

**INFLUENCE OF INSTITUTIONAL FACTORS ON STUDENTS
INVOLVEMENT IN THE GOVERNANCE OF TERTIARY INSTITUTIONS IN
KISUMU CENTRAL SUB COUNTY, KISUMU COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented for a degree in any other university.

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DEDICATION

I dedicate this work to my parents Mr. Elisha Huma Onyango and my mother Mrs. Grace Atieno Onyango. I also dedicate this work to my son Jerry and my daughter Grace.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.O.M	Board of Management.
NACOSTI	National Commission for Science Technology and Innovation
UNICEF	United Nations Children’s Education Fund.
UNESCO	United Nations Scientific and Cultural Organization
ODL	Open and distance learning
OECD	Organization of Economic Cooperation and Development

ABSTRACT

Corporate governance broadly refers to the mechanisms, relationships, and processes by which a corporate is controlled. It involves balancing the interests of many stakeholders of the corporation. In education, it's the framework of roles, relationships, systems and processes within which authority is exercised and controlled. Corporate governance is gaining significant level of recognition in various sectors including in education since it clearly reflects the interactions among the various stakeholders. Despite this, there however seems to be a disconnect between various aspects of the stakeholders and their effects in governance which consequently affects effective governance. The purpose of the study was to investigate the influence of Institutional Factors on the student participation in the governance of tertiary institutions in Kisumu Central Sub County, Kisumu County. The study was guided by the following objectives; to establish the extent to which the transition nature of students, the size of institutions, programme arrangements and roles of institutions governing student involvement in governance influence their participation in governance of tertiary institutions in Kisumu Central Sub County, Kisumu County. The study employed descriptive survey design which targeted 298 lecturers and 14 heads of tertiary institutions in Kisumu Central Sub County. The participating institutions were categorized into National Polytechnics, regional polytechnics and county polytechnics. All the heads of the institutions were sampled since they were few and 166 of lecturers were sampled through simple random sampling. This represented 18% of all the lecturers. Two different questionnaires were designed to obtain data from heads of institutions and from lecturers. Data obtained was both quantitative and qualitative. Qualitative data were put under themes consistent with the research objectives in order to determine the relationship between the dependent variable which is the involvement of students in the governance of tertiary institutions and independent variables which include transition, size of the institution, programme arrangements and organizational rules; ANOVA (Analysis of variance test) was used at the 0.05 level of significance. Quantitative data was coded and entered into the SPSS programme of analysis. Findings from the study indicated that student involvement in governance will be ineffective if there was no transition institutional size, programme arrangements and organizational rules. From the study it can be concluded that institutional factors influences students involvement in governance but the extent varies from one institutional factor to another. The thus recommends that stakeholders involved in institutional governance should consider institutional factors when designing governance structures and making decisions on issues pertaining to governance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The concept of the shared authority and interdependent responsibility are important in development of higher education governance (Bing Zou & Rastory,1999).For a long time, institutional governance has been a top down model but this has now changed and participatory and more democratic models are being adopted (Goleman 2000;Harris 2004).Shared governance came of age in the 1960s when colleges begun to liberalize many of their practices (Moore, 2004).Duff & Berndahl (1966) ,cited in Bing Zhou & Rastory (1999) conducted a national study of university governance and encouraged institution to make decision making more open and transparent and allow for greater participation by all faculty members and by students. If participative governance is showed, then students feel more positive towards college goals and objectives (Obondo, 2000) cited in (Nereah 2012). Students' involvement in governance is therefore paramount importance as they are part of stakeholders in higher institution of learning, (Gachoka, 2014). Among the various factors influencing the results of tertiary education and performance of tertiary educational institutions, recent research has identified governance as a key determinant (Aghion, 2008; Salmi, 2009, cited in Saber 2012).

Existing literature globally shows that there is significance differences to which students are involved in governance of higher institution of learning. According to Neigel (2006) efforts on high school returns in the United States of America, strongly recommended that schools model democratic principles and gives students, teachers and parents and the

community members a role in the college governance and the process of making decision .The first statement in the college governance in the united states of America was published in 1920, (Lapworth 2004). The statement emphasized the importance of engaging the faculty in personnel decision, selection of administration, determination of educational policies and preparation of budget .The statement however did not provide a master plan for the governance of higher education, (Quinine and Moore 2004).The statement aimed at establishing a shared vision for the international governance of institutions.

In Finland, the first finish national curriculum to democratize the education was launched in 1970 (Hans 2008). Kumiteamiantito, (2009), cited by (Shatilova, 2014) Mentioned about educating students as responsible members involved in school administration through student council. The basic education act of Finland advices to have student association composed of students in the school that are promoting joint action influence and participation in matters relating to students (Shatilova ,2014).The new polytechnic act of Finland took effect on 1st August 2003 and according to the act ,the internal administration of polytechnic is managed by a board and a rector .The board is composed of representatives of the polytechnic leadership, the teachers other personnel, students and local business employers (Hans , 2008).

There are several scholarly opinions and judgment about the extent to which students should be involved in governance of learning institutions .Adetoro (2015) states that students' participation is viewed as problematic because students are often seen as minor ,immature and lack technical knowledge that is required in decision making. Accordingly Fletcher (2004), argues that students participation is thus a situation of

“tokenism and manipulation” where students are given a voice but have little options on how to participate resulting into less meaningful engagement. Adesoyi & Andetoro (2007) conducted a research In Southern Nigeria on the effectiveness of students’ involvement in decision making .The research findings indicate that there is significant relationship between student involvement in decision making and effective governance. However student involvement in decision making is not well embraced and accepted in Nigeria as a result of institutional structures and bureaucratic nature of our educational system (Adeleke, 2000).

In Kenya, Kezia (2013) investigated institutional factors which influence students involvement in the governance of secondary schools in Kigumo district. The study employed descriptive survey and it targeted 10,091 students and 34 principals, she established that students were not fully involved in school governance since they were excluded from key decision making areas of the school. She recommended that schools should form students councils in which student’s views and ideas can be heard and discussed.

Nereah (2012) conducted a study to examine how student leaders are involved in decision making in the university. She explored their participation in the decision making, their roles and values they add to the university and to themselves in the process of their engagement. Despite the research finding indicating that students were involved in decision making through participation in various boards and departmental committees ,most decisions the students make had to be vetted by the university authority as they were seen to lack qualifications to have a say on decisions made in the university.

1.2 Statement of the Problem

Students' involvement in governance has widely been accepted. However, there are several factors inhibiting student's involvement in governance. These include disrespect of administrators and faculty for students participating in the governance process. Students transition, students' immaturity, frequent absence of students from university committee meetings. Limited knowledge and experience of students, the requirement of confidentiality and exclusion of students from sensitive decision issues (Knock, 1969; Lee, 1987). Gachoka (2014) carried out a research on factors influencing students' involvement in university governance. While the study investigated the general factors that influence students' involvement in governance, it did not narrow down to the institutional factors and their influence on students' participation in governance.

Keziah (2013) studied the influence of institutional factors on students' participation in the governance of secondary schools which are public in Kigumo district. The study discovered that students were not fully involved in the governance of the schools and recommended that school administrators should involve students more. The study however narrowed only on a few factors and their influence in public secondary schools. Not much research had been done to find out to what extent the institutional factors impacts on the effective participation of students in governance in tertiary learning institutions in Kisumu central Sub county in Kenya with a view of filling the knowledge gap between theory and practice of governance of tertiary institutions.

1.3 Purpose of the Study

The purpose of this study was to investigate the institutional factors which influence student's involvement in the governance of tertiary learning institutions in Kisumu central Sub County, Kisumu County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the extent to which the transition nature of students influences their involvement in governance of tertiary institutions.
- ii. To establish the extent to which the size of the institution influences involvement of students in the governance of tertiary institutions
- iii. To determine the extent to which program arrangements influence students' involvement in governance of tertiary learning institutions.
- iv. To establish the extent to which rules of the institutions governing students' participation influence their involvement in governance of the tertiary institutions.

1.5 Research Questions

This study was guided by the following questions.

- i. To what extent does the transition of students influence their involvement in governance of tertiary institutions?
- ii. To what extent does the size of the institution influence the involvement of students in the governance of tertiary institutions?
- iii. To what extent does programme arrangements influence students involvement in governance of tertiary learning institutions?

- iv. To what extent do the rules governing students' participation influence students' involvement in governance of tertiary institutions?

1.6 The Significance of the Study

The national values and principles of governance include; patriotism, national unity, sharing and devolution of rule of law, democracy and participation of the people (Constitution of Kenya, 2010). Considering the above fact, this study might benefit institution administrators in having a more understanding of why students should be involved in governance and leadership in a more effective and efficient manner in order for their governance of such institutions be successful. Additionally it is hoped that the study may help students appreciate their role in governance of institutions and become much more proactive in their participation.

To the institution and government, it is hoped that the study will help in revising governance policies at the institutional and government levels respectively to ensure that they are more responsive to the needs of the dynamic society. Lastly, the study might add more knowledge to what exists in to democratic governance of institutions.

1.7 Limitations of the Study

Limitations are conditions beyond jurisdiction of the researcher that may place boundaries on conclusion of the study and other application to other situations (Kombo & Tromp, 2006). The study depended on having access to administrators of different tertiary institutions of learning and lecturers. Certain institution heads were difficult to access due to their tight, busy schedules. Some of the lecturers who were expected to be respondents could not be reached because they were either out supervising the students

on field attachments or were absent because they did not have lectures to attend to. To counter the limitations, the researcher made prior appointments with the heads of institutions to get them. The researcher also made re-visits to the institutions to make sure that the required data is collected.

1.8 Delimitation of the Study

The study was delimited to institutional heads and lecturers. It did not involve other institution managers involved in governance like the institution BOM and education officers. This is because the BOM members are less often present in the institutions and finding them may pose a challenge to the researcher due to time constraints. The study was carried out in tertiary educational institutions in Kisumu central Sub-County. Furthermore the fact that the study was carried out in one sub-county its finding may only be generalized to other parts of the country.

1.9 Assumptions of the Study

The study was carried out based on the assumptions that;

- i) Respondents would give honest answers to the questions in the questionnaire.
- ii) students involvement in governance is affected by factors which can be determined by use of questionnaires and interview.

1.10 Definition of Terms

Governance: Set of rules, controls, policies and resolution put in place to dictate behavior in tertiary learning institutions.

Institutional factors; These are the conditions in an institution which impacts on student in governance and in this context include transition of students ,size of the institution, programmes arrangements and institutional rules regarding student involvement in governance

Institutional governance: Approach to institutional leadership in which students are given opportunities to make decision tertiary to their welfare.

Students' involvement in governance: Refers students' participation in decision making election of their leaders, planning, budgeting and running the day to day activities of the tertiary institutions through their representatives.

Students; individuals who enroll in tertiary institutions to undertake training

Tertiary institution: refers to polytechnics and vocational training institutions in Kisumu central sub county, Kisumu County.

Transition; Refers to period between admissions to a tertiary learning to when a student exits a tertiary learning institution.

Programme arrangement; learning programmes of students which include part-time and regular learning

Part time programme; learning arrangement where students attend either in the evening, weekends or over the holidays when regular students are in recess

Regular programme; Arrangement where students attend college on full time basis

Size of the institution; Refers to the number of students and the infrastructural development in an institution

Organizational rules; Refers to an institutions statutes and policies which govern students' participation in governance.

Regional tertiary institution; Polytechnics and technical institutes

Universities; Refers to university campuses located in Kisumu central sub county Kisumu County.

Heads of institutions; Principals of the tertiary institutions in Kisumu central sub county

1.11. Organization of the Study

The study is organized in five chapters. Chapter one which is the introduction consists of the background of study , statement of the problem ,purpose of the study, objectives of the study ,research questions, limitations of the study, delimitation of the study, the basic assumption of the study, definition of the significance terms and organization of the study.

Chapter two focuses on literature review. The literature review was organized into: concept of student involvement in governance, reasons for student involvement in governance activities, transition nature of students, effects of size of the institution on students' involvement in students' involvement in governance, the programme arrangements and rules of the institutions regarding students' involvement in governance.

Chapter three explores the research methodology that was applied, the methods that were used to collect and analyze data .It focused on research designs, target population, sample size and sampling procedure. Chapter four presents analysis of data, its presentation and interpretations whereas chapter five presents summary of findings, conclusions recommendations, and suggestions for further study

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, review of literature that relates to the study the literature will be presented under the following sub themes; the concept of student participation in of in .governance of the institution and the various factors that influence students involvement in the governance of the tertiary learning institutions.

2.2 Transition Nature of Students and their involvement in governance.

Schlossberg (2004), cited in (Steyn, Teresa, Hartel 2014) defines transition as any event that or non-event that results in changed relationship, routines assumptions and roles. According to OECD (2010), three out of ten students entering a higher education programme will drop out without obtaining the first degree .this may be due to students transferring and graduating from other tertiary institutions. National research council, 2012 reports is a sizable economic returns from higher education even the degree is not achieved ,so completion rates are not all that matters .Transition can be impacted by four factors; situation, self-support and strategies.

Schlossberg in Mims &Mims and Newland (2009).Students in tertiary learning institutions transits after completing their college training. The situation impact which refers to the context in which the transition takes place; whether it is chosen or forced and whether it is experienced as welcoming or traumatic (Santiago 2004) may affect students' involvement in leadership. According to the UNESCO practical manual in assessing students' affairs programmes and services, higher education must provide academic and career counselling programmes as a central function to assist students in preparing

students for their life, work employment and careers beyond higher education. Planas, Solaer, Fullana, Pallisera, Vila (2011) adds that students perceive universities as an institution in which is not their own and in which they are only passing through and as such may not be very keen on governance issues. Luescher (2011) cited in (Onias 2016) argues that student involvement in institutional finance, policy and strategy may be curtailed by the increasing dominant conception of students as transient users and consumers which means that such high level of participation can only be minimal.

2.3. Influence of size of the Institution on Students' Participation in governance.

In the last century, the most salient of all global trends in higher education is the dramatic expansion of higher education worldwide. It is estimated that in 2010, 178 million students registered for higher education. This translates to 4.8% annual growth in tertiary enrolment, (Karin, Diannel, Deborah ,2012). The number of higher education students is forecast to further expand to reach 263 million by 2025, (British council and IDP Australia cited in Karin et.. al,2012). The increase in access means that the size of the institutions change. Makoe (2012) adds that with the changes brought by distance education, education institutions need to train and develop their staff in new ways of teaching as distance is a means of managing high student numbers. Students in large institutions are more polarized with a group of active participants at one end of one continuum and a large group of group of students who did not participate at the other (Hamilton, 1983). Enrich (2013) observes that smaller is better and interpersonal relations among students in such schools and teachers at smaller schools is better.

In a study carried out in Arizona Florida and Texas by Rayfield, Compton, Doerfert and Aker in 2008, it was established that student demographic, school size and participation

in multiple activities may explain how and why students participate in leadership. Students in smaller institutions feel more attraction and pressure to participate in leadership activities. Big schools are more manned in that there are too far many students for the few number of positions available (Holland & Andre 1994 cited in Keziah, 2013). Many students in large schools are reduced to spectator roles at best. Small schools on other hand are undermanned. That is, there are more positions than there are students to fill them so at least there is place for every student who wants to be. Keziah, (2013).

2.4 Influence of programme arrangement on student involvement in governance.

In the present times, more students work and study and hence view a university to be a training institution that are existing alongside more spaces and resources that often given priority when it comes to participation. Higher educational institutions have diversified their educational offerings, this diversification is generally assumed to offer major advantages to the various stakeholders in higher educational systems like better addressing of students needs. The diversification of programmes is also as a result of growing participation of more mature students in search of more skills after a period of workforce (OECD, 2005). Many students do not want to lead a university lifestyle at university only but participate in other socio cultural activities in addition to their studies, According to Fabrice & Alexander (2009), governance has become a crucial issue in higher education because of the new modes of delivery; more flexible ways of provision such as long distance and e- Learning have been developed. The characteristics of ODL universities may mean that some of the challenges which precipitated the involvement of students in university governance in conventional universities may not apply (Oni, 2016).

In a study conducted by Onias, in Zimbabwe to find out the perceptions of open and distance learning students about involving students in university governance in 2016, 12 students from a regional center of an ODL university were interviewed .There were mixed views on how students are involved in university governance. The dominant voices were that there is minimal involvement .However those who acknowledged participation explained that they do so through their student representatives.

2.5 Rules of Students Participation in Governance.

Governance of institutions is not a new phenomenon .According to Planas *et.al* (2011) quotes the draft university statutes that mentions the rights of students to be presented in governing bodies and within universities as rights to receive academic recognition for participating in university activities and organizations such as ;cultural sports, student representation ,charity aid and cooperation ,however as students, participation on governing bodies is subject to the statutes of each university ,their representation is limited in all cases.

Students sometimes attribute their low participation in universities to lacking information and being ignorant with regard to how universities function (Planas *et al.*, 2011). According to Lizzio and Wilson (2009),there are certain skills and attitudes that are necessary in fulfilling the duty of representating which is why it is convenient for tertiary to provide mechanisms for training for acquiring and improving skills.

Bingzou, Eugene and Rastoy, (1999) carried out a in the study in the university of Alberta to investigate the scope, process and effects of student participation in governance. The study which involved 31 participants found out that students were

barred from certain decision areas which were perceived by administration to be sensitive ones with personal careers and in which confidential information was involved. Additionally, students were not viewed by faculty members as their peers in decisions concerning promotion and tenure.

2.6 Summary of Literature Review

From literature review it is clear that the involvement of students in governance is key in running of institutions. Such involvements help in improving the relationships between institution administrators, the students and all the other stakeholders. Tikok and Kiprop 2011 opines that if students are involved in their institutions decisions, making process, their tendency to reject decisions imposed on them by institution administration would change to ownership and acceptance of decisions arrived at with their participation. Despite general acceptance that students' involvement in governance is key, Mabena (2001) suggests that the failure of students students' to make meaningful contributions may be because of educators' attitude that are displayed towards them. Studies have been carried out on factors influencing involvement of students in the world but very little research has been carried out on influence of institutional factors on involvement in the governance of tertiary institutions in Kisumu central Sub-County.

2.7 Theoretical Framework

The theoretical framework of this study borrowed from the theory of participation which was advocated for by Stewart & Taylor (1995).The theory of participation gives attention to how individuals can be encouraged to play a role in decision making without destroying the overall purpose of the organization. By giving attention on how individuals can be encouraged to take part in decision making, this theory addresses the

fact that encouraging participation encompasses empowering students to take responsibilities of what they do. This theory implies that students should be responsible for themselves having been recognized as important stakeholders in the tertiary institutions. Additionally Stewart and Taylor (1995) appear to suggest that despite the implication of the idea of empowerment, there is little explicit discussion of the operation of power. Conceptually, they discuss as to whether power should be restricted or left as an open resource. Meaning empowerment of a group of people involves the intensity of power with other people. This theory thus suggests that students should be involved in the governance of institutions at same level since there exist interconnectedness between the institutions activities and the students. Institutional governors should thus create room for students' participation.

This theory derives from the fact that in an attempt to empower one group, the power of the other must be diluted. Thus by empowering students and involving them in governance, it should be viewed as a way of distributing power but it should not be lost that the two should be geared towards achieving the institutions goals.

A conceptual framework provides a clear explanation regarding the variables, Calmorin & Calmorin (2007). The purpose of a conceptual model is to quickly see the relationship between the independent variables and the dependent variables, Mugenda & Mugenda (2003). In the study, the independent variables refers to the institutional factors which include the transition nature of students, the size of the institution, the programme arrangements and the organizational rules. The dependent variable on the other hand refers to students' involvement in the governance that is, planning budgeting, and decision making.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives details of how the research was conducted and consequently presented. It is arranged using the following subheadings; research design, target population, sample size, and sampling procedures, research instruments, validity of research instruments and reliability of research instruments. It also highlights the procedures that were used to collect and analyse data.

3.2 Research Design

Research design is the conceptual structure within which research is conducted and consists of a blue print for collection, measurement and analysis of data (Kothari, 2011). The study adopted the descriptive survey. According to Wimmer & Dominic (2013) descriptive survey attempts to describe or document current conditions or attitudes. Orodho (2004) adds that descriptive survey is also preferred due to its low cost and suitability to quickly complete studies. This collected information from respondents and described the responses from the respondents. The study tested the relationship between students participation in governance of tertiary learning institutions and four selected institutional factors i.e. the transition nature of students, size of the institution, programme arrangements and institutional rules governing students participation

3.3 Target Population

Target population refers to a group or category of animals or human beings or objects which have one or more characteristics in common that have been selected as focus of study (Mugenda, 2008). It also refers to a group of people to whom the result of the research

applies. (Whitley and Kite, 2012).The study targeted all the fourteen heads in the tertiary institutions and 920 lecturers within Kisumu central sub county, Kisumu county.

3.4 Sample size and Sampling Procedures

A sample is small group of accessible population, (Mugenda and Mugenda, 2003). According to Mugenda and Mugenda (1999), a sample size of between 10 to 30 per cent is representative of the population. In this study, all 14 heads of the tertiary institutions were sampled purposively because as the administrative heads of the institutions, they are directly involved in the governance and were likely to give the right information being sought in the research. This made 100% of their population. 166 lecturers were also sampled. This accounted for 20% of all the 920 lecturers. The sample size for the study was therefore 80 which is 20.21% of the target population

The respondents were be categorized into heads of institutions and lecturers All the fourteen Heads of institutions were sampled proportionately using simple random sampling apart from the head of national polytechnic who were be sampled purposively. Lecturers were sampled proportionately using simple random sampling.

Remarks:

Table 3.1: Sampling Frame for the Respondents

Institution	Population sample			
	Heads	%	Lecturers	%
National Polytechnics	1	100	30	19
Regional Polytechnics	5	100	84	21
County	8	100	52	8
Total	14	14	166	18

3.5 Data Collection Instruments

The study involved the use of questionnaire to collect data. A questionnaire is a document containing questions and other types of items designed to solicit information appropriate for analysis (Babbie, 2013). The questionnaires for the heads were used to collect data on institutional factors influencing student involvement in governance in tertiary institutions found in Kisumu central Sub County. The questionnaire had sections to collect data on forms of student participation, rules governing student participation in governance, influence of size of the institution on involvement of students. Influence of students' transition on involvement in governance. The questionnaire had both open ended and closed ended questions. A different set of questionnaire was used to gather data from the lecturers. The questionnaire was divided into two parts. Part one captured the respondents' demographic data such as age and gender while part two captured questions on institutional factors that affect student involvement in governance.

3.6 Instrument Validity

According to Mbwea (2008) validity is the extent to which a test or instrument measures what it is intended to measure. A test is considered to be valid if it succeeds in measuring what it purports to measure (Fawcett, 2013).

3.7 Instrument Reliability

According to Mugenda & Mugenda (1999), reliability is a measure of degree to which research instruments yield consistent results or data after repeated trials or the degree to which test scores are free from errors. The instruments for data collection were tested for reliability using the test –retest with a piloting design. The instruments were administered to ten respondents who were randomly selected and who formed part of the actual study. After one week, the same instruments were administered to the same group of respondents. Quantitative data generated from the first test constituted X while those from the second test constituted Y values. Pearson’s product correlation coefficient (r_{xy}) was used to correlate the results. The r value is found to be 0.7. (Quote the authority that says a value above 0.7 is reliable). The instruments were assumed to be reliable hence will be adopted for the study.

3.8 Data Collection Procedures

The researcher sought for permission from NACOSTI after getting clearance letter from the department of Educational Administration and Planning, University of Nairobi. There after the Kisumu Central Education Office was informed of the proposed research and requested for clearance. The researcher will then visit the proposed institutions for introduction. During the introduction the researcher sought consent for the research from selected students and the principals. During such visits the researcher made appointments for data collection .The researcher then returned to the institutions on the scheduled dates for data collection .During the collection of data the questionnaires were administered to the students and the principals respectively.

3.9 Data Analysis Techniques

The study generated both quantitative and qualitative data. Descriptive and inferential statistics was used to analyze quantitative data. Quantitative data were analyzed through descriptive statistics in the form of frequency counts and percentages. Descriptive statistics is a way of summarizing large data sets and to detect patterns in order to communicate their essence to others and/or to allow for further analysis using inferential statistics, (Rovai, Baker &Ponton, 2014) Descriptive data which involved frequencies and percentages were analyzed using statistical packages for social sciences. ANOVA was used to determine the relationship between the independent and dependent variables.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the results of the study according to the data that was collected in the field. The findings of the study are presented based on the following objectives.

- i. To establish the extent to which the transition nature of students influences their involvement in governance of tertiary institutions.
- ii. To determine the extent to which the size of the institution influences of involvement of students in the governance of tertiary institutions
- iii. To determine the extent to which program arrangements influence students' involvement in governance of tertiary learning institutions.
- iv. To establish the extent to which rules of the institutions governing students' participation influence their involvement in governance of the tertiary institutions.

4.2. Questionnaire Return Rate

The researcher sampled 14 heads of institutions and 166 lecturers from tertiary learning institutions in Kisumu central sub county as respondents making a total of 180 respondents.

Table 4.1: Questionnaire return rates

Category of respondents	Issued questionnaires	Returned questionnaires	Return rate (%)
Principals	14	14	100
Lecturers	166	166	100
Total	180	180	100

Table 4.1 indicate that there was 100% questionnaire return rate, this can be attributed to the method that was used to administer questionnaires in which the researcher issued the questionnaire to the respondents, waited and collected immediately. According to Mugenda and Mugenda (2003), a questionnaire return rate of 60% is adequate for a research.

4.3 Demographic information of respondents

This section describes the demographic information of the respondents in the study, which include- Gender, Age and educational level of the respondents. Such description is important in providing the researcher with a clear understanding of respondents included in the study.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percentage
Principals	121	67
Male	13	93
Female	1	7
Lecturers		
Male	108	65
Female	58	35
Total	180	100

As shown in the table 4.2, 13 (93%) of the heads of institutions were male while 1 (7%) was a female. Among the lecturers 108 (65%) were males while 58 (35%) were female, this shows that despite an attempt to reach the one third gender rule in employment of either genders the males are still more advantage. This negatively impacts on governance because an effective governance structure is that which is all inclusive and in which either of the genders feels effectively represented.

Table 4.3: Age of Respondents (Principals)

Age Category	Frequency	Percentage
Less than 30 years	1	7
30 – 40	4	29
41 – 50	6	42
51 – 60	3	21
Total	14	100

The study found out that 6 (42%) of the principals were aged between 41-50 years, 4 (29%) were aged between 30-40 years, 3 (21%) were aged between 51-60 years while 1 (7%) was less than 30 years age.

Table 4.4 Age of Respondents (Lectures)

Age Category	Frequency	Percentage
Less than 30 years	14	8
30 – 40	60	36
41 – 50	72	43
51 – 60	18	13
Total	166	100

As indicated in the table 4.4, lecturers were aged between 20 and 60years. 72 (43%) were aged between 42-50 years, 60(36%) were aged between 30-40 years, 18(13%) were 51-60 years while 14 (8%) were aged less than 30years. That a majority of the total respondent,150(90%)were aged above 30 showed that they have enough experience to give correct information and opinion on students involvement in the governance of the tertiary institutions.

Table 4.5: Education Qualification of the respondents

Level of Education	Frequency	Percentage
BA	41	23
BSc.	63	35
BEd	45	25
MA	8	4
MSc.	8	4
MBA	15	8
Total	180	100

From the information in the table above, majority of the respondents 125 (69%) are holders of bachelor's degree, 55(31%) are holders of Masters degree and none has a PhD degree, that is 100% of the respondents are university graduates and have at one point been through tertiary institutions is a clear indication that the respondents have both the relevant knowledge and expertise to give well informed opinions on issues of governance.

The study sort to know the type of institution where the respondents practiced

Table 4.6: Type of institution

Institution	Frequency	Percentage
Public	131	73
Private	49	27
Total	180	100

The study found out that 131 (73%) of the respondents were in public institutions while 49 9(27%) were in private institutions.

4.4 The influence of transition on students' involvement in governance

This item sought to identify influence of students transition on their involvement in the governance of tertiary institutions in Kisumu central sub county Kisumu county. .to Heads of institutions were to provide the information on the transition of students in their institutions and their opinions on influence of transition on students involvement in governance.

From the finding the highest transition rate (80%) was realized in all the institutions in first year. Transition in second year was more than 80 %(7), 70-80 %(4), 60-70% (2) and 50-60% (1). Transition in the third year is however higher at 80 %(11) and 70-80 % (3).this is shown in the table below.

Table 4.7: Approximate Transition Rate of Students

Year	One	Two	Three
Less than 50%	0	0	0
50-60%	0	1	0
60-70%	0	2	0
70-80%	0	4	3
More than 80%	14	7	11
Total	14	14	14

Additionally it was found that 14 (100 %) of the institutional heads agreed the transition nature of students had a direct influence of students involvement in the governance of tertiary institutions as shown in Table 4.7.

Table 4.8: Transition and Students involvement in governance of tertiary institution

Transition rate %	% rating on participation in governance
40-50	60
60-70	67
70-80	72
80-90	75

A survey of the lecturers on their view about the influence of transition on students' involvement in governance showed a positive mean rating of 3.21 and a standard deviation 1.3626. These findings however contradicts the findings of Planas et al (2011) who were of the view that students perceive tertiary in which it is not their own and in which they are only passing through and as such may not be keen on governance issues

Certification is another way in which transition in a learning institution can be shown. The researcher sought to find out if the tertiary institutions offered other certificates apart from the one for academic or professional qualification.13(93%)agreed while 1(7%) disagreed that it offered certificates in recognition of students participation in governance. This is as shown in Table 4.9.

Table 4.9: Recognition certificates issued for participation in governance practices

	Frequency	Percentage
Yes	13	93
No	1	7
Total	14	100

Of the institutions that offered the certificates, 13(100%) heads of institutions were of the opinion that students attached value to the certificates issued in recognition of their participation in governance.

Table 4.10: Students' value attachment to certificates issued for participation in governance activities

Level	Frequency	Percentage
Agree	13	100
Disagree	0	0
Total	13	100

Lecturers who formed another group of respondents through a mean rating of 4.10 and a standard deviation of 0.9062 agreed that students attached value to the certificates issued in recognition of their participation in governance and opined that institutions should continue to offer such certificates through a mean rating of 4.72.

The study tried to find out the level of studies at which students are involved in governance

Table 4.11: Year of study students are allowed to get involved in governance activities

	Frequency	Percentage
Year one	1	7
Year two	3	21
Year three	1	7
Through out	9	64
Total	14	100

It was found that 9(64%) of the institutions allowed students to participate in governance activities through their entire stay in the institution, 1(7%) in third year, 3(21%) in second year and 1(7%) in first year.

9(64%) of the institutions were found to offer such certificates at the end of the entire training while 5 (36%) offered the certificates at the end of the term in active leadership position.

Table 4.12: Level of issue of recognition certificates

Level	Frequency	Percentage
At the end of a student's term in leadership position	5	36
At the end of the entire training	9	64
Total	14	100

Lecturers' opinion on the relationship between completion rates and involvement in governance had a mean rating of 4.49 and a standard deviation of 1.234

4.5. Size of institution and Students' Involvement in Governance

Based on the data from the heads of the institutions on the enrolments

Table 4.13: Enrolment of students

No. of students	Frequency	Percentage
>250	2	14
250-500	5	36
501-750	2	14
751-1,000	0	0
Over 1000	5	36
Total	14	100

Among institutions, 5(36%) had over 1000 students, 5(36%) had 250-500 students, 2(14%) had 501-700 students and 2(14%) had below 250 students. This is as summarized in the Table

Table 4.14: Enrolment of students per class

No. of students	Frequency	Percentage
50 – 100	10	71
101- 150	2	14
151 – 200	1	7.5
More than 200	1	7.5
Total	14	100

Amongst the institutions, 10(71%) enrolled 50-100 students per course, 2(14%) enrolled 101-150, 1(7.5%) enrolled 151-200 and 1(7.5%) enrolled above 200 students in every course.

Table 4.15: Number of students allowed to serve in the management board

Number of students	Frequency	Percentage
One	5	36
Two	9	64
Three	0	0
More than three	0	0
Total	14	100

On inclusion of students in the institutions management committee, 9(64%) each allowed 2 students to be included while 5(36%) allowed 1 student, Table 4.14.

Relating the number of students enrolled in the institutions to the number students serving in the institutions management committee, it can be deduced that despite the institutions having varied number of enrolments, student representation in the governance body is limited to either one or two in all the institutions.

Table 4.16: Number of lecture halls in each institution

Number of Lecture Halls	Frequency	Percentage
8 – 10	1	7
11 – 20	4	29
21 – 30	7	50
Over 30	2	14
Total	14	100

As shown in the table above,7(50%) Of the institutions had between 20-30 lecture halls,4(29%)had11-20 lecture halls,2(14%) had over 30lecture hallsand1(7%)had8-10 lecture halls.

2(14%) of the institutions had its lecture halls permanently assigned to students while12 (86%) did not assign the lecture halls permanently to the students. This is shown in the table below;

Table 4.17: Lecture halls permanently assigned to a group of students

	Frequency	Percentage
Yes	2	14
No	12	86
Total	14	100

On the participation of students participation in the governance activities within their lecture halls, it was found out that students in 9(54%) of the institutions participated in governance through class representatives while5 (36%) participated in governance directly through meetings, suggestion boxes and through feeling feedback forms. This is indicated in the table below;

Table 4.18: Mode of students’ participation in the governance of their classes

Mode of Participation	Frequency	Percentage
Class representatives	6	64
Meetings	4	36
Suggestion boxes	3	21
Feedback forms	1	8
Total	14	100

Table 4.18 shows that students in 9 (54%) of the institutions participated in governance through class representatives while in 4 (36%) institutions participation was through meetings. Suggestion boxes was used in 3 (21%) and feedback forms was used in 1 (8%) institution.

Table 4.19: Turnout during governance activities such as election of student leaders

Rate	Frequency	Percentage
Less than 50%	1	7
50 – 60%	1	7
61-70%	1	7
71 – 80%	9	67
Above 80%	2	14
Total	14	100

On the turnout of students in governance activities like election of student leaders, it was found out that 9(67%) of the institutions recorded 71-80% voter turnout,2(14%) realized above 80% voter turnout while 3(21%)institution each recorded 61-70%,50-60%and less than 50% voter turnout respectively. This implies that irrespective of the size of the institution, students are keen to be involved in governance activities.

4.6. The influence of programme arrangements on students’ participation in governance activities.

The researcher sought to find the number of students enrolled in the various part time programmes in the tertiary learning institutions in Kisumu central sub county.

Table 4.20: Programme arrangements and students involvement in governance

Number of students	Frequency	Percentage
10	1	7
50-100	2	17
101-200	8	57
More than 200	3	19

8 (57%) registered approximately 200 students on part time, 3(19%) more than 200, 2(14%) had between 50-100 students on part time while only 1(7%) had 50-100 students on part time programme. ;

Table 4.21: Involvement of part time students in governance activities

	Frequency	Percentage
Yes	12	86
No	2	14
Total	14	100

12(86%) of the institutions agreed that part time students are involved in governance activities while in 2(14%) institutions part time students are not involved in governance activities.

Table 4.22: Mode of part time students' participation in governance activities

	Frequency	Percentage
Through feedback forms	2	14
Suggestion boxes	5	36
Meetings	7	50
Total	14	100

In majority of the tertiary institutions, 7(50%) participation of students in governance is through meeting. In 5(36%), they participate through suggestion boxes while in 2(14%) they mostly participate through feedback forms, Table 4.23.

Table 4.23: Respondents opinion on effective involvement of part time students in governance activities

	Frequency	Percentage
Satisfied	2	14
Not satisfied	12	86
Total	14	100

On satisfaction with the participation of part time students on governance activities, as shown in the table below, majority of the heads of institutions 11(77%) were not satisfied with the level of the part time students while 3(23%)of the heads were satisfied.

Field attachments is one of the most common programme arrangements used in many tertiary learning institutions in Kisumu central sub county .the researcher sought to find the number of students who go on field attachments annually from these institutions.

Table 4.24: Average number of students on field attachments every year

Number of students	Frequency	Percentage
50-100	2	14
101-200	2	14
201-500	7	50
Above 500	3	22

7 (50%) institutions sent between 201-500 students, 3(22%) sent above 500 students, 2(14%) sent between 101-200 while another 2(14%) sent between 50-100 students, Table 4.25.

Table 4.25: Length of field attachments

	Frequency	Percentage
Less than three months	1	7
Three months	10	72
Six Months	3	21
Total	14	100

In majority of these institutions, 10(72%), students took 3 months on field attachments, 3(21%) took 6 months while in 1(7%) students took less than three months.

The big number of students who go on field attachments and the length of time they take on field attachments could be used to explain the dissatisfaction amongst the heads of institutions on students involvement in governance in which 10(72%) term students

participation as poor,3(2%)as average while only 1(7%) thinks that their participation is good

Table 4.26: Level of satisfaction with students' participation in governance activities

	Frequency	Percentage
Good	2	14
Average	7	51
Poor	5	35
Total	14	100

Table 4.27: Students' participation in governance practices

Students' participation in governance practices	Mean Rating (MR)	Standard Deviation
Decision making	3.0	1.6733
Planning	3.6	1.0198
Budgeting	3.75	1.0897
Voting	2.6	1.9596
Meetings	3.4	1.20

It was found out that there is a positive mean rating between student participation in governance and governance practices such as decision making, planning, budgeting, voting and meetings, with highest being in budgeting.

Table 4.28: Other forms/ Modes of Students' participation in Governance

Mode of participation	Frequency	Percentage
Through suggestion boxes	3	21
Meetings	7	50
Filling feedback forms	4	29
Total	14	100

Majority (86%) of respondents responses to effective involvement of part time students in governance activities was on the negative while a paltry 2(14%) said that they are effectively involved. implication

Most (64%) of respondents rated satisfaction with students' participation in governance activities as good while a minority (36%) rated them average, none rated them as poor.

4.7. Organizational rules and students involvement in governance

Each organization has rules that governs it operations, the study sought to find some of the rules put in place by tertiary institutions to help students participation in governance.

Table 4.29: Respondents satisfaction with institutional statutes on governance

	Frequency	Percentage
Yes	14	100
No	0	0
Total	14	100

All (100%) of respondents agreed that there is a statute providing for representation in the academic board.

4.8 Rules governing students' participation in governance through leadership

Principals were asked to give their views on general guidelines or criteria that students should meet in order to serve in governance as student's leaders. A summary of suggested criteria were as presented in table 4.30

Requirement	Number of institutions	Percentage
Regular class attendance	9	64
Fee compliment	7	50
Election by majority vote	14	100
Good academic performance	12	85

Table 4.31: Influence of institutional factors on students' involvement in the governance of tertiary institutions

Item description	Mean Rating (MR)	Standard Deviation
1. Most students who hold leadership positions complete their studies.	4.59	1.234
2. Involvement of students in governance through leadership motivates them to complete their studies	3.48	1.372
3. The institutions should give/continue to give certificates to students in recognition of their participation in governance through leadership.	4.72	0.6094
4. Students attach value to certificates given in recognition of their participation in leadership.	4.10	0.9062
5. Transition of students in the institution affects their participation in leadership.	3.21	1.3626
6. Students are many and are often underrepresented in the governance of the institutions.	3.14	1.5051
7. There are enough meeting halls and offices to facilitate inclusive governance	2.51	1.4515
8. More staff should be employed to ensure that governance is more inclusive.	3.52	1.4326
9. Regular more engaged in governance activities than	3.89	1.205

part time students		
11.Students on part time programme are rarely engaged in the governance activities of the institution	4.06	1.099
12.Students who are on field attachments should not be involved in the governance activities	3.06	1.6439
13.Students who are not on field attachments seem not to care about governance of the institution while they are away	3.13	1.4625
14.The institutions' statutes encourages students to participate in governance	3.99	0.8639
15. The institutions policies should be reviewed to encourage more students' participation.	3.72	1.2912

4.8. Correlation and Regression analysis

The study applied correlation and multiple regression analysis to establish the effect of the independent variables (institutional factors) on the dependent variable, students' involvement in the governance of tertiary institutions using SPSS software.

Table 4.32: Correlation coefficients at 5% critical value

Effectiveness	Transition	Size of the institution	Programme arrangements	Organizational rules	
1.000	0.6713	.4715	.5384	.7431	Effectiveness
	1.000	.7179	.8413	.5676	Transition
		1.000	.7121	.7173	Size of the institution
			1.000	.5423	Programme arrangements
				1.000	Organizational rules

A relationship existed between the four variables ranging from 0.4715 to 0.8413.

Table 4.33: Model Summary

Model	R	R Square	Adjusted R Square	Std Error of Estimate
1	0.924	0.857	0.758	0.637

The correlation coefficient was 0.857. The model is able to explain 85.6% of the variances in students' involvement in the governance of tertiary institutions.

This means that more research needs to be done to establish additional factors that affect the influence of institutional factors on students' involvement in the governance of tertiary institutions in central sub county, Kisumu County.

Table 4.34: Summary of Analysis (ANOVA)

Model	Sum of squares	df	Mean square	F	Significance
Regression	57.944	4	14.478	5.415	0.001
Residual	156.897	62	2.776		
Total	214.795	66			

The significance (p-value) value was 0.001 which is less than 0.05 and therefore the model was statistically significant in predicting the effect of Transition, Size of the institution, Programme arrangements and Organizational rules on the students' involvement in the governance of tertiary institutions in central sub county, Kisumu County.

Table 4.35: Estimates of parameters

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Standard error	Beta	T	sig
Constant	-2.612	5.133		-0.521	<.001
Transition	0.213	0.082	0.277	2.429	<.001
Size of the institution	0.084	0.084	0.147	1.217	0.001
Programme arrangements	0.217	0.093	0.269	2.323	<.001
Organizational rules	0.215	0.156	0.478	2.308	0.001

Substituting the beta value,

Students' involvement in the Governance of Tertiary Institutions $Y = -2.612 + 0.277$ Transition + 0.147 Size of the institution + 0.269 Programme arrangements + 0.478 Organizational rules.

If all the independent variables were constant at zero, then the effectiveness of the institutional factors on students' involvement in the governance of tertiary institutions in Kisumu central sub county will be -2.672. This implies that the students' involvement in the governance of tertiary institutions will be ineffective if there was no transition, institutional size, Programme arrangements and Organizational rules.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of findings of the study, conclusions, recommendations and suggestions for further research.

5.2. Summary of the Findings

The study sought to investigate the influence of institutional factors on students' participation in the governance of tertiary institutions in Kisumu central sub county, Kisumu County. The following institutional factors were investigated: the transition of students was assessed and the extent to which it influences the involvement of students in governance, the sizes of the various institutions were sought and the extent to which it (size) influence students involvement in governance was determined, programme arrangements in tertiary institutions such as part time and field attachments were sought and their influence on students participation in governance was determined. Lastly the researcher sought to know the various rules of the institutions in regard to students' participation in governance and the influence of such rules.

The study employed descriptive survey design targeting all the 14 heads of institutions and 920 lecturers in tertiary learning institutions within Kisumu central sub county. All the 14 heads of the institutions were sampled thus accounting for 100%. This was possible because of their small number. 166 lecturers from those institutions were also sampled using the simple random sampling. This accounted for 18%. Both quantitative and qualitative data was collected by means of questionnaires and was summarized in frequency counts and tables.

5.3. Discussions and Findings

In relation to the extent to which student transition influences students participation in governance, the study established that all the heads (100%) of the institutions agree that transition influence students participation in governance of the institutions. The opinion of lecturers on effect of transition on student involvement in governance gave a mean rating of 3.21. This means that lecturers were also of the opinion that student transition influences their participation in governance student lecturers were also found to be in agreement that student transition had an influence in their participation in governance.

On the influence of the size of the institution on students involvement in governance, the study found out that despite the varied enrolments, number of lecture halls and numbers in various lecture halls, the number of students involved in mainstream governance structures like the institutions board of management remained relatively at 9(64%) institutions, only 2 students were allowed to serve in such boards while 5(36%) allowed only one student. This is contrary to the views held by Holland & Adre 1994, cited in Keziah 2013 who opined that students in smaller institutions feel more attraction and pressure to participate in governance and leadership activities. The study however concurs with those carried out by Keziah (2013) who found out that many students in large schools are reduced to spectator roles at best.

On programme arrangements, the study found out that all the 14 (100%) of the institutions have enrolled a given number of students on part time basis. Of these, 8(57%) of the institutions have between 100-200 students on part time, 3(19%) have more than 200, 2(14%) have 50-100 students while 1(7%) have 10 students. This agrees

with OECD, 2005 which found out that study programmes have been diversified as a result of more mature students in search of more skills after a period of work force and that many university students do not need a university life style and participation in other socioeconomic activities in addition to their studies.

The impact of programme arrangements on students' participation in governance was looked into through considering students who go on field attachments and their participation in governance. The study found out that all (100%) the institutions had their students go on field attachments. In 10(70%) of the institutions, students were away for three months, 3(21%) went for 6 months, while 1 (7%) had students go for less than three months. Despite all(100%) of the heads of institutions agreeing that that students on field attachments were involved in governance, 7(50%) of the heads opined that students participation in governance was average. 5(36%) rated them as poor while only 2(14%) thought their participation is good. This concurs with the study carried out by Onias, 2016 in Zimbabwe in which a dominant part of the respondents were of the view that there was minimal involvement of part-time students in governance.

The study also sought to find the influence of institutional rules in the participation of students in governance. The study found out that all (100%) of the institutions had statutes that provided for students involvement in governance. According to Lizzio and Wilson (2009), certain skills and attitudes are required in fulfilling the duty of representation. The study found out that some of the provision of the statutes include; in 9(63%), the statute provided for two students while in 5(36%) institutions, the study provide for only 1. Some of the rules that one must meet in order to serve in the

institution management board include; discipline, good performance in academics, good compliance with fee payment election by majority, honesty and integrity.

5.4. Recommendations

Based on the findings of the study, the following recommendations were made:

Following the finding of the study where all the heads of institutions 100% agree that students attach value to certificates given in recognition of their participation in governance activities, all the institutions should provide such certificates. This can be done by sensitizing the institutions that do not offer such certificates on the need to offer those certificates and the roles that these certificates would play in the lives of the students even after they have left the institution.

The tertiary institutions should provide for increase inclusion and participation of students in governance to commensurate with the size of the institutions so that students can feel part and parcel of the institution. This can be done by revising the statutes and rules that govern student inclusion in management. This can be done by attaching a ratio of number of students to the number that is allowed to participate in the governance.

The tertiary learning institutions should ensure those students who are on part time studies and those who are on field attachments more involved in the participation in governance. This can be done through the use of modern technology to improve communication between students who are on part time programms and those on field attachments through correspondences and setting up student portals and institutional websites that allows even for online voting by students.

The tertiary learning institutions should revise the statutes and laws that govern student participation to make them more inclusive and non discriminatory by doing away with regulations such as fee payment and academic performance instead the statute should focus on governance skills like abilities to organize, provide proper leadership and team work.

5.5. Recommendations for Further Research

The study centered on institutional factors influencing students' participation in governance of tertiary institutions in Kisumu Central Sub County. However, the further studies can be conducted on the following areas;

1. The study was limited to tertiary learning institutions up to middle level tertiary institutions. Further studies can be done in the universities to find out the influence of those factors in universities. This would help in finding better ways of engaging university students to the governance of such universities.
2. The study sought to know the view of lecturer and heads of institutions. A further study can be done to find out the views of the students in such institutions to find out whether the same findings would be obtained.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Duncan O. Onyango
P.O. Box 172-40100
Kisumu.

Dear Sir/Madam

REF: INTRODUCTION

I am a postgraduate student pursuing a Master's Degree in Education at Nairobi University. The title of my research is; *INFLUENCE OF INSTITUTIONAL FACTORS ON STUDENTS INVOLVEMENT IN GOVERNANCE OF TERTIARY INSTITUTIONS IN KISUMU CENTRAL SUB- COUNTY, KISUMU COUNTY- KENYA*

I hereby kindly request you to allow me in your institution to obtain important information for the research.

The identity of the respondent will be treated with utmost confidentiality and shall not be unduly disclosed. Such information will only be for this academic study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully,

Duncan Onyango.

APPENDIX II: HEAD OF INSTITUTIONS QUESTIONNAIRE

Please respond to the items provided by putting a tick (✓) against your responses. The items are mainly for research. Your responses will be treated with utmost confidentiality.

Part I: Demographic Information for heads of the institutions

1. Gender
Female []
Male []
2. Age
less than 30 years []
31-40 years []
41-50 years []
51-60 years []
3. Highest education qualification
BA/ []
BSc./ []
Bed. []
MA/ []
MSc./ []
MBA/ []
MPA []
PHD []

Student transition and student involvement in governance

1. How many students are admitted in your institution every year?
<100 []
100-200 []
200-500 []
More than 500 []

2. What is the approximate transition rate of students' transition in your institution?

year	Less than 50%	50-60%	60-70%	70-80%	More than 80%
First year					
Second year					
Third year					

3. In which year of study are students allowed to get involved in governance activities?

Year one [] year two [] year three [] throughout []

4. In your opinion, does student transition influence the participation of students in governance.....

5. Apart from academic qualification certificates, are students given certificates in recognition of their participation in governance practices like leadership?

Yes []

No []

6. If yes, at what levels are they issued?

At the end of a student's term in leadership position []

At the end of the entire training []

7. In your opinion, do students attach value to certificates issued for participation in governance activities?

Agree [] disagree []

Part II: size of institution and Students' Involvement in Governance

1. State the approximate number of students enrolled in your institution.

> 250 []

250 – 500 []

500 – 750 []

750 – 1,000 []

over 1,000 [].

2. On average, how many students are in every class?
 - 50-100
 - 100-150
 - 150-200
 - More than 200

3. How do students participate in the governance of their classes?
 - Through class representatives
 - Directly through meetings, suggestion boxes and feedback forms

4. During governance activities like election of student leaders, what is the approximate turnout of students?
 - Less than 50%
 - 50-60%
 - 60-70%
 - 70-80%
 - above 80%

5. .how many lecture halls/classes are there in this institution?

6. Are lecture halls/classes permanently assigned to a group of a students?
 - Yes
 - NO

7. If yes how many student representatives are there in every hall?

8. If the students do not have representatives, how do they participate in governance at the class level?
 - Through suggestion boxes
 - Through meetings
 - Through filling feedback forms
 - Programme arrangements and students involvement in governance

9. How many students are enrolled on part time studies

10. Are part time students involved in active governance activities like leadership
 - Yes
 - No

- 11 How do part time students participate in the governance of the institution?

Through feedback forms []

Through suggestion boxes []

Through meetings []

12. How many students on average on field attachments every year?.....

13. In your opinion are part time students effectively involved in the governance of the institution? _____

14. How long do field attachments take?

Less than three months []

Three months []

Six months []

14 What is the level of students' participation in governance when they are out on field attachments?

Good []

Average []

Poor []

15. Kindly indicate your level of agreement on students' participation in the following governance practices when they are out on field attachment

	S.A	A	U	D	SD
1. Decision making					
2. Planning					
3. Budgeting					
4. Voting					
5. Meetings					

Organizational rules and students involvement in governance

16. Does the institutions statutes provide for students representation in the academic board?

Yes []

No []

17. If yes, how many students are allowed to serve in the academic board?

One []

Two []

Three []

More than three []

18. In which year are students allowed to participate in institution leadership?

Year one []

Year two []

Year three []

Year four []

18. What are some of the rules that a student must meet in order to serve as a student leader?

.....
.....
.....

APPENDIX III: QUESTIONNAIRES FOR LECTURERS

Dear participants,

The following questionnaire is aimed at eliciting information from academic staff in the institution on influence of institutional factors on students' involvement in the governance of tertiary institutions in Kisumu central sub county, Kisumu County. I hereby solicit for your honest and prompt responses to the items. Please note that your anonymity and confidentiality of responses given are fully guaranteed.

You need not to provide your names.

Section A; Bio data for participants..

Please tick () where appropriate.

Type of institution	public []	private []
Gender of the respondents	male []	female []
Age range	less than 30 years	[]
	30-40 years	[]
	31-40 years	[]
	41-50 years	[]
	51-60years	[]

Academic qualification of the respondents

BA/BSc./Bed.	[]
MA/MSc./MBA/MPA	[]
PHD	[]

15. Below are four options to choose from, tick in the column that strongly expresses your feelings.

Item description	S.A	A	U	D	SD
1. Most students who hold leadership positions complete their studies.					
2. Involvement of students in governance through leadership motivates them to complete their studies					
3. The institutions should give/continue to give certificates to students in recognition of their participation in governance through leadership.					
4. Students attach value to certificates given in recognition of their participation in leadership.					
5. Transition of students in the institution affects their participation in leadership.					
6. Students are many and are often underrepresented in the governance of the institutions.					
7. There are enough meetings halls and offices to facilitate inclusive governance					
8. More staff should be employed to ensure that governance is more inclusive.					
9. Regular more engaged in governance activities than part time students					
11. students on part time programme are rarely engaged in the governance activities of the institution					
12. Students who are on field attachments should not be involved in the governance activities					

13. Students who are not on field attachments seem not to care about governance of the institution while they are away					
14. The institutions' statutes encourages students to participate in governance					
15. The institutions policies should be reviewed to encourage more students' participation.					

APPENDIX 4: AUTHORIZATION LETTER



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke



P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

May 26, 2017

*D/P Adm
Please assist
the gentleman*

OUR REF: UON/CEES/SOE/A&P/1/4

See

TO WHOM IT MAY CONCERN



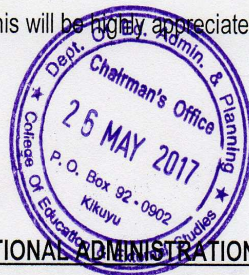
Dear Sir/Madam,

RE: ONYANGO DUNCAN OWINO – REG NO. E55/80642/2015

This is to confirm that **Onyango Duncan Owino** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. He is currently working on his research proposal entitled "**Influence of Institutional Factors on Students Involvement in the Governance of Tertiary Institutions in Kisumu Central Sub-County, Kisumu County, Kenya**". His area of specialization is Corporate Governance

Any assistance accorded to his will be highly appreciated

[Signature]
**DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**



JK/gm

APPENDIX 5:NACOSTI 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/17/51749/18415**

Date: **31st July, 2017**

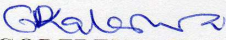
Duncan Owino Onyango
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of institutional factors on the involvement of students in the governance of tertiary institutions in Kisumu Central Sub County, Kisumu County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **28th July, 2018.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

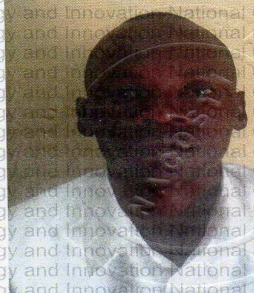
The County Director of Education
Kisumu County.

APPENDIX 6: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/51749/18415**
MR. DUNCAN OWINO ONYANGO **Date Of Issue : 31st July, 2017**
of UNIVERSITY OF NAIROBI, 0-40100 **Fee Received :Ksh 1000**
KISUMU,has been permitted to conduct
research in Kisumu County
on the topic: INFLUENCE OF
INSTITUTIONAL FACTORS ON THE
INVOLVEMENT OF STUDENTS IN THE
GOVERNANCE OF TERTIARY
INSTITUTIONS IN KISUMU CENTRAL SUB
COUNTY,KISUMU COUNTY KENYA
for the period ending:
28th July, 2018



Applicant's Signature

Palawa
Director General
National Commission for Science, Technology & Innovation



CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
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REPUBLIC OF KENYA

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