupils' leaders on discipline.

Another challenge is that the rest of the pupils have negative attitudes towards their leaders while pupils' leaders feel that they have inadequate time for reading, heavy work load because they are also required to set high standard of discipline for others to emulate if they need to positively influence others. The pupil's leaders feel that the given opportunity makes them develop a spirit of hard work because they have to balance duty and academics learn how to handle people with many different worries and concerns and more so they are able to address a crowd and build self-confidence.

All pupils' leaders learn to be patient, polite and accept open criticism (Morapedi & Jotia, 2011) hence becoming role model for others to follow. More so, it becomes a great challenge when they become conscious that people around the clock are watching them, friends turn against them and when difficult decisions for common good have to be made. Along with this they have to sacrifice their leisure time and welcome worries and isolation. They learn also to work in a team through the support and collaboration with other pupils' leaders (Morapedi & Jotia, 2011).

The democratically elected pupils' leaders feel held responsible and accountable for their behavior, because they are expected to treat others with respect and dignity. They must also demonstrate understanding of their inappropriate behaviour by stating in their own words what the infraction means and its impact on others in school. Learners' expectations are that the elected pupils' leaders must ensure that their interests are cared for yet these leaders are the middle people between learners and school administration. This becomes quite challenging as one has to appear to be advancing the interests of the learners as well as communicating to them the limitations set by administration in a convincing manner without appearing to be a traitor (Jotia, (2011). This is where this study comes in due to the fact that learners always have different attitudes towards their pupil leaders in relation to the manner, they handle discipline matters. Therefore, this study sought to determine the perception of learners on democratically elected pupils' leaders on discipline.

Though pupils are given opportunity to elect their leaders they still view them as puppets, traitors and sell-outs of school administration (Achoka, 2012). This attitude has prevailed because teachers still influence pupils' leaders' elections and also the special privileges given to these leaders tear the friendly relations with the rest of learners. More so these democratically elected pupils use the power given to them to scare, report and punish others more than teachers (Nyabuto, 2014). Thus, pupils get negative attitudes towards them. This is where this study comes in due to the fact that learners always have negative attitudes towards their pupil leaders in relation to the manner, they handle discipline matters. Therefore, this study sought to assess why learners perceive them negatively yet they elected them democratically.

2.4 Teachers Perception on Democratically Elected Pupils' Leaders and Learners Discipline

According to Katolo (2016) the involvement of learners in school governing body and co-operation in decision making can result into school improvement. However, the limitations on role of student council make it very difficult to have learners participating fully in the school governing body. Katolo (2016) raised a number of advantages of learner representation in school governing body. The first one is that there is a link between learners and school governing body therefore contribution by learners can influence decisions. Secondly it contributes to the improvement and maintenance of discipline. Learners can offer their opinions regarding students" discipline as a result adult are made aware of learner thinking regarding school governance. This suggests that if given the opportunity to serve on committees and exercise their right to vote consequently learners and educators get a chance to solve problems together.

Across the board, democratically elected pupils' leaders have continued to receive a lot of support. In Kenya UNICEF partnering with KEPSHA, Ministry of Education and the government try to ensure that all schools across the country embrace the same. It is without doubt that the pupils' governments have brought positive change in schools as documented by Wanjiku (2015) in a conference edition. The document also revealed that positive results as pertains to discipline, learner unrest and academic performance as well as co-curricular performance. However, the changes range from institutions, situations and perceptions of teachers. However, between 13th and 16th June 2014 history was made for Kenyan children when they for the first time became architects of education policy.

The child centered design workshop was perceived by most pupils as an eye-opener by providing actionable steps to making schools more inclusive, protective, healthy and equitable for all (Carr, Pluim, & Howard, 2014). Therefore, this study sought to analyze the perception teachers on influence of democratically elected pupils' leaders on discipline. In England, Mncube (2013) in his research points out that school pupils' control both agenda and process. He further concludes that school as a sphere of participation does not encourage pupils' leaders to challenge school structures of authority. Thus, learners find themselves at the periphery when decisions are made even if they are part of the school hierarchical system.

Young (2010) describes a situation where learners' leaders are included in school forums but their views are dismissed as out of order making them voiceless. This has not happened in public primary school in Nandi-East Sub County. This means that teachers perceive the democratically elected pupils' leaders as figures to seen and not to be heard Therefore this study sought to analyze how teachers perceive the inclusion of democratically elected pupils' leaders on day to day school activities. According to Duma (2011) in his research findings in secondary schools in South Africa, showed that some teachers are resistant to collaborate with pupil leaders because they have become accustomed to functioning without them being central to their work and they feel that they have enough mounting professional strain without additional pressure of entering into partnership with pupils elected leaders.

The findings also revealed that most teachers agreed that representatives' leaders of learners interfere with school activities; hence pupil leaders are not always consulted when learner issues are discussed and mostly dictated by teachers. These cases have not been analyzed in public primary school in Nandi-East Sub County. Therefore, this

study sought to determine the perception teachers have on influence of democratically elected pupils' leaders on discipline.

Jotia (2011) argued that pupils' leaders are the eyes and the ears of the administration that do not have power whatsoever. The authorities and teachers strangle their voices and deny them full exposure to democratic function of influencing learners' discipline. They are used as wheels of the administration in maintaining a friendly and orderly school instead of advancing the interest of their fellow learners. His general feeling is that pupils' leaders are used by schools as puppets or school's watch dogs instead of involving them in matters that involve learners such as academic, critical decision making and learners' discipline. These cases have been similar to those of public primary school in Nandi-East Sub County. Therefore, this study sought to analyze the perception of teachers on the influence of democratically elected pupils' leaders on discipline.

Jotia and Morapedi (2011) posit that pupils' leaders assist in maintaining discipline by guiding and supervising other pupils. As such they can be used to transform the school towards democracy where they can take part in school activities such as learners' discipline. These pupils' leaders can come together with teachers in an attempt to resolve problems that are faced by pupils in everyday lives and come up with solutions to such problems. This means that teachers embrace the presence of democratically elected pupils' leaders. This study tried to figure out how elected pupils' leaders and teachers join efforts in trying to maintain discipline in schools. Therefore, this study sought to analyze the perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools.

Bush & Gamage (2011) found that School Governing Bodies (SGBs) have unifying effects that enable all stakeholders to cooperate with one another regardless of their status, age, gender and religious affiliations. SGBs are by its own right democratic institutions having representation of learners, teachers and non-teaching staff that have a voice in terms of school activities. Despite this representation a respondent from Western Cape two South Africa in a study argued that learners do not participate in meetings because teachers tend to influence and manipulate the process. On the other hand, a respondent from the Western Cape one viewed the involvement of learners as a tool for them to exercise their democratic right to air their views on the obstacles in schools. Thus, if given a full chance by teachers, pupils leaders will take part in school functioning such as promoting learners discipline. Therefore, this study sought to analyze the perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools.

In Kenya, Serem (2012) notes that elected pupils' leaders are able to work and relate more closely with their peers than teachers. As such teachers perceive them as those to be directed and delegated responsibilities that in turn help to enhance discipline and cooperation amongst pupils. She also noted that empowering pupils to elect their leaders will develop their decision-making skills for a more sober school environment and more so learner's academic performance is improved with more interactive learning activities and minimal indiscipline cases. This study will try to figure out how pupils' leaders and teachers join efforts in trying to maintain discipline in schools so as to improve academic performance and minimize indiscipline cases.

Ubhi (2018) indicates that elected pupils leaders act as a voice, having opportunity in school activities and decisions that affect them. It entails pupils playing an active role in the education and schooling. Pupil voice has been argued in a number of schools in UK as follows: A children's right driver which recognizes that all children have rights including rights to have opinions taken into account in decisions that concern them. An active citizenships' driver highlighting the way in which pupil voice can contribute to preparation for citizenship through improving pupils' knowledge and their transferable and social skills. A school improvement driver which recognizes that consultation with pupils can lead to better school performance in terms of behavior, engagement or attainment. A personalization driver which utilizes pupil voice to ensure that schools meet the specific needs of pupils. This is how this study comes in, by trying to figure out how pupils' leaders are involved and utilized to maintain discipline in schools and exercise their rights freely. Therefore, teachers view the democratically elected pupils as a voice which protects pupils' rights and link between them and the entire school community.

According to Cambria (2012) it is critical to go beyond the old paradigm that adults are better equipped to discuss the problem of young people. He also argued that it is not about where adults should create themselves but whether the young people have an active role in creating these opportunities and also whether the adults are ready to listen and learn from them. This means teachers still perceive the democratically elected pupils' leaders as equipped enough to be listened and learn from them. It relates to this study as pupils' leaders are given powers by teachers to enhance discipline in their schools without teachers influence.

According to MoRoJElE (2011) pupils were not involved in selection of prefects which made some of these prefects wield too much power and be harsh in treatment of other pupils. These made most prefects unpopular rendering them ineffective. The privileged prefects also become the target of attack during disturbances, isolated them from the mainstream pupils and therefore unable to read the mood of the school. This is how this study comes in, by trying to figure out how pupils' leaders and teachers join efforts in trying to enhance discipline fairly in schools. Teachers still perceive democratically elected pupils' leaders as ineffective because they were selected by pupils so as to be influenced easily by them.

Duma (2011) states that South African schools Act of 1996 (SASA) is a tool by which education is democratized through the analysis of democratic structures in public schools. SASA prescribes inclusion of elected representatives of pupils' leaders which is perceived differently by teachers and pupils. Some teachers love to have pupil leaders intricately involved in school leadership while others feel that too much pupil involvement violates sense of professionalism which limits pupils' leaders' roles. Jotia (2011) points out that pupil' leaders are toothless as they are not involved in schools' affairs, their main role is to supervise meals, studies, cleaning of school compound and reporting wrong doers. Their voices are strangled and denied full exposure to exercise democracy.

According to NDETO (2015), pupils' leaders are expected to develop and promote a positive learner spirit and culture within the school. They should encourage other pupils to participate and be responsible for the sound functioning of the school. More importantly elected pupils' leaders need to promote good discipline by holding pupils' meetings and discussions, use communication channels to discuss pupils' frustrations

and fears, promote positive communication with teachers and school administrations and act as ambassadors in the school community. More is expected by teachers from the democratically elected pupils' leaders, especially minimizing indiscipline cases. Therefore, this study sought to analyze the perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools.

2.5 Democratically Elected Pupils' Leaders and Learners Discipline

The idea of pupil's leaders traces its roots to 1920s when they were first establishment in Britain and later adopted by countries such as United States of America, Canada, Norway, Finland Ireland, Uganda, Botswana and South Africa (Nyaga, 2018). In Norway, schools are required by law to elect their leaders democratically to carry out roles that are essential in achieving the set school goals, though their roles are excessive (Nyaga, 2018). This is where this study comes in to find out whether Kenyan schools are required by law to elect their leaders democratically. Therefore, this study sought to analyze the extent to which democratically elected pupils' leaders participate in enhancing discipline.

According to Asselin (2012) selection of prefects is carried out by fellow learners but members of the teaching staff have to approve or disapprove the names as a way of enhancing democratic skills, values and behavior necessary to sustain the schools. Despite these attempts of developing a pro-active discipline policy in schools, corporal punishment that is nationwide applied and sanctioned becomes a setback. Thus, pupils' leaders feel that they are not given enough opportunity to influence learners' discipline. Therefore, the study came in to find out if teachers in public primary schools in Nandi County approve or disapprove the elected pupils and still use corporal punishment to control discipline.

Mingaine (2013) noted that pupils' leaders have been active in many tertiary education institutions. It was until 2008 when it was established to create interactive forums between the pupils and school administrators where issues would be discussed before they degenerate into full-blown school riots. Despite emphasis on democratic elections in Kenya and the modern world the school's administrators have remained autocratic making pupils' leaders hardly have an opportunity to express themselves and as a result they are continuously looking for ways to release stress generated through oppression in schools (Mingaine, 2013). This has made pupils to less actively participate in learners' discipline and instead become more of supervisor. Therefore, this study sought to analyze the extent to which democratically elected pupils' leaders participate in enhancing discipline.

In Ireland many schools have prefect system operating in their schools. This shows that they are not fully representatives of their fellow pupils because they are chosen by authorities thus acting as the eyes of the school administrators. The National Association of Pupil Leaders (NASC) support pupils' leaders in 50 states and all Canadian provinces. Therefore, the study came in to find out the extent to which democratically elected pupils leaders participate in enhancing learner discipline despite different views from different teachers.

In Australia Pupil Representatives' Leaders (SRC) are common in high schools and some primary schools which represent pupil views. By 2012 most of the schools in Kenya had adopted child friendly schools' approach to encourage pupils to take part in matters that affect them including pupils' discipline and how they can channel their grievances. Kenya Primary Schools Head Association (KEPSHA) is also taking this democratic programme to private schools to ensure pupils take part in school

leadership (Obama, 2015). Even though secondary and primary schools in Kenya have been using prefects since time in memorial to maintain discipline and order (Nyaga, 2018), the idea has been excessive bureaucracy dominance of school heads making pupils lack interests in elective matters. This is how this study came in to analyze the extent to which democratically elected pupils' leaders participate in enhancing discipline despite the excessive bureaucracy dominance of school, teachers and heads.

The Canadian Association of Pupils Activities Advisor (CASAA) was determined in 1985 to promote and develop pupil leadership and activities within Canadian high schools. In Australia most High schools and some primary schools have Pupils' Representatives Leaderss (SRC) which represents the views of the pupils. Most of these studies capture the role of pupil leaders but fails to show its effects on learner discipline in schools. Therefore, this study sought to fill in this gap by the extent to which democratically elected pupils' leaders influence learners' discipline.

2.6 Democratically Elected Pupils Leaders and Motivation for Discipline
The prefect system mode of discipline was introduced in English schools in nineteenth century as a way of motivating learners to develop character and responsibility. Since the prefects hold positions of responsibility, they foster their social development as well as discipline in schools. Jotia (2011) notes that if School Representatives Leaders (SRC) is used as a democratic structure it helps solicit pupils' voice and be a mouth piece between school's management, parents and pupils' body. As such it will provide meaningful platforms for pupil leaders by engaging in discussions with schools' authorities on matters related to school and the general welfare of the pupil community. Such learners will try all possible means to maintain harmony in school which positively influence discipline. The democratically elected pupils' leaders can also

come together with other school stakeholders in an attempt to resolve problems that are faced by pupils in their every-day lives and come up with possible solutions to such problems. The Nyaga (2018) points that the involvement of pupil's leaders in learners' discipline is that closeness to their fellow pupils and therefore can even thwart planned strikes or any other form of indiscipline issues in schools. These reviews relate to this study, as it sought to analyze how democratically elected pupils' leaders motivate learners as they interact with them so as to improve and maintain discipline.

The pupil government or pupils' leaders have to be used to transform the schools towards democracy where there should be consultations and active participation in school activities and learners' discipline. This will motivate them to be self-disciplined which is a type of selective self-training that leads to that formation of habits of thought, emotions, feelings, speech, action and relationship with others (Kuya, 2011). When pupils are given a chance to play various roles in school, it produces a set of principles which make learners understand democracy as a value system, as well as a method of associating with one another and learning how to solve or confront problems together within the boundaries of solidarity and validating human dignity (Kesson & Henderson, 2010).

Therefore, learners tend to maintain or improve discipline because the chance serves as a motivator to them. When pupils are elected democratically it captures their interests which in turn enable them to develop valuable skills and competencies relevant to effective learners' skills that are developed in school. The skills that are developed include decision making skills, conflict management skills and leadership skills. They will also build their self-esteem, gain more confidence and become more assertive (Henderson, 2010). These reviews provide a basis for this study, as it sought

to analyze how democratically elected pupils' leaders utilize their decision-making skills to motivate learners to improve and maintain discipline. Serem (2015) states that school elections are uncertain and exciting time showing that the elected to be are eager to hold their positions of responsibility and serve those who elected them. Hence indiscipline cases can be handled with ease because these pupils' leaders recognize that their roles are to subordinate the interests and act in accordance with the interest of their members. These leaders can also be referred to as architects in the development of a healthy and positive atmosphere in school.

According to Day (2016) pupil leaders' involvement in school leadership helps to develop leadership skills and ability to plan which enables them to come up with ideas that might help in smooth running of school hence maintaining learners' discipline. Tiffany (2014) noted that public speaking skills are sharpened when aspirants are exposed to the campaign process. Interesting enough is that even shy pupils come up strongly during campaigns a sign of motivation to exercise power over their fellow learners. The skills that pupils' leaders gain from their roles in the school motivate other learners to emulate them. Therefore, this study sought to find out the extent to which democratically elected pupils leaders motivate learners to improve and maintain discipline.

In Canada 2011 pupils' elections, it was also noted that pupils who took part explored exciting career options and develop their civic leadership skills. Therefore the pupils voice can contribute to the preparation for citizenship by improving their knowledge, transferable skills, enhancing the quality of behavior, ensure that schools are meeting the needs of learners and promotion of children's' right which in turn will offer a formal democratic, transparent and accountable whole school forum for pupils leaders

participation that links to broader leadership framework of a school. This is where this study come in, to analyze the extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline.

There is no equitable development without giving an equal chance to all segments of the society including young people to express them. The main gaps between young people and the rest of the world is lack of voice (Hoglund, 2014). The young are often not represented properly; they cannot convey their needs and dreams to the society. They do not have power to voice their opinions where major decisions are made about future. As schools are now better understanding the need for democracy where pupils' voice is of paramount, an additional effort has been created to allow them opportunity to express themselves and thus have a bigger impact on discipline agenda. This has left a gap which this study intended to find out the extent to which democratically elected pupils leaders voice their opinions as well as motivating learners to improve and maintain discipline.

Chaghari (2016) states that before starting pupil's government in 2011, pupils were shy, quiet and fearful of talking to teachers and even fellow pupils. But after the elections, elected pupils' leaders are more open, confident and interested in finding innovative ways for improving the quality of the school. Therefore, pupils are motivated to use their potentials to change the world for better. Child friendly school demonstrates, promotes and helps monitor the rights and wellbeing of all children irrespective of gender, geographical, cultural and social backgrounds (Chaghari, 2016).

It is to be seen as a place which promotes and supports safe learning environments and creates child-friendly spaces in school. The pupils and teachers are expected to have a basic understanding of rights, roles and responsibilities to avoid indiscipline problems. The democratically elected pupils' leader addresses problems affecting learners including peace building, violence and corporal punishment through positive means of discipline. This was realized through this study which intended to find out the extent to which democratically elected pupils leaders motivate learners to improve and maintain discipline by use of friendly.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses the research design, study area, target population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the problem research (Creswell & Creswell, 2017). The study adopted a descriptive survey design; it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). A descriptive survey attempts to establish the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attitudes (Vaus, 2013). In survey research, respondents answer through surveys or questionnaires, or polls. They are a research tool to collect feedback from respondents. In order for a survey to gather good quality data, it should have good survey questions, which should be a balanced mix of open-ended questions and close ended-questions. The survey method can be conducting online or offline which is makes it the go-to option for descriptive research where the sample size is very large (Bell, Bryman & Harley, 2018).

Descriptive survey research design was used because the population studied was too large to observe directly; therefore, it was useful because of the economy of taking a sample of the population to generalize results for the whole population. The design helped researcher to collect data from large population of Nandi East Sub County with respect to a set of variables (Kothari, 2003). The kind of data collected included; opinions, habits and any other educational or social issues. It was also chosen because it gives room for collecting data using questionnaires and interview schedule.

3.3 The Study Area

The study was carried out in Nandi East Sub County. The Sub County has two divisions; Ollesses and Nandi Hills Divisions. The sub county is bordered to the North by Nandi Central, Nandi North Sub County to the West, Meiteitei Sub County to the South and Uasin Gishu County to the East. Nandi East Sub County is in Nandi County occupying an area of 2,884.4 square kilometres. Its capital, Kapsabet, is the largest town in the county while other towns include Mosoriot, Kaiboi, Kabiyet and Nandi Hills. According to a 2009 census, the county had a population of 752,965, made up of a number of Kenyan communities, the majority of whom belong to the native tribe called Nandi (Kenya Census, 2009). Geographically, the unique jug-shaped structure of Nandi County is bound by the Equator to the south and extends northwards to latitude 0034'N. The western boundary extends to west. The county's major area is covered by the Nandi Hills.

The study was based in this Sub County because primary schools' elect pupils' leaders democratically which enable pupils to choose their preferred leaders. Secondly the researcher opted to carry out the study in Nandi East Sub County because despite the fact that all schools have democratically elected pupils' leaders, indiscipline cases such

as increase in dropout rates, vandalism, fighting, truancy, absenteeism are still rampant. To find out whether, teachers still influence the elections and duties of pupils' leaders. Finally, the issue of democratically elected pupils' leaders was started as a problem-solving approach to indiscipline cases in schools. Therefore, the researcher carried out the study in this Sub County to find out the extent to which democratically elected pupils' leaders have tried to minimize indiscipline cases. It also aimed to find out if most of the schools practice democracies during elections or teachers have a say.

3.4 Target Population
Oso and Onen (2015) stated that a target population is the total number of subjects or the total environment of interest to the researcher. On the other hand, Platton (2012) points out that a target population is the aggregate of all cases that conform to some designated set of specifications. The target population for this study entailed 90 public primary schools in Nandi East Sub County, with 90 deputy head teachers from the 90 public primary schools, 297 teachers and 2450 class 8 pupils. This study therefore targeted 2837 respondents comprising of Deputy Head teachers, teachers, class 8 pupils having information's concerning the study variables.

Table 3.1 Target Population

Respondents	Target population
Deputy head teachers	90
Teachers	297
Class 8 Pupils	2450
Total	**2837**

Source: Nandi East Sub County Education Office, (2018)

3.5 Sampling Techniques and Sample Size

Sampling is the act, process or technique of selecting a suitable sample or a representative part of a population for the purpose of determining characteristics of the whole population (Mugenda & Mugenda, 2008). The study used 30% to get 27 schools out of 90 public primary schools in Nandi East Sub County to participate in the. A sample size is a representation of the entire population under study (Kothari, 2003).

According to (Mugenda, 2012), for a population of less than 100, 100% of the population is taken to calculate the sample size, for a population of between 100 to 1000, 30% of the population is taken, for a population of 1000 – 10 000, 10% of the target population is taken to represent the target population and finally for any target population above 10000, 1% is taken to calculate the sample size in the study. Using purposive sampling 27 deputy head teachers were included in the study representing 30% of targeted schools in Nandi East Sub County. This was because the researcher went purposively to deputy head teachers to get information's regarding study variables (Sekaran, 2006; Orodho, 2004). Simple random sampling of 30% of the target population was used to sample teachers and 10% for class 8 pupils due to their large numbers of pupils in primary schools. This also used in order to enable each subject to have an equal opportunity to be sampled (Patton, 2002). Patton (2002) recognizes 10%-30% of the target population as an adequate sample in the descriptive survey design which ensures reliability of the data collected. The researcher-controlled sampling errors by not only identifying and justifying the group but also making sure they are truly the representative of the population. Therefore, the study utilized simple random sampling to sample 89 teachers and 245 class 8 pupils to participate in the study.

Table 3.2 Sample Framework

Respondents	Target population	Sampling Procedure	Sample size
Deputy teachers	90	90 x 0.3	27
Teachers	297	297 x 0.3	89
Class 8 Pupils	2450	2450x 0.1	245
Total	**2837**		**361**

Source: Nandi East Sub County Education Office, 2018

3.6 Research Instruments

Research instruments are tools by which data is collected. The choice of instrument is made on the basis of what the researcher anticipates and the nature of the respondents for whom the tool is administered (Creswell, 2017). Researchers prefer tools that provide high accuracy, generalization and explanatory power. The study used questionnaires and interview schedule. The two separate questionnaires targeted the teachers and class 8 pupils because they were able to interpret and give relevant information while interview schedule was used for deputy head teachers because it was convenient for their small population.

3.6.1 Questionnaire

A questionnaire is a carefully designed instrument for collecting data. In regard to this study where views of the respondents had been established, questionnaire is the most feasible and manageable tool for attitude assessment (Kothari, 2008). This instrument is convenient in sourcing from large samples but at a less cost and free from researcher's biasness. There were two sets of questionnaires; teachers' questionnaire

and class 8 pupils' questionnaire. The questionnaires were administered to teachers and class 8 pupils because of their ability to interpret questions provided and supply relevant responses.

Both structured and unstructured items were included. Likert-scale, closed ended and open-ended type of questions were developed to capture the kind of perceptions that teachers and learners had concerning the influence of democratically elected pupils' leaders on learners' discipline. The questionnaire was divided into sections where section A highlighted background information, Section B highlighted Teachers' Perception on democratically elected pupils' leaders, section C: Extent to which democratically elected pupils' leaders participate in enhancing learners' discipline and section D: Learners' motivation through democratically elected pupils' leaders.

3.6.2 Interview Schedule

Interview is a method of collecting data that involves presentation of questions and reply in terms of oral responses (Kothari, 2008). The interviewer created a free and natural atmosphere that enabled the interviewee to give unbiased responses. The study employed the respondents' type of interview where the interviewer retained all control throughout the process. The interviews were administered to the deputy head teachers so as to give their insights into the influence of democratically elected pupils' leaders on learner's discipline in public primary schools in Nandi-East Sub County.

The interview enabled the researcher to collect information based on the objectives of the study, to determine the perception of teachers towards democratically elected pupils leaders on learners discipline in public primary schools in Nandi East Sub County, to determine the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools in Nandi East Sub County

and to determine the extent to which democratically elected pupils leaders motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County and balance between quality and quantity of data collected and also access more information that cannot be directly observed or difficult to put down in writing (Kothari, 2013).

3.7 Pilot Study

A pilot study was conducted in two public primary schools in Nandi Central Sub County to determine whether the questionnaires and the interview guide provided the data required for the study. This was because Nandi Central Sub County had schools which practice democratic elections of pupils' leaders. The questionnaire was administered to ten teachers, ten class eight pupils and two deputy head teachers were interviewed. Pilot study was used to determine the questionnaires' internal consistency and to detect any difficulties that the respondents were likely to face when responding to the items.

3.7.1 Validity of Research Instruments

According to Patton (2002) validity refers to the accuracy and meaningfulness of the information based on the results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The survey instrument was pre-tested to improve its validity and relevance to the objectives of the study. The questionnaires and the interview schedules were scrutinized for errors and omissions, ambiguity, legibility and relevance. The questionnaires' content, structure and sequence were then appropriately amended to remove any ambiguities and to enhance content validity. To determine the content validity of the questionnaire items, the researcher consulted the supervisors for guidance and advice on the validity of the

instruments. The advice was utilized by the researcher to modify the items to ensure that they cover the variables in the study. The feedback from the pilot study also helped to correct the items in the research instruments on clarity and ambiguity.

3.7.2 Reliability of Research Instruments

According to Kothari (2008) reliability refers to the consistencies that instruments demonstrates when applied repeatedly under similar conditions. Mugenda and Mugenda (2008) concur by stating that reliability of an instrument is the measure of the degree to which a research instrument yields consistent results on data after repeated trials. The instruments were pre-tested through a pilot study which was carried out on a sample of 22 respondents drawn from the neighboring Nandi Central Sub County. Pre-testing the measurement instrument was a critical component of minimizing measurement errors in a descriptive survey research design (Sung, 2012). This process helped to determine internal consistency as well as get feedback on issues such as representativeness of the items for particular constructs, clarity of questions, questionnaire format, clarity of instructions, and specificity of items.

Data collected from the pilot study were used to compute the reliability of the instruments' items. The Cronbach's alpha was applied on the results obtained to determine how items correlate among themselves in the same instrument. Cronbach's Alpha of more than 0.7 was taken as the cut off value for being acceptable which enhanced the identification of the dispensable variables and deleted variables. However, the Cronbach's coefficient alpha that is less than 0.7 implied that the research instruments were not reliable and the researcher made necessary corrections before using the instruments to collect data. In this study an overall Cronbach's alpha

value of 0.856 was found hence the research instruments were reliable to be used in data collection.

3.8 Data Collection Procedures

This refers to the collection or gathering of information to serve or prove some facts (Kombo and Tromp, 2006). The researcher obtained an introductory letter from the Faculty of Education and Human Resource Development, Kisii University to enable her to process for a research permit from National commission for Science, Technology and innovation (NACOSTI) before proceeding to the field. The researcher then sought permission from Nandi East District Education officer to enable her conduct research in selected 27 public primary schools. The researcher reasonably visited each of the sampled schools and administered the questionnaires to teachers and class 8 pupils and interviewed deputy head teachers.

3.9 Data Analysis

Data was collected through the use of questionnaires then coded and entered into the Statistical Analysis Software - Statistical Package for the Social Sciences (SPSS) version 22 (Kothari. 2004). The data was analyzed using descriptive statistics. Quantitative data were analyzed using descriptive statistics involving frequency and percentages. Frequencies and percentages obtained were used in interpreting the respondent's perception on issues raised in the collected data so as to answer the research questions. Qualitative data from interview schedule were analyzed using thematic method by grouping related information's into themes and discussing.

3.10 Ethical Considerations

Research Ethics will be adhered to throughout the entire period of the study. Data collection is a sensitive issue as it borders on invading people's private lives.

Ethical consideration is therefore of paramount importance in research (China and Otengi, 2018). The researcher got consent from the relevant authorities, Kisii University, National commission for Science, Technology and innovation (NACOSTI), Ministry of Education Nandi East Sub County Office and pupils of the selected public primary schools and the respondents before obtaining information from them. All work in this study from other researchers was acknowledged by the researcher. Consent to collect data from class 8 pupils was sought from the school's administration.

The respondents were assured that the information provided was for research purposes only and not to malign their integrity and interest in their schools (Yuko, 2015). Further they were advised not to indicate their names anywhere on the questionnaires as this ensured confidentiality throughout the study especially for respondents who gave their personal opinions. The participants received an explanation on voluntary participation and the right to withdraw from the study at any time with no consequences of doing so (Hadidi, Lindquist, Jacobson & Swanson, 2013). No one was forced to answer questions they did not want. Informed consent sought to incorporate the rights of autonomous individuals through self-determination. It also sought to prevent assaults on the integrity of the participants and protect personal liberty and sincerity. Individuals made the informed decisions in order to participate in research voluntarily only if they have information on the possible risks and benefits of the research. They were informed that there were no direct personal benefits in being a part of the study. The researcher ensured equity among potential participants and conducted the study in an honest manner. The participants' questionnaires, whose codes were only known to researcher.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter presents study findings, analysis and discussion of the findings gathered from the field in a systematic way. The basic principle in presenting results being to give relevant evidence to the research objectives and addressing all the questions posed, stating whether each question is supported by the data or not. The objectives of the study were: to assess the perception of learners on democratically elected pupils' leaders and discipline in public primary schools in Nandi East Sub County, to analyze perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi East Sub County, to find out the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools in Nandi East Sub County and to investigate the extent to which democratically elected pupils leaders motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County.

Data was collected through structured questionnaires and interview schedule. The methodologies used provided perception of respondents regarding influence of democratically elected pupils' leaders on learner's discipline in public primary schools. This chapter is sub-divided according to the study objectives and findings presented using tables, pie charts, frequencies and percentages to summarize and illustrate the findings of the study. The statistical analyses of the collected data were presented in five-point Likert scale as follows;

4.2 Response Rate

The instruments for data collection were administered within a period of two months where 245 class eight learners' questionnaires, 89 teachers' questionnaires were distributed to each identified respondent who filled. However, out of distributed questionnaires 227 for class 8 pupils and 80 of teachers were dully filled and returned. This gave a response rate of 92.6% for class 8 pupils and 89.8% of teachers. Interviews were conducted among the 27 deputy head teachers. For those who requested for more time, cordially acceptable dead lines were fixed against which the copies would be collected. At the expiry of the period, all copies were successfully collected and returned for analysis. According to Bable (1995) the response rate of 70 percent and above is satisfactory to conduct adequate data analysis.

4.3 Background Information of Respondents

Background information of respondents was analyzed using descriptive statistics. The purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics. For purposes of this study frequencies and percentages were used where necessary. The target respondents were class eight pupils and teachers.

4.3.1 Gender of Respondents

The study sought to find out the gender of the respondents (Class 8 Pupils and teachers).

Table 4.1 Gender of Respondents

Respondents	Frequencies	Percentages
Teachers		
Male	37	46.2%
Female	43	53.8%
Class 8 Pupils		
Male	114	50.2%
Female	113	49.8%

Source: Researcher's Findings (2017)

The study results indicated that 43(53.8%) of the teachers who respondent to the study were female, while 37(46.3%) were male as summarized in table 4.1. This means that both genders were represented well in the study to give information's without gender biasness. The study results also indicated that 114(50.2%) of class eight learners who responded were male, while 113(49.8%) of them were female as shown in table 4.1. The study finding implies that both gender among class eight learners were well represented in the study to give information's without gender biasness.

4.4 Perception of learners on democratically elected pupils' leaders and discipline in public primary schools in Nandi East Sub County

The first objective of the study sought to assess the perception of learners on democratically elected pupils' leaders and discipline in public primary schools. The findings were presented in table 4.2.

Table 4.2 Learners Perception on Democratically Elected Pupils Leaders

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Leaders support learner's participation on matters concerning discipline	159(70.0%)	53(23.3%)	4(1.8%)	4(1.8%)	7(3.1%)
Leaders provide platform for learners to raise their challenges and views concerning discipline	66(29.1%)	85(37.4%)	17(7.5%)	36(15.9%)	23(10.1%)
Leaders build learners relation with teachers therefore maintaining discipline in the school	160(70.5%)	34(15.0%)	19(8.4%)	5(2.2%)	9(4.0%)
Democratically elected pupils' leaders allow learners to express their rights freely leading to discipline in the school	84(37.0%)	76(33.5%)	18(7.9%)	24(10.6%)	25(11.0%)
Some teachers influence the work of democratically elected pupils' leaders	91(40.1%)	41(18.1%)	15(6.6%)	39(17.2%)	41(18.1%)
Leaders do not solve indiscipline cases fairly and freely	68(30.0%)	22(9.7%)	19(8.4%)	29(12.8%)	89(39.2%)
Democratically elected pupils' leaders dot not lead by example	70(30.8%)	14(6.2%)	15(6.6%)	34(15.0%)	94(41.4%)
Democratically elected pupils' leaders mostly side with the teachers when it comes to decision making	64(28.2%)	79(34.8%)	32(14.1%)	25(11.0%)	27(11.9%)
Democratically elected pupils' leaders have minimized absenteeism in schools	78(34.4%)	28(12.3%)	38(16.7%)	30(13.2%)	53(23.3%)
Democratically elected pupils' leaders give promises during campaigns which are not fulfilled	106(46.7%)	17(7.5%)	9(4.0%)	28(12.3%)	67(29.5%)
Democratically elected pupils' leaders do their work with minimal supervision by teachers	94(41.4%)	50(22.0%)	28(12.3%)	13(5.7%)	42(18.5%)
Leaders feel superior	102(44.9%)	17(7.5%)	10(4.4%)	24(10.6%)	74(32.6%)

Source: Researcher's Findings (2017)

The study findings result on whether democratically elected pupils' leaders support learners' participation on matters concerning discipline revealed that majority 159(70.0%) of the respondents strongly agreed, 53(23.3%) agreed, were 4(1.8%), 4(1.8%) disagreed while 7(3.1%) of them strongly disagreed as shown in table 4.2. The study finding gives implications that when there is democratic election in schools those pupils who contest for the position of leadership should portray good behaviour.

The pupils who are campaigning should have good and motivating speech, which will make other pupils to vote for them. The elected pupil leaders are accountable to their fellow learners and they must demonstrate good discipline in order for assurance of continuity in office. Pupils' leaders who does not demonstrate discipline and perform their duties against learners are at risk of being voted out. The study findings concur with Aggarwal (2015) who indicated that though democratic elections of pupils' leader support pupil participation in decision making, it confines their involvement to specific areas such as supervising others when performing duties, checking class room cleanness and reporting wrong doers to the teachers. This limits their influence on learners' discipline.

Also, the study findings on whether democratically elected pupils leaders provide platform for learners to raise their challenges and views concerning discipline in the school revealed that 66(29.1%) of class 8 pupils strongly agreed on the statement, 85(37.4%) respondents of agreed, 17(7.5%) respondents of were neutral, 36(15.9%) respondents of disagreed while 23(10.1%) of them strongly disagreed as shown in table 4.2. This means that most of the respondents agreed that democratically elected pupils' leaders provide platform for learners to raise their challenges and views concerning discipline in the school. An implication that the pupil's leaders act as role

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models for all pupils- including uniform, attendance, enthusiasm, responsibility and dedication and upholding school values. This finding concedes with Putney (2010) who stated that school places great importance on pupils' self-esteem, self-discipline and responsible direction. Each pupil leader who is provided an opportunity tends to develop moral, purposeful, self-disciplined attitude in an environment of trust, respect and responsibility. Therefore, pupils feel that democratically elected pupils' leaders act as a turning point from deviance to modeled behavior.

Further, the study findings on the statement that democratically elected pupils' leaders build learners relation with teachers therefore maintaining discipline in the school. Majority 160(70.5%) of the respondents strongly agreed, 34(15.0%) agreed, 19(8.4%) were neutral, 5(2.2%) of them disagreed while 9(4.0%) of them strongly disagreed as shown in table 4.2. This shows that most of the respondents agreed that democratically elected pupils' leaders build learners relation with teachers by helping in coordination between teachers and students thus maintaining discipline in the school. This finding is similar to Nolan (2011) study which established that in Kenyan secondary schools pupil leaders provides platforms for pupil to express their challenges, look for ways to curb them, create forums where pupils ask questions or seek clarifications from teachers on matters of importance, help pupils to share ideas, interests and concern, enhance unity in diversity and encourage pupils to share concerns with teachers and pupils.

The study results on whether democratically elected pupils' leaders allow learners to express their rights freely leading to discipline in the school. Majority 84(37.0%) of the subjects strongly agreed, 76(33.5%) agreed, 18(7.9%) were neutral, 24(10.6%) disagreed, while 25(11.0%) of them strongly disagreed as shown in table 4.2. This

showed that the subjects strongly agreed and therefore by democratically electing pupils' leaders allow learners to express their rights freely. This finding is different from a study by Mukiri (2014), who points out that learners view their leaders as puppets of administration, traitors and sell-outs. He adds that they perceive them as autocratic system that suppresses them and as such they despise and loathe them.

Further, on the statement that some teachers influence the work of democratically elected pupils' leaders, majority 91(40.1%) of the respondents strongly agreed, 41(18.1%) agreed, 15(6.6%) were neutral, 39(17.2%) disagreed while 41(18.1%) of them strongly disagreed as shown in table 4.2. The study findings reveal that majority of the subjects agreed with the statement implying that teachers influence the work of democratically elected leaders by making communication more effectively with students through their elected leaders. This finding corresponds with Jotia (2011) that pupils' leaders are the eyes and the ears of the administration that do not have power whatsoever. The authorities strangle their voices and deny them full exposure to democratic function of influencing learners' discipline.

The study findings on the statement that democratically elected pupils' leaders do not solve indiscipline cases fairly and freely. 68(30.0%) majority of the respondent strongly agreed, 22(9.7%) agreed, 19(8.4%) were neutral, 29(12.8%) disagreed, while majority 89(39.2%) of them strongly disagreed. This means that majority of the respondents strongly disagreed with the statement implying that majority of the elected pupils' leaders are elected by their friends leading to unfair treatment of other pupils. This is similar to Serem (2012) who noted that elected pupils' leaders are able to work and relate more closely with their peers than teachers.

The study findings on the statement that democratically elected pupils' leaders dot not lead by example. 70(30.8%) of the class 8 pupils strongly agreed, 14(6.2%) of them agreed, 15(6.6%) were neutral, 34(15.0%) disagreed, while majority 94(41.4%) of them strongly disagreed. This study results clearly shows that majority of the subjects strongly disagreed that democratically elected pupil leaders do not lead by example since any leader is always expected to lead as a role model to who he/she leads. This finding is different from that of Mukiri (2014) who noted that some elected pupils' leaders tend to misuse the given privileges as the privileges make them feel as being intrinsically superior to other pupils. This makes them spend most of their time on their duties and having less time as a sign of superiority.

The study findings also on whether democratically elected pupils' leaders mostly side with the teachers when it comes to decision making. 64(28.2%) of the class 8 pupils strongly agreed, majority 79(34.8%) of them agreed, 32(14.1%) were neutral, 25(11.0%) disagreed, while 27(11.9%) of them strongly disagreed. This shows that most of the subjects agreed that democratically elected pupils' leaders mostly side with the teachers when it comes to decision making since these leaders represent pupils. This finding agrees with a study by Mukiri (2014), who points out that pupil view their leaders as puppets of administration, traitors and sell-outs. He adds that they perceive them as autocratic system that suppresses them and as such they despise and loathe them. The study findings on whether democratically elected pupils' leaders have minimized absenteeism in schools. Majority 78(34.4%) of the class 8 pupils strongly agreed, 28(12.3%) of them agreed, 38(16.7%) were neutral, 30(13.2%) disagreed, while 53(23.3%) of them strongly disagreed as shown in table 4.2.

This means that most of the class 8 pupils strongly agreed that democratically elected pupils' leaders have minimized absenteeism in schools since one of their responsibilities is to take role calls thus minimizing absenteeism. This finding is similar to a study by Murage (2014) that it is without doubt that the pupils' governments have brought positive change in schools. The study findings on whether democratically elected pupils' leaders give promises during campaigns which are not fulfilled. Majority 106(46.7%) of the class 8 pupils strongly agreed, 17(7.5%) agreed, 9(4.0%) were neutral, 28(12.3%) disagreed, while 67(29.5%) of them strongly disagreed as shown in table 4.2. This shows that most of the class 8 pupils strongly agreed that democratically elected pupils' leaders give promises during campaigns which are not fulfilled. This is because when they become leaders, they tend to side with teachers therefore not fulfilling promises they made during their campaigns.

This finding agrees with a study by Murage (2014), who points out that pupil view their leaders as puppets of administration, traitors and sell-outs. He adds that they perceive them as autocratic system that suppresses them and as such they despise and loathe them. The study results on whether, democratically elected pupils' leaders do their work with minimal supervision by teachers. Majority 94(41.4%) of the class 8 pupils strongly agreed, 50(22.0%) agreed, 28(12.3%) were neutral, 13(5.7%) of them disagreed while 42(18.5%) of them strongly disagreed as shown in table 4.2. The study finding implies that most of the class 8 pupils strongly agreed that democratically elected pupils' leaders do their work with minimal supervision by teachers. This is because teachers delegate responsibilities to these leaders who in turn help to enhance discipline and cooperation amongst pupils.

This corresponds with Serem (2012) who noted that elected pupils' leaders are able to work and relate more closely with their peers than teachers. The study findings on whether, democratically elected pupils' leaders feel superior to other pupils. Majority 102(44.9%) of the class 8 pupils strongly agreed, 17(7.5%) agreed, 10(4.4%) were neutral, 24(10.6%) disagreed while 74(32.6%) of them strongly disagreed as shown in table 4.2. This shows that most of the class 8 pupils strongly agreed that democratically elected pupils' leaders feel superior than others pupils making them spend most of their time on their duties and having less time on building good relation with other learners. This finding agrees with Mukiri (2014) who noted that some elected pupils' leaders tend to misuse the given privileges as the privileges make them feel as being intrinsically superior to other pupils.

On the first objective which was to assess the perception of learners on democratically elected pupils' leaders and discipline in public primary schools in Nandi East Sub County majority of the respondents 160(70.5%) opined that democratically elected pupils' leaders build learners relation with teachers therefore maintaining discipline in the school. Finally, the study findings on whether, majority 22(80%) of them reported that learners were happy and appreciated the election. This was because pupils were given a chance to elect leaders of their choice. This was seen through promotion of togetherness between themselves within and outside the school. Despite the unity that democratically elected pupils have promoted, some of them do not lead by example and most of them feel superior than others pupils.

4.5 Teachers Perception on Democratically Elected Pupils' Leaders and Learners Discipline

The second objective of the study sought to analyze the perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools Nandi East sub county. The findings were as follows:

Table 4.3 Teachers Perception on Democratically Elected Pupils' Leaders and Learners Discipline

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Pupils' leaders have greatly maintained discipline in the school	16(20.0%)	27(33.8%)	9(11.3%)	23(28.8%)	5(6.3%)
Pupils' leaders treat others with respect and dignity	12(15.0%)	36(45.0%)	14(17.5%)	14(17.5%)	4(5.0%)
Pupils' leaders are expected to supervise	17(21.3%)	33(41.3%)	5(6.3%)	19(23.8%)	6(7.5%)
Pupils' leaders are expected to report to deputy head teachers	35(43.8%)	31(38.8%)	10(12.5%)	2(2.5%)	2(2.5%)
Pupils' leaders are expected to enhance learners' discipline and inculcate good behavior	35(43.8%)	25(31.3%)	12(15.0%)	4(5.0%)	4(5.0%)
Pupils' leaders discipline cases are directly influenced by teachers	27(33.8%)	23(28.8%)	15(18.8%)	14(17.5%)	1(1.3%)
Some teachers disapprove democratically elected pupils' leaders on the basis of their behaviour	20(25.0%)	35(43.8%)	9(11.3%)	11(13.8%)	5(6.3%)
Pupils' leaders misuse their mandate which compromise indiscipline cases	16(20.0%)	26(32.5%)	15(18.8%)	13(16.3%)	10(12.5%)
Pupils leaders should be appointed by teachers	26(32.5%)	18(22.5%)	9(11.3%)	7(8.8%)	20(25.0%)
Pupils elect leaders whom they can influence easily	30(37.5%)	22(27.5%)	7(8.8%)	11(13.8%)	10(12.5%)
The prefect system was better than democratic elections	8(10.0%)	25(31.3%)	17(21.3%)	13(16.3%)	17(21.3%)

Source: Researcher's Findings (2017)

From the research findings the teachers were in agreement that, democratically elected pupils' leaders have greatly maintained discipline in the school. 16(20.0%) of the teachers responded with strongly agreed, majority 27(33.8%) of the teachers agreed, 9(11.3%) were neutral, 23(28.8%) disagreed, while 5(6.3%) of them strongly disagreed as shown in table 4.3. This means that most of the teachers agreed that democratically elected pupils' leaders have greatly maintained discipline in the school since they are involved in achieving, maintaining and restoring of pupil's discipline. This finding agrees with Moraped (2011) that pupils' leaders assist in maintaining discipline by guiding and supervising other pupils. As such they can be used to transform the school towards democracy where they can take part in school activities such as learners' discipline.

The findings show that democratically elected pupils' leaders treat others with respect and dignity. 12(15.0%) of the teachers strongly agreed, majority 36(45.0%) of them agreed, 14(17.5%) were neutral, 14(17.5%) disagreed, while 4(5.0%) strongly disagreed as shown in table 4.3. The study finding implies that most of the teachers agreed that democratically elected pupils' leaders treat others with respect and dignity since these leaders act as role models for all the pupils. This finding differs from a study by Mukiri (2014) which assessed some elected pupils' leaders tend to misuse the given privileges as the privileges make them feel as being intrinsically superior to other pupils. This makes them spend most of their time on their duties and having less time for enhancing discipline.

The research findings further show that democratically elected pupils' leaders are expected to supervise and coordinate all school activities to ensure discipline in the school. 17(21.3%) of the teachers strongly agreed, majority 33(41.3%) of them agreed,

5(6.3%) were neutral, 19(23.8%) disagreed, while 6(7.5%) of them strongly disagreed as shown in table 4.3. the study findings showed that majority of the subjects agreed with the statement. An implication that pupils' leaders supervise and coordinate all school activities thus ensuring discipline in the school. This finding corresponds with Mckenzi and Rutto (2010), that pupils' leaders are expected to develop and promote a positive learner spirit and culture within the school. They should encourage other pupils to participate and be responsible for the sound functioning of the school.

Moreover, the research further shows that democratically elected pupils' leaders are expected to report to deputy head teachers on matters related to pupil behavior and discipline. Majority 35(43.8%) of them strongly agreed, 31(38.8%) agreed, 10(12.5%) were neutral, 2(2.5%) disagreed while 2(2.5%) of them strongly disagreed as shown in table 4.3. The study finding implies that most of the teachers strongly agreed with the statement. Therefore, democratically elected pupils' leaders report to deputy head teachers on matters related to pupil behavior thus boosting their discipline. This agree with Muthamia (2006) who states that, discipline is to shape or mould the identity of a child often by example or by insistence on certain actions or modes of behavior expected to be adhered to and occasionally admonishing the child to reinforce the method since in primary schools discipline is largely the responsibility of the deputy pupil with assistance from the rest of the teachers and pupils leaders.

On democratically elected pupils' leaders are expected to enhance learners discipline and inculcate good behavior the research shows that majority 35(43.8%) of the teachers strongly agreed, 25(31.3%) agreed, 12(15.0%) were neutral, 4(5.0%) disagreed while 4(5.0%) of them 4(5.0%) of them strongly disagreed as shown in table 4.3. This shows that most of the teachers strongly agreed with the statement.

An implication that democratically elected pupils' leaders enhances learners' discipline and inculcates good behavior. This finding coincides with Kuya (2011) that the pupil government or pupils' leaders have to be used to transform the schools towards democracy where there should be consultations and active participation in school activities and learners' discipline. This will motivate them to be self-disciplined which is a type of selective self-training that leads to that formation of habits of thought, emotions, feelings, speech, action and relationship with others.

On the other hand, the research finding shows that democratically elected pupils leaders discipline cases are directly influenced by teachers. Majority 27(33.8%) of the teachers strongly agreed, 23(28.8%) agreed, 15(18.8%) were neutral, 14(17.5%) disagreed while 1(1.3%) of them strongly disagreed as shown in table 4.3. This means that most of the teachers strongly agreed and therefore democratically elected pupils' leaders discipline cases are directly influenced by teachers. This finding corresponds with a study by Oyaro (2008), who points out that pupil view their leaders as puppets of administration, traitors and sell-outs. He adds that they perceive them as autocratic system that suppresses them and as such they despise and loathe them.

The study findings in Table 4.3 show that some teachers disapprove democratically elected pupils' leaders on the basis of their behavior. Majority 35(43.8%) of the teachers agreed, 20(25.0%) strongly agreed, 9(11.3%) were neutral, 11(13.8%) disagreed, while 5(6.3%) of them strongly disagreed as shown in table 4.3. This shows that most of the teachers agreed. Therefore, democratically elected pupils' leaders are disapproved on the basis of their behavior by some of their teachers.

This finding agrees with Jotia (2011) that selection of prefects is carried out by fellow learners but members of the teaching staff have to approve or disapprove the names as a way of enhancing democratic skills, values and behavior necessary to sustain the schools. The study findings on whether democratically elected pupils' leaders misuse their mandate which compromise indiscipline cases. 16(20.0%) of the teachers, strongly agreed majority 26(32.5%) of them agreed, 15(18.8%) were neutral, 13(16.3%) disagreed while 10(12.5%) of them strongly disagreed as shown in table 4.3. This means that most of the teachers agreed and therefore it is clear from the findings that democratically elected pupils' leaders misuse their mandate thus compromising their indiscipline cases. This finding concurs with a study by Mukiri (2014) which determined that some elected pupils' leaders tend to misuse the given privileges as the privileges make them feel as being intrinsically superior to other pupils. This makes them spend most of their time on their duties and having less time for promoting discipline and deduction of indiscipline of issues.

The study finding on whether pupil's leaders should be appointed by teachers instead of democratically being elected to ensure discipline. Majority 26(32.5%) of the teachers strongly agreed, 18(22.5%) agreed, 9(11.3%) were neutral, 7(8.8%) disagreed, while 20(25.0%) of them strongly disagreed as shown in table 4.3. This shows that most of the teachers strongly agreed and therefore, pupils' leaders should be appointed by teachers instead of democratically being elected to ensure discipline. This finding agrees with Jotia (2011) that selection of prefects is carried out by fellow learners but members of the teaching staff have to approve or disapprove the names as a way of enhancing democratic skills, values and behavior necessary to sustain the schools.

Teachers were in agreement that pupils elect leaders whom they can influence easily. Majority 30(37.5%) of the teachers strongly agreed, 22(27.5%) agreed, 7(8.8%) were neutral, 11(13.8%) disagreed, while 10(12.5%) of them strongly disagreed as shown in table 4.3. The study finding implies that most of the teachers strongly agreed that pupils elect leaders whom they can influence easily. This finding corresponds with a study by Mukiri (2014), who points out that pupil view their leaders as puppets of administration, traitors and sell-outs. He adds that they perceive them as autocratic system that suppresses them and as such they despise and loathe them.

Finally, the teacher's findings indicate that, the prefect ship system was better than democratic elections. 8(10.0%) of the teachers strongly agreed, majority 25(31.3%) of them agreed, 17(21.3%) were neutral, 13(16.3%) disagreed, while 17(21.3%) of them strongly disagreed. This shows that most of the teachers agreed that the prefect ship system was better than democratic elections. This is because elected pupils' leaders have a voice. This finding is similar with Mayes (2018) who indicated that elected pupils' leaders act as a voice, having opportunity in school activities and decisions that affect them. It entails pupils playing an active role in the education and schooling.

As per the second objective which was to analyze perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi East Sub County majority of teachers 35(43.8%) were in agreement that Democratically elected pupils' leaders are expected to report to deputy head teachers on matters related to pupil behavior and discipline The interview conducted on deputy head teachers 16(60%) revealed that majority of them pointed out that, though that democratically elected pupils' leaders have greatly maintained discipline in the school.

Teachers still perceive that, pupils' leaders should be appointed by teachers instead of being democratically elected to ensure discipline, since pupils elect leaders whom they can influence easily, thus teachers feel that prefect ship system was better than democratic elections. This finding disagrees with a study by Mukiri (2014), who points out due to the facts that teachers' pupils' leaders should be appointed by teachers, pupil view their leaders as puppets of administration, traitors and sell-outs. The findings add that they perceive them as autocratic system that suppresses them and as such they despise and loathe them.

4.6 Democratically Elected Pupils' Leaders and Learners Discipline

The third objective of the study sought to find out the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools. The findings were as follows:

4.6.1 Democratically Elected Pupils Leaders and Decision Making

The study sought to find out from the teachers, whether democratically pupils leaders participate in decision making in the school. Majority 52(65.0%) of the teachers indicated yes while 28(35.0%) of them indicated no as shown in figure 4.1.
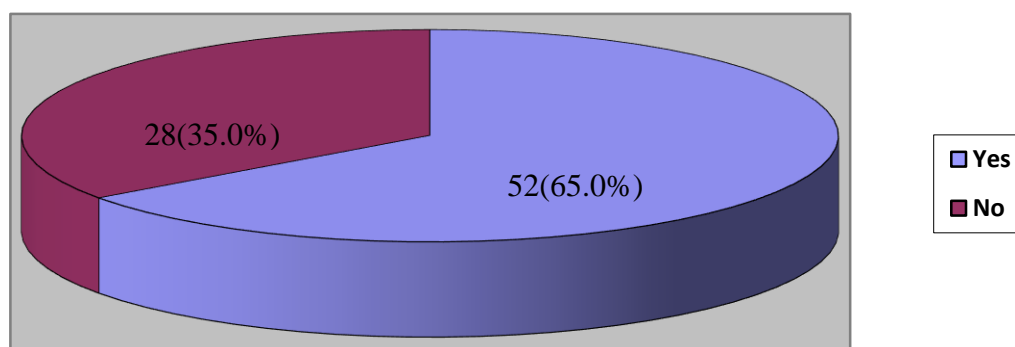
Source: Researcher's Findings (2017)

Figure 4.1 Democratically Elected Pupils Leaders and Decision Making

The study finding implies that most of the respondents acknowledged that democratically pupils' leaders do participate in decision making in the school. The findings are similar to Aggarwal (2015), asserts that though democratic elections of pupils' leaders support pupil participation in decision making, it confines their involvement to specific areas such as supervising others when performing duties, checking class room cleanliness and reporting wrong doers to the teachers.

4.6.2 Democratically Elected Pupils Leaders and Enhancement of Discipline

The study sought to find out from the teachers, how democratically elected pupils leaders participate in enhancing discipline in the school.

Table 4.4 Democratically Elected Pupils Leaders and Enhancement of Discipline

Respondents	Frequencies	Percentages
Assigning duties to other pupils	22	27.5%
Dialogue with pupils and teachers	18	22.5%
Punish pupils who break rules	5	6.3%
Report wrong doers to the deputy head teachers	35	43.8%
Total	**80**	**100.0%**

Source: Researcher's Findings (2017)

Majority 35(43.8%) of the teachers indicated they report wrong doers to the deputy head teachers, 22(27.5%) indicated they participate by assigning duties to other pupils, 18(22.5%) indicated that some participate through dialogue with pupils and teachers and 5(6.3%) of them indicated that they punish pupils who break rules as shown in table 4.4.

The study finding from table 4.4 implies that most of the democratically elected pupils' leaders participate in enhancing discipline in the school through reporting wrong doers to the deputy head teachers. This finding agrees with Jotia (2011) who points out that pupil' leaders are toothless as they are not involved in schools' affairs, their main role is to supervise meals, studies, cleaning of school compound and reporting wrong doers. Their voices are strangled and denied full exposure to exercise democracy.

4.6.3 Corporation of Democratically Elected Pupils Leaders with Deputy Pupil and Maintenance of Discipline

The study sought to find out from the teachers, whether democratically elected pupils' leaders corporate with deputy pupil to maintain discipline in the school. Majority 72(90.0%) of the teachers indicated yes while 8(10.0%) of them indicated no as shown in figure 4.2.
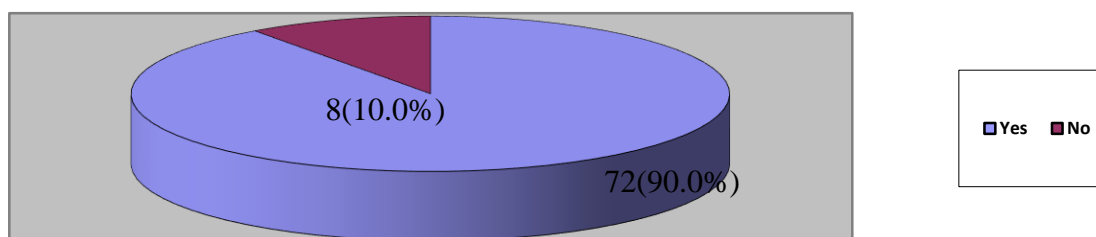
Figure 4.2 Corporation of Democratically Elected Pupils Leaders with Deputy Head teacher and Maintenance of Discipline

Source: Researcher's Findings (2017)

This shows those democratically elected pupils' leaders corporate with deputy pupil to maintain discipline in the school. The finding differs with Duma (2011) findings in secondary schools in South Africa, which showed that some teachers are resistant to collaborate with pupil leaders because they have become accustomed to functioning

without them being central to their work and they feel that they have enough mounting

professional strain without additional pressure of entering into partnership with pupils.

4.6.4 Strategies to Maintain Discipline in School

The study sought to find out from the teachers, the strategies that democratically

elected pupils leaders use to maintain discipline in the school.

Table 4.5 Strategies to Maintain Discipline in School

Respondents	Frequencies	Percentages
Holding meetings with pupils	29	36.3%
Allowing learners to express their view freely	30	37.5%
Giving each learner a chance to explain themselves	21	26.3%
Total	**80**	**100.0%**

Source: Researcher's Findings (2017)

Majority 30(37.5%) of the teachers indicated they allow learners to express their view

freely, 29(36.3%) indicated they hold meetings with pupils, and 21(26.3%) of them

indicated that they give each learner a chance to explain themselves as shown in table

4.5.

This shows that most of the democratically elected pupils' leaders maintain discipline

by holding meetings with the pupils which allows them to express their views freely

giving each learner a chance to express themselves. This finding is similar with

Morapedi & Jotia, 2011) posit that pupils' leaders assist in maintaining discipline by

guiding and supervising other pupils. As such they can be used to transform the school

towards democracy where they can take part in school activities such as learners' discipline.

4.6.5 Atmosphere to Exercise Duties

The study sought to find out from the teachers, whether, democratically elected pupils' leaders are given a free atmosphere to exercise their duties democratically.
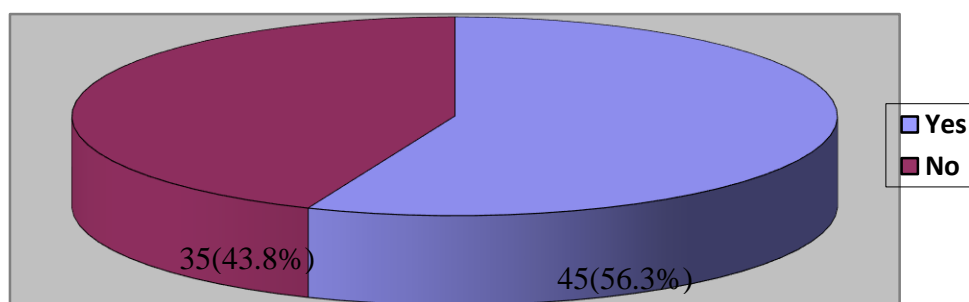
Source: Researcher's Findings (2017)

Figure 4.3 Atmosphere to Exercise Duties

Majority 45(56.3%) of the teachers indicated yes, while 35(43.8%) of them indicated no as summarized in figure 4.3. The study findings imply that democratically elected pupils' leaders are given a free atmosphere to exercise their duties democratically. This finding is similar to Serem (2012) who noted that elected pupils' leaders are able to work and relate more closely with their peers than teachers. As such teacher's delegate responsibilities to pupil's leaders who in turn help to enhance discipline and cooperation amongst pupils.

4.6.6 Democratically Elected Pupils Leaders and Cooperation with Teachers

The study sought to investigate from the teachers, whether democratically elected pupils' leaders cooperate with teachers in enhancing discipline.
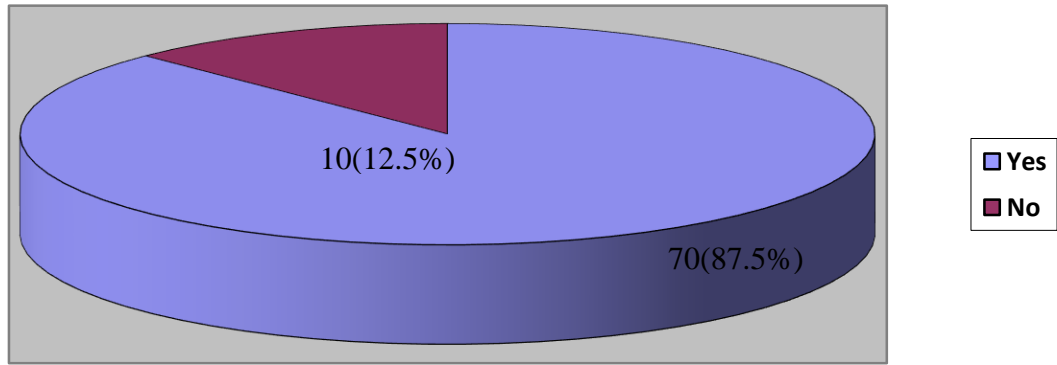
Figure 4.4 Democratically Elected Pupils Leaders and Cooperation with Teachers

Majority 70(87.5%) of the teachers indicated yes, while 10(12.5%) of them indicated no as summarized in figure 4.4. Study results revealed that democratically elected pupils' leaders do cooperate with teachers in enhancing discipline. This finding agrees with Serem (2012) who noted that elected pupils' leaders are able to work and relate more closely with their peers than teachers.

4.6.7 Rate of Participation of Democratically Elected Pupils Leaders

The study sought to investigate from the teachers, how they rate the extent to which democratically elected pupils' leaders participate in enhancing discipline in the school.
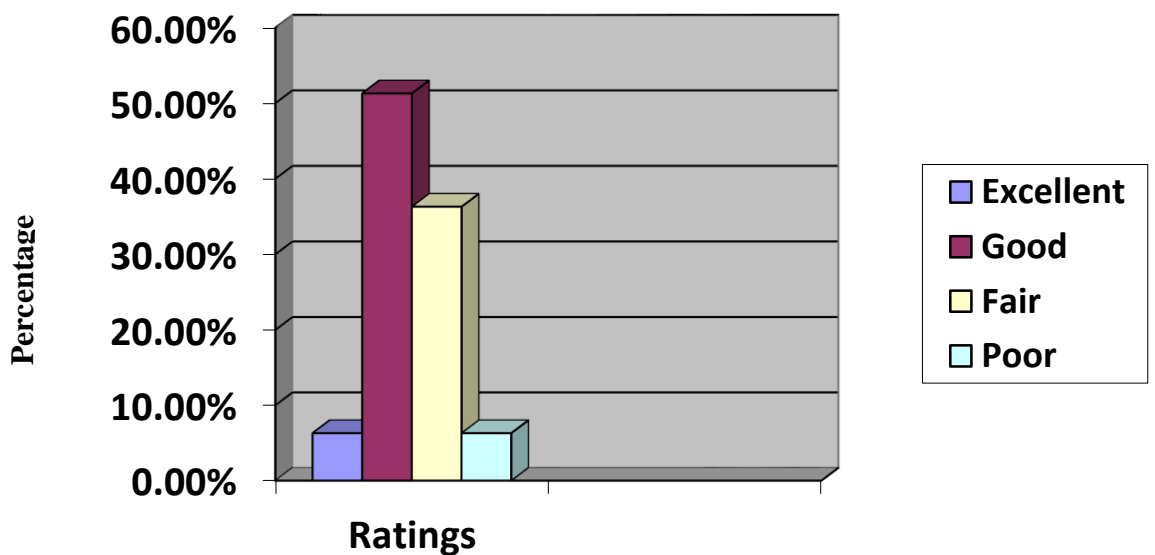
Figure 4.5 Rate of Participation of Democratically Elected Pupils Leaders

Majority 41(51.3) of the teachers indicated good, 29(36.3%) indicated fair, 5(6.3%) indicate excellent while 5(6.3%) of them indicated poor as summarized in figure 4.5. The study findings imply that democratically elected pupils' leaders participate in enhancing discipline in the school as good. This agree with Mayes (2018) who indicated that elected pupils' leaders act as a voice, having opportunity in school activities and decisions that affect them. It entails pupils playing an active role in the education and schooling.

These findings are similar to the responses from the interviewed deputy teachers, who reported that, democratically elected pupils' leaders have slightly reduced indiscipline cases in the school. This is evidenced by solving minor cases and forwarding major ones to teachers. Some learners also use them as a link between them and teachers. The deputy head teachers also noted that, the role of democratically elected pupils' leaders is limited to specific areas such as supervising others in classrooms and outside. They are not allowed to attend board of Management meetings to discuss issues freely as they are restricted by the school management.

4.7 Democratically Elected of Pupils Leaders and Motivation for Discipline

The fourth objective of the study sought to investigate the extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline in public primary schools. The findings were as follows:

4.7.1 Obedience to Pupils Leaders

The study sought to find out from class 8 pupils, whether they do obey the pupils' leaders in their school.
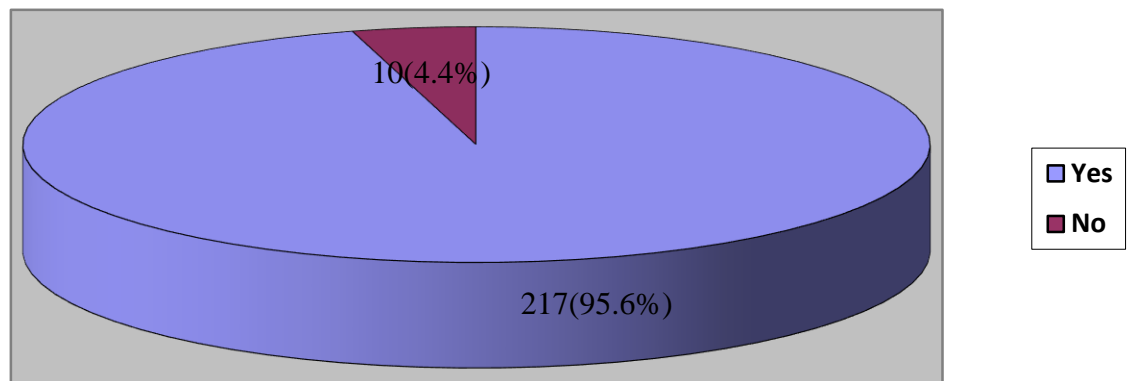
Source: Researcher's Findings (2017)

Figure 4.6 Obedience to Pupils Leaders

Majority 217(95.6%) of the class 8 pupils indicated yes, while 10(4.4%) of them

indicated no as shown in figure 4.6. This means that the class 8 pupils obey the pupils'

leaders in their school. This coincides with the GoK (2011) which pointed out that the

involvement of pupil's leaders in learners discipline is that closeness to their fellow

pupils and therefore can even thwart planned strikes or any other form of indiscipline

issues in schools.

4.7.2 Preference to Raise Concern

The study sought to determine from class 8 pupils, whom they prefer to raise their
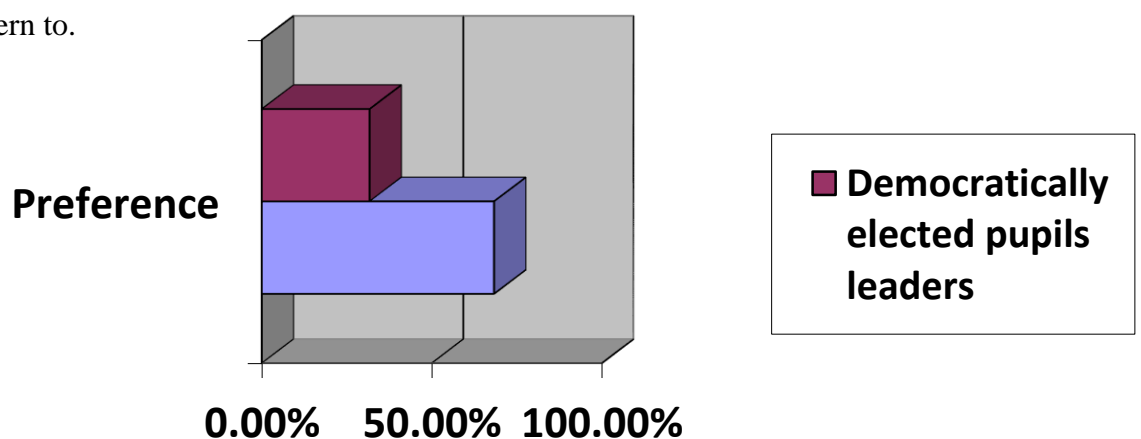
concern to.

Source: Researcher's Findings (2017)

Figure 4.7 Preference to Raise Concern

Majority 155(68.3%) of the class 8 pupils indicated they prefer teachers, while 72(31.7%) of them indicated they prefer democratically elected pupils' leaders as shown in figure 4.7. The study finding implies that class 8 pupils prefer to raise their concerns to teachers. The finding differs with Serem (2012), who established that elected pupils' leaders are able to work and relate more closely with their peers than teachers. The findings revealed that the superiority complex creates negative attitude from learners as they do scare, report and punish them.

4.7.3 Pupils Leaders as Mentors

The study sought to find out from the class 8 pupils whether; they look up to their pupils' leaders as their mentors.
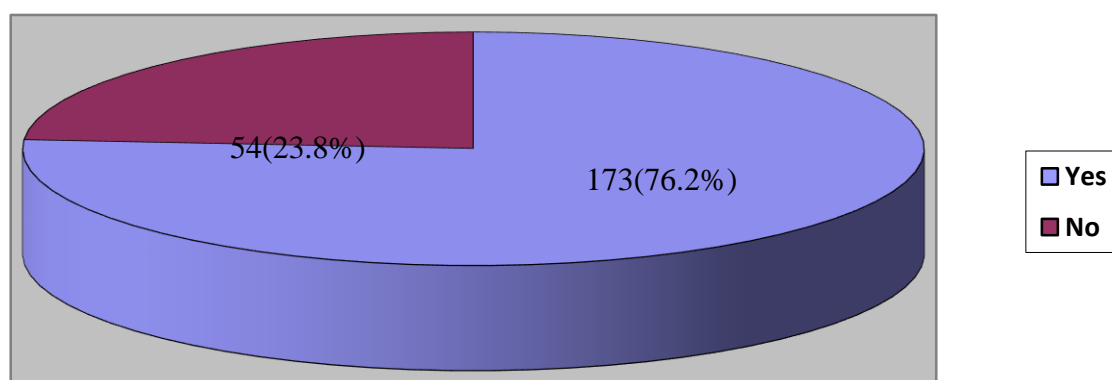
Source: Researcher's Findings (2017)

Figure 4.8 Pupils Leaders as Mentors

Majority 173(76.2%) of the class 8 pupils indicated yes, while 54(23.8%) of them indicated no as show in figure 4.9. The study finding implies that class 8 pupils look up to their pupils' leaders as their mentors. This concurs with Tiffany (2014) who

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noted that public speaking skills are sharpened when aspirants are exposed to the campaign process. Interestingly enough is that even shy pupils come up strongly during campaigns a sign of motivation to exercise power over their fellow learners. The skills that pupils' leaders gain from their roles in the school motivate other learners to emulate them.

4.7.4 Democratically Elected Pupils Leaders and Motivations

The study sought to investigate whether democratically elected pupils' leaders motivate learners to maintain discipline in the school.
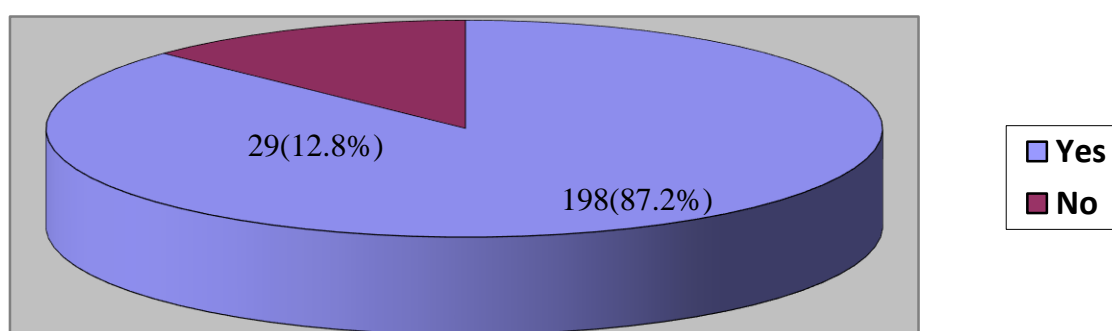
Source: Researcher's Findings (2017)

Figure 4.9 Democratically Elected Pupils Leaders and Motivation

Majority 198(87.2%) of the class 8 pupils indicated yes, while 29(12.8%) of them indicated no as shown in table 4.9. The study finding implies that the class 8 pupils are motivated by the democratically elected pupils' leaders to maintain discipline in the school. This finding is similar to Khayeri (2013) who stated that before starting pupils' government in 2011, pupils were shy, quiet and fearful of talking to teachers and even fellow pupils. But after the elections, elected pupils' leaders are more open, confident and interested in finding innovative ways for improving the quality of the school.

4.7.5 Motivation by Pupils Leaders

The study sought to find out from class 8 pupils, what make them motivated by pupils'

leaders.

Table 4.6 Motivation by Pupils Leaders

Respondents	Frequencies	Percentages
Treat both pupils equally when solving disciplinary issues	123	54.2%
Solve disputes without teachers	45	19.8%
Guide and counsel pupils' leaders who are indiscipline	59	26.0%
Total	**227**	**100.0%**

Source: Researcher's Findings (2017)

Majority 123(54.2%) of the class 8 pupils indicated they get motivated through equal

treatment when solving disciplinary issues, 59(26.0%) indicated they get motivated

through guide and counseling from pupils' leaders who are indiscipline and 45(19.8%)

indicated they get motivated through solve disputes without teachers as shown in table

4.6. These research findings also show that the pupils get motivated through equal

treatment when solving disciplinary issues. This finding agrees with Serem (2012)

study which found out that elected pupils' leaders are able to work and relate more

closely with their peers than teachers.

4.7.6 Emulation from Pupils Leaders

This study sought to find out from the class 8 pupils, whether they have something to

emulate from their pupils' leaders.

2Table 4.7 Emulation from Pupils Leaders

Respondents	Frequencies	Percentages
Discipline	116	51.1%
Public address skills	47	20.7%
Leadership skills	64	28.2%
Total	**227**	**100.0%**

Source: Researcher's Findings (2017)

Majority 116(51.1%) of the class 8 pupils indicated that they emulate discipline, 64(28.2%) indicated they emulate leadership skills, and 47(20.7%) of them indicated they emulate public address skills as summarized in table 4.7. The study finding implies that most of the respondents emulate discipline from their pupils' leaders. This coincides with Khayeri (2013) who stated that before starting pupils' government in 2011 pupils were shy, quiet and fearful of talking to teachers and even fellow pupils. But after the elections, elected pupils' leaders are more open, confident and interested in finding innovative ways for improving the quality of the school.

When the deputy teachers were interviewed, majority 14(53%) of them stated that, learners are motivated to improve and maintain discipline by democratically elected pupils' leaders being given a free atmosphere to express their views freely, resulting to obedience from the rest of the pupils who look up to them as mentors.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Summary of Findings

The purpose of the study was to determine the influence of democratically elected pupils' leaders on learners' discipline in public primary schools. Data was collected using structured questionnaires administered to respondents who were teachers and class eight learners. Simple Random sampling was employed to select the deputy head teachers, teachers and class eight learners. The primary data obtained from the respondents was coded into the computer and analyzed using the SPSS software.

5.1.1 Learners Perception on Democratically Election of Pupils Leaders

The first objective of the study sought to assess the perception of learners on democratically elected pupils' leaders and discipline in public primary schools. The study revealed that learners had the following perceptions, on the influence of democratically elected pupils' leaders on discipline. That democratically elected pupils' leaders support learners' participation on matters concerning discipline. From the learners perspective the study also revealed that; democratically elected pupils leaders provide platform for learners to raise their challenges and views concerning discipline in the school, they build learners relation with teachers therefore maintaining discipline in the school, they allow learners to express their rights freely leading to discipline in the school, they lead by example, they solve cases fairly and freely, they have minimized absenteeism in schools. 40.1% of the class 8 pupils strongly agreed that some teachers influence the work of democratically elected pupils' leaders.

They mostly side with the teachers when it comes to decision making, they give promises during campaigns which are not fulfilled, they do their work with a lot supervision by teachers and they feel superior than others pupils. This shows that most of the respondents strongly agreed that democratically elected pupils leaders feel superior than others pupils which is in line with Dowling (2013) who states that pupil leaders is not a group to run a unit of the school, a body to gripe about teachers, an organization to change everything and not a power base for pupil authority but disagree with Aggarwal (2015) research who points out that though democratic elections of pupils' leaders support pupil participation in decision making, it confines their involvement to specific areas such as supervising others when performing duties, checking classroom cleanness and reporting wrong doers to the teachers.

5.1.2 Teachers Perception on Democratically Elected Pupils' Leaders and Learners Discipline

The second objective of the study sought to determine the perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools. The study revealed that teachers had the following perception on the influence of democratically elected pupils' leaders on discipline. Majority of the teachers agreed that democratically elected pupils' leaders have greatly maintained discipline in the school, they treat others with respect and dignity, they are expected to supervise and coordinate all school activities to ensure discipline in the school, they are expected to report to deputy head teachers on matters related to pupil behavior and discipline, they are expected to enhance learners discipline and inculcate good behavior, they are directly influenced by teachers, some teachers disapprove democratically elected pupils leaders on the basis of their behavior, democratically elected pupils leaders misuse their mandate which compromise indiscipline cases, pupils' leaders should be

appointed by teachers instead of democratically being elected to ensure discipline, pupils elect leaders whom they can influence easily a small number of teachers agreed that prefect ship system was better than democratic elections.

5.1.3 Democratically Elected Pupils' Leaders and Learners Discipline

The third objective of the study sought to determine the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools. The study revealed that democratically elected pupils' leaders participate in enhancing discipline in public primary schools. More than half of the teachers acknowledged that democratically pupils' leaders do participate in decision making in the school. They report wrong doers to the deputy head teachers as the manner to which democratically elected pupils leaders participate in enhancing discipline in the school, they do corporate with deputy pupil to maintain discipline in the school, allow learners to express their views freely as a strategy to maintain discipline in the school, they are given a free atmosphere to exercise their duties democratically and they do cooperate with teachers in enhancing discipline.

5.1.4 Democratically Elected Pupils Leaders and Motivation for Discipline

The fourth objective of the study sought to determine the extent to which democratically elected pupils' leaders motivate learners to improve and maintain discipline in public primary schools. The study revealed that democratically elected pupils' leaders motivate learners to improve and maintain discipline. More than half of the teachers indicated learners are motivated to obey the pupils' leaders in their school, they are motivated to raise their concern to teachers, they prefer to report indiscipline cases to teachers, they look upon their pupils leaders as their mentor, democratically elected pupils leaders motivate pupils to maintain discipline in the

school, pupils get motivated through treating pupils equally when solving disciplinary issues and pupils emulate discipline from their pupils' leaders.

5.2 Conclusions

From the findings of this study, the following conclusions were made:

The perception of learners on democratically elected pupils' leaders influence discipline in many ways which include; democratically elected pupils leaders support learners' participation on matters concerning discipline, provide platform for learners to raise their challenges and views concerning discipline in the school, build learners relation with teachers therefore maintaining discipline in the school, allow learners to express their rights freely leading to discipline in the school, do their work with minimal supervision by teachers and have minimized absenteeism in schools. On the other hand, learners have negative perception on their pupils leaders which include; some teachers influence the work of democratically elected pupils' leaders, they do not lead by example, they mostly side with the teachers when it comes to decision making, give promises during campaigns which are not fulfilled and feel superior than others pupils.

The findings concluded that, perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools in the following ways; that democratically elected pupils' leaders have greatly maintained discipline in public primary schools in Nandi East Sub County, treating others with respect and dignity, being expected to supervise and coordinate all school activities to ensure discipline in the school and expected to report to deputy head teachers on matters related to pupil behavior and discipline, enhance learners discipline and inculcate good behavior.

Though democratically elected pupils' leaders discipline cases are directly influenced by teachers, while some teachers disapprove them on the basis of their behavior, because they misuse their mandate which compromise indiscipline cases. On the other hand, also, some teachers feel that pupils' leaders should be appointed by teachers instead of being democratically elected to ensure discipline, since pupils elect leaders whom they can influence easily, thus teachers feel that prefectship system was better than democratic elections.

The study also concluded that the extent to which democratically elected pupils' leaders participate in enhancing discipline in public primary schools by; participating in decision making, reporting wrong doers to the deputy head teachers, cooperating with deputy pupil and teachers, allowing learners to express their views freely as a strategy to maintain discipline in the school and being given a free atmosphere to exercise their duties democratically.

The study finally concluded that democratically elected pupils' leaders motivate learners to improve and maintain discipline in public primary schools in the following ways This is evidenced by obedience from the rest of the pupils looking them as mentors and equal treatment of disciplinary issues. Despite this, the findings revealed that most of the learners preferred to raise their concern to teachers.

5.3 Recommendations

The study recommends that;

(i). Democratically elected pupils' leaders should be trained on different ways of leadership for better discipline.

(ii). Learners should be encouraged to participate in democratic election to choose leaders of their choice.

(iii). The Ministry of Education together with the government of Kenya should revise this model to allow vetting of candidates before election.

(iv). Democratically elected pupils' leaders should cooperate with teachers in maintaining discipline in school.

(v). Learners should work together with democratically elected pupil's leaders in order for them to emulate good traits from them.

(vi). Teachers should be the one enhancing discipline in public primary schools for better learners behaviour.

5.4 Suggestions for Further Research

The study suggested that future researchers should focus on, factors affecting the performance of democratically elected pupils' leaders in public primary schools in Nandi-East Sub County, Nandi County, Kenya.

The study suggested that research be done on factors which motivate learners to contest for pupil's leadership in public primary schools in Nandi-East Sub County, Nandi County, Kenya.

The study suggested that research be done on extent to which democratically elected pupils leaders motivate learners to improve and maintain discipline in public primary schools in Nandi East Sub County.

The study suggested that research be done on perception of teachers on democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi East Sub County

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APPENDIX I: QUESTIONNAIRE FOR CLASS 8 LEARNERS

Dear respondent,

My name is Singoei Jane Jelimo. I am a pupil at Kisii University undertaking studies leading to the attainment of Degree of Master in Education Foundation (Philosophy). I am undertaking a study on **"Analysis of democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya"** This questionnaire has been prepared for purposes of collecting information vital for the study. Kindly fill the questionnaire as required and note that any information given will be treated as confidential and used for the purpose of this research only. Please do not write your name anywhere in the questionnaire. I thank you in advance.

Yours faithfully,

Singoei Jane Jelimo

SECTION A: BACKGROUND INFORMATION

1. What is your Gender?

    Male   ( )

    Female   ( )

2. How did the existence of your pupil leader in your school come about?

    Democratically elected by pupils ( )

    Endorsed by teachers   ( )

SECTION B: PERCEPTION OF LEARNERS ON DEMOCRATICALLY ELECTED PUPILS' LEADERS AND DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN NANDI EAST SUB COUNTY

3. Indicate the level to which you agree with the following statements concerning perception of learners on democratically elected pupils' leaders on discipline

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Democratically elected pupils' leaders support learner's participation on matters concerning discipline					
Democratically elected pupils' leaders provide platform for learners to raise their challenges and views concerning discipline in the school					
Democratically elected pupils' leaders build learners relation with teachers therefore maintaining discipline in the school					
Democratically elected pupils' leaders allow learners to					

express their rights freely leading to discipline in the school					
Some teachers influence the work of democratically elected pupils' leaders					
Democratically elected pupils' leaders do not solve indiscipline cases fairly and freely					
Democratically elected pupils' leaders dot not lead by example					
Democratically elected pupils' leaders mostly side with the teachers when it comes to decision making					
Democratically elected pupils' leaders have minimized absenteeism in schools					
Democratically elected pupils' leaders					

give promises during campaigns which are not fulfilled					
Democratically elected pupils' leaders do their work with minimal supervision by teachers					
Democratically elected pupils' leaders feel superior than others pupils					

SECTION C: EXTENT TO WHICH DEMOCRATICALLY ELECTED PUPILS LEADERS MOTIVATE LEARNERS TO IMPROVE AND MAINTAIN DISCIPLINE

4. Do you obey the pupils' leaders in your school?

   Yes   ( )

   No   ( )

Kindly explain: ………………………………………………………

5. Whom do you prefer to raise your concern to?

Teachers   ( )

Democratically elected pupils leaders   ( )

Kindly explain: ………………………………………………

6. To whom do you report indiscipline cases to?

Teachers   ( )

Democratically elected pupils leaders   ( )

Kindly explain: ……………………………………………………

7. Do you look up to your pupils leaders as your mentor?

    Yes   ( )

    No   ( )

Kindly explain: ……………………………………………………………

8. Do democratically elected pupils leaders motivate you to maintain discipline in the school?

    Yes   ( )

    No   ( )

Kindly explain: …………………………………………………………

9. What make you motivated by pupils' leaders?

Treat both pupils equally when solving disciplinary issues   ( )

Solve disputes without teachers influence   ( )

Guide and counsel pupils' leaders who are indiscipline   ( )

10. Is there something you emulate form your pupils leaders?

Discipline   ( )

Public address skills   ( )

Leadership skills   ( )

THANK YOU FOR PARTICIPATING IN THIS STUDY.

Dear respondent,

My name is Singoei Jane Jelimo. I am a pupil at Kisii University undertaking studies leading to the attainment of Degree of Master in Education Foundation (Philosophy). I am undertaking a study on **"Analysis of democratically elected pupils' leaders and learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya"** This questionnaire has been prepared for purposes of collecting information vital for the study. Kindly fill the questionnaire as required and note that any information given will be treated as confidential and used for the purpose of this research only. Please do not write your name anywhere in the questionnaire. I thank you in advance.

Yours faithfully,

Singoei Jane Jelimo

SECTION A: BACKGROUND INFORMATION

1. What is your Gender?

   Male   ( )

   Female   ( )

2. How did the existence of your pupil leader in your school come about?

   Democratically elected by pupils ( )

   Endorsed by teachers   ( )

SECTION B: PERCEPTION OF TEACHERS ON DEMOCRATICALLY ELECTED PUPILS' LEADERS AND LEARNERS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN NANDI EAST SUB COUNTY

3. Indicate the level to which you agree with the following statements concerning perception of teachers on the influence of democratically elected pupils' leaders on learners' discipline

Statement	SA-5 (Strongly Agree)	A-4 (Agree)	N-3 (Neutral)	D-2 (Disagree)	SD-1 (Strongly Disagree)
Democratically elected pupils' leaders have greatly maintained discipline in the school					
Democratically elected pupils' leaders treat others with respect and dignity					
Democratically elected pupils' leaders are expected to supervise and coordinate all school activities to ensure discipline in the school					
Democratically elected pupils' leaders are expected to report to deputy head teachers on matters related to pupil behavior and discipline.					
Democratically elected pupils' leaders are expected to enhance learners' discipline and inculcate good behavior					
Democratically elected pupils' leaders discipline cases are directly influenced by teachers					
Some teachers disapprove democratically elected pupils'					

leaders on the basis of their behaviour					
Democratically elected pupils' leaders misuse their mandate which compromise indiscipline cases					
Pupils leaders should be appointed by teachers instead of democratically being elected to ensure discipline					
Pupils elect leaders whom they can influence easily					
The prefectship system was better than democratic elections					

SECTION C: EXTENT TO WHICH DEMOCRATICALLY ELECTED PUPILS' LEADERS PARTICIPATE IN ENHANCING LEARNERS DISCIPLINE

4. Do democratically pupils leaders participate in decision making in the school?

Yes   ( )

No   ( )

Explain……………………………………………………………………………………
…………

5. How do democratically elected pupils leaders participate in enhancing discipline in the school?

Assigning duties to other pupils   ( )

Dialogue with pupils and teachers   ( )

Punish pupils who break rules   ( )

Report wrong doers to the deputy head teachers   ( )

6. Do democratically elected pupils' leaders corporate with deputy pupil to maintain discipline in the school?

Yes   ( )

No   ( )

Kindly explain: ……………………………………………………………

7. Which strategies do democratically elected pupils' leaders use to maintain discipline in the school?

Holding meetings with pupils ( )

Allowing learners to express their view freely   ( )

Giving each learner a chance to explain themselves ( )

8. Are democratically elected pupils leaders given a free atmosphere to exercise their duties democratically?

Yes   ( )

No   ( )

Explain…………………………………………………………………………………

9. Do democratically elected pupils' leaders cooperate with teachers in enhancing discipline?

Yes   ( )

No   ( )

Explain…………………………………………………………………………………

10. How do you rate the extent to which democratically elected pupils' leaders participate in enhancing discipline in the school?

Excellent   ( )

Good   ( )

Fair   ( )

Poor   ( )

THANK YOU FOR PARTICIPATING IN THIS STUDY.

APPENDIX III: INTERVIEW SCHEDULE FOR DEPUTY HEAD TEACHERS

1. What were the reactions of learners towards democratically elected pupils' leaders'?

   …..
   ....
   …..
   ....

2. How do democratically elected pupils' leaders relate with other pupils in school and even outside school?

   …..
   ....
   …..
   ....

3. To what extent do you think democratically elected pupils' leaders encourage and motivate learners to maintain discipline in school?

   …..
   ....…...
   ....

4. Has the existence of democratically elected pupils' leaders reduced indiscipline cases in your school?

   …..
   ....…...
   ....

5. To what extent do you think that teachers support or influence the work of democratically elected pupils' leaders?

   …..
   ....…...
   ....

6. How do teachers perceive democratically elected pupils' leaders in relation to learners' discipline in your school?

   …..
   ....…...
   ....

7. Do democratically elected pupils' leaders attend board of management meetings to discuss issues freely as a sign of democracy?

   …..
   ....…...
   ....

8. To what extent do learners emulate the behavior of democratically elected pupils' leaders?

   …..
   ....…...
   ....

9. How far have the democratically elected pupils' leaders enhanced learners' discipline in your school?

…...
.....................…..
....

10. Do learners use the democratically elected pupils' leaders as a link between them and teachers?
…...
.....................…..
....

11. How do democratically elected pupils' leaders solve indiscipline issues amongst pupils in school?
…...
.....................…..
....

Do you think democratically elected pupils' leaders lead others by example to an extent that motivates learners to maintain discipline?

…...
.....................…..
....

Do you always see improper dressing code from pupils? Yes () no

If yes how do you correct?...

Do you experience pupil's violence in school violence? Yes () no

How do democratically elected pupils' leaders participate in enhancing discipline in the school?

Assigning duties to other pupils   ( )

Dialogue with pupils and teachers   ( )

Punish pupils who break rules   ( )

Report wrong doers to the deputy head teachers   ( )

6. Do democratically elected pupils leaders corporate with deputy pupil to maintain discipline in the school?

Yes   ( )

No   ( )

Kindly explain:

…………………………………………………………………………………

7. Which strategies do democratically elected pupils' leaders use to maintain discipline in the school?

Holding meetings with pupils ( )

Allowing learners to express their view freely ( )

Giving each learner a chance to explain themselves ( )

8. Are democratically elected pupils' leaders given a free atmosphere to exercise their duties democratically?

Yes ( )

No ( )

Explain……………………………………………………………………………………
……………

9. Do democratically elected pupils' leaders cooperate with teachers in enhancing discipline?

Yes ( )

No ( )

Explain……………………………………………………………………………………
………

APPENDIX IV: KISII UNIVERSITY RESEARCH PERMIT

KISII UNIVERSITY
(ISO 9001:2008 Certified Institution)
ELDORET CAMPUS
OFFICE OF THE DEPUTY DIRECTOR-ACADEMIC AFFAIRS

Phone: 020-2610479
Email:eldoretcampus@kisiiuniversity.ac.ke

P. O. Box 408- 40200
ELDORET-KENYA

19TH OCTOBER, 2016

TO WHOM IT MAY CONCERN

Dear Sir / Madam.

RE: RESEARCH DATA COLLECTION PERMIT.

SINGOEI JANE JELIMO   REG NO: EM17/03742/14

The above named is a bonafide student of Kisii university- Eldoret Campus pursuing a **Master's Degree in Education Foundation** in **the faculty of Education and Human Resource Development.**

She is working on her research entitled *"Influence Of Democratically Elected Pupils'Leaders On Learners' Discipline In Public Primary Schools In Nandi-East Sub County Nandi County ,Kenya,"* in partial fulfilment for the requirement of the Award of Masters in **In Education Foundation (Philosophy Of Education Option)**

We are kindly requesting your office to provide her with the permit to proceed to the field for data collection and completion of her research.

Please do not hesitate to call the undersigned for any verification.

Any assistance extended to her will be highly appreciated.

Yours faithfully

Charles O. Ongiyo (0730986205)
DEPUTY DIRECTOR – ACADEMIC AFFAIRS

APPENDIX V: MINISTRY EDUCATION RESEARCH PERMIT

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION",
Telephone: 053643340/0208008149

Email; moenandieast@gmail.com
When replying please quote

SUB-COUNTY

EDUCATION OFFICE
NANDI   EAST
P.O. Box 13
NANDI HILLS

REF:NED/ADM/G.C/83/VOL.II/153   10TH JANUARY, 2017

TO WHOM IT MAY CONCERN

RE: JANE JELIMO SINGOEI

The above named student is granted permission to conduct research on "Influence of democratically elected pupils' leaders on learners' discipline in public primary schools in Nandi East Sub County ,Nandi County Kenya."

While conducting the research the said student will be required to observe the ethics of research and maintain high integrity.

We wish her success in her endeavors.

SUB- COUNTY DIRECTOR
OF EDUCATION
NANDI EAST
P.O. Box 13-30301,NANDI HILLS

Kavai Kisia
For Sub-County Director of Education
NANDI EAST

APPENDIX VI: NACOSTI RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

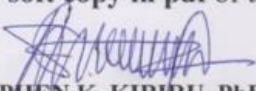**NACOSTI/P/16/17438/14671**

Date:

6th December, 2016

Jane Jelimo Singoei
Kisii University
P.O. Box 402-40800
KISII.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of democratically elected pupils' leaders on learners' discipline in public primary schools in Nandi-East Sub County Nandi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nandi County** for the period ending **5th December, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Nandi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nandi County.

The County Director of Education
Nandi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX VII: NACOSTI RESEARCH LETTER

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

Serial No.A 12128

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. JANE JELIMO SINGOEI
of KISII UNIVERSITY, 0-30100
ELDORET, has been permitted to conduct
research in *Nandi County*

on the topic: *INFLUENCE OF DEMOCRATICALLY ELECTED PUPILS' LEADERS ON LEARNERS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN NANDI-EAST SUB COUNTY NANDI COUNTY, KENYA.*

for the period ending:
5th December,2017

Permit No : NACOSTI/P/16/17438/14671
Date Of Issue : 6th December,2016
Fee Recieved :Ksh 1000

....
Applicant's Signature

....
Director General National Commission for Science, Technology & Innovation