

**INFLUENCE OF STUDENTS' INVOLVEMENT IN DECISION MAKING
PROCESS ON DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN
KITUI CENTRAL DISTRICT, KITUI COUNTY, KENYA.**

Kimweli William Ndungo

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DECLARATION

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

Kimweli William Ndungo

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This research project report has been submitted for examination with our approval as the University Supervisors.

Dr Rose Obae Mosoti

Lecturer

Department of Educational Administration and Planning
University of Nairobi

Mr. Edward Kanori

Lecturer

Department of Educational Administration and Planning
University of Nairobi.

DEDICATION

This research project is dedicated to my father, the late James Kimweli Musingi, my beloved wife Elizabeth Musenya Ndungo and to my lovely children Ian Kimweli and Faith Kasyoka.

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LIST OF ACRONYMS AND ABBREVIATIONS

BOG	Board of Governors
DEO	Education Officer
GoK	Government of Kenya
KEMI	Kenya Education Management Institute
KNBS	Kenya National Bureau of Statistics
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NCST	National Council for Science and Technology
OCPD	Officer Commanding Police Division
PTA	Parents Teachers Association
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the influence of student's involvement in decision making on discipline in public schools in Kitui Central District, Kenya. Four research objectives guided the study. The study employed a descriptive survey design. The sample for the study was 260 prefects, nine principals and 9 deputy principals. The main research instrument that was used in this study was questionnaires. Data was analysed using SPSS computer software. Findings on the students' involvement in the planning of school co curricular revealed that there were various co curricular activities in the schools. Findings also indicated that students were involved in the formulation of school rules and regulations. Based in the findings, the study concluded that students participated in school decision making process. It was also concluded that students play a very crucial role in school management through participating in different decision making processes. The study also concluded that the schools involved the students in decision making process regarding extracurricular activities. The study concluded that majority of the respondents indicated that the students themselves decided which extracurricular activities to participate. The findings further indicates that majority of the students were given the chance to air out their suggestions with only few disagreeing that students are given the chance to suggest on how to improve on extracurricular activities. The study also concludes that meaningful student involvement in decision making process engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community. In view of the findings the study recommended that students should be encouraged by the school managers to participate in decision making process in their respective schools, in different aspects including decision on school uniform, rules and regulations, leadership, academic work, time table, extracurricular activities. The school administration should consider students' opinions raised in different forums in decision making formulation and implementation in different aspects concerning the school management. Taking the limitations and delimitations of the study it was suggested that a similar study can be carried out in different geographical areas to investigate the influence of students' involvement in decision making process in both private and public schools and how they influence discipline. A comparative study of students' involvement or lack of it in decision making process and how they influence discipline in schools can be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Student involvement in decision making in secondary schools refers to participation of students in matters concerning organization, administration, functions and control of discipline through delegation of powers and responsibility to the student body and student themselves who furnish valuable feedback. In a democratic country, one of the important functions of the school is to give training to the future citizens through subjects, opportunities, settings, and activities that will fit them for successful adult life (Kochhar, 2007).

Student involvement in school administration, if properly organized and supervised, offers the best of the opportunities for developing students' morale, co-operation, prudent leadership and intelligent followership and also increases in self direction and dependence (Sushila, 2004). When students are involved in decision making, it enables schools to mobilize all its forces for a comprehensive programme of activities which further enlists the co-operation of both students and teachers much more effectively than would be possible if the programme was to be implemented the school administrators only. Involvement provides better opportunities for teachers to gauge the special abilities of their pupils than as afforded by school curriculum. This will in turn smoothen the administration of

the school as the responsibility for organizing activities and for maintaining discipline is actually shared by the teachers, students and the school administration even though the ultimate and official responsibility in these matters lies with the principal (Kochhar,2007).

The major aim of administration in any secondary school institution according to Ongondo (2005), is coordinating the efforts of the members towards the achievement of certain specific goals. In a secondary school hierarchy, it is the principal's role to organize, manage and control the staff in the school. Ongondo (2005) still emphasizes that school administration is a social process concerned with identifying, maintaining, controlling and unifying formal organized human material energies with the integration system, designed to accomplish pre-determined objectives.

All schools are supposed to appoint student leaders to perform various roles (Harris, 2004). The head prefect is in charge of the whole prefect body and has to coordinate and oversee the work of different prefects in the school. Prefects play an important role in the school administration and their responsibilities are vested with certain powers (punitive and authoritative) which enable them to improve discipline among students. A prefect falls in a scalar chain of command and it is expected that he will be responsible to the students and the school administrators for the position he has. (Harris, 2004)

Contemporary studies for example that of Harris (2004) have sought to understand the relationship between distributed versus shared aspects of leadership for example Harris, (2004). This focus is driven by a widespread belief about the superior benefits of distributed versus concentrated leadership. Moreover, it has been argued that distributed forms of leadership reflect the reality of the day-to-day division of labor in schools and minimize the probability of indiscipline due to error in decision making by use of additional information available from diverse, leadership sharing sources (Harris, 2004).

In a research carried out on the nature and extent of student involvement in education policy making in Canadian school systems (Critchley,2003) results indicated that there are numerous benefits to meaningful students' involvement in decision making on various issues in the school. Their involvement provided great interest in academic achievement, gained in test scores, had a higher graduation rate and increased student engagement in the school. The school administrators reported having new perspectives about schools and growing ally ship and partnership with the students which yielded greater acceptance of programs and decisions. Involvement also helped realize higher levels of ownership, increased belonging and motivation, identification and education goals which in turn decrease cases of indiscipline (Critchley, 2003).

Fletcher (2004) notes that meaningful student involvement evolves from a growing awareness among students and educators that young people can and

should play a crucial role in the success of school improvement. He observes that educators refute the misconception that engaging students as partners in school change is about “making students happy, pacifying unruly children” or “letting kids run the school.” Contemporary research shows that when educators work with students in schools – as opposed to working for them based on democratic principles - school improvement is positive and meaningful for everyone involved (Fletcher, 2004).

However according to Freire (1998) researchers and advocates still find that students are continuously neglected, and sometimes actively denied, any sort of role in their school’s improvement programs. Freire argued that learning must be rooted in the experiences that students come from. School is an example of an experience that students have in common; and yet, despite experts’ calls for meaningful student involvement, there is no widespread effort to engage students in school improvement. Fullan (1991) brings out the view that when adults think of students, they think of them as potential beneficiaries of change and they rarely think of them as participants in a process of school change and organizational life. Meaningful student involvement authorizes students and adults to form powerful partnerships to improve schools (Fullan, 1991).

Ongondo (2005), observes that in Kenya, the prefect system and the student’s council are the main structures used in students’ involvement in maintenance of discipline and decision-making. The degree of involvement is mainly

consultative. This means that the teacher includes the students in decision making mainly to encourage compliance. However, in his study on student participation in school administration in secondary schools in Kenya, he found out that there is need for a deliberate effort to generate trust between students, teachers, prefects and other students to erase the “them” and “us” syndrome for students’ involvement in decision making process to be more meaningful

1.2 Statement of the problem

In the period 2009-2010 the Kenya educational system experienced an unprecedented number of students’ unrest and strikes. In Kitui region, central district had a much larger share of these troubles compared to the other four newly created neighbouring districts. Six boys secondary schools and two girls secondary schools were outrightly on strike, as compared to the other districts which had only four cases in total. (District Education Officer (DEO Kitui 2010). The cases may have been much greater than this because of unwillingness of the head teachers to report the cases of students’ unrest and strikes unless the situation was clearly out of hand. The District Education Officer (DEO), Kitui Central District was quoted in the quarterly News Letter, Education March 2011 lamenting that the standards of education and discipline are falling as compared to the neighboring newly created districts

The Education News Letter of 2010, had quoted previously, various education officers together with the Officer Commanding Police Division (OCPD) Kitui,

Central, who citing increased cases of indiscipline amongst various schools in the area. A case at hand was the recent school that the education officials had visited, where students defied school authorities, boycotted classes and were on the verge of a strike. The education officials called for students' involvement and understanding of their role as an amicable solution was sought by the education stake holders.

Having realized the importance of student involvement in administration of discipline and specifically the need for improvement of secondary school students participation in school administration in Kenya, this study seeks to analyse the effect of students' involvement in decision making process on discipline in Kitui Central District, in Kitui County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of student's involvement in decision making on discipline in public schools in Kitui Central District, Kenya.

1.4 Research objectives

To achieve the above purpose the study was based on the following objectives

- i) To identify the process used to involve students in decision making process in public schools in Kitui Central District

- ii) To establish whether involving students in the planning of school co curricular activities influence discipline.
- iii) To determine whether involving student leaders in forums such as meetings influence the maintenance of discipline in school.
- iv) To examine the extent to which the students are involved in the formulation of school rules and regulations in Kitui Central District

1.5 Research questions

This study was guided by the following research questions:

- i) What is the process used to involve students in the school's decision making process?
- ii) In what ways are the students involved in the planning of school extra curriculum activities with its influence on discipline?
- iii) How do students' leader's forums influence the maintenance of discipline in the schools?
- iv) What is the extent the students are involved in the formation of school rules and regulations?

1.6 Significance of the study

This may provide a source of information for any further studies. The study findings may be utilized by the Ministry of Education (MoE), Kenya Education Management Institute (KEMI), head teachers, Board of Governors (BOG), Parents Teachers Association (PTA) and other stakeholders for effective implementation of school administration initiatives and strategies. The study findings may provide policy makers in the Government of Kenya (GoK) with insights on the critical factors that need to be considered when formulating policies meant to enhance discipline in school for efficient and effective school administration and the overall achievement of the schools objectives especially in realization of effective management. The study findings may also go a long way in contributing to the body of knowledge in terms of theory of the field of student involvement in decision making on discipline research. The study results may also provide information on further research for students, lecturers interested in this area of study.

1.7 Limitation of the study

Limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study (Best & Khan 2000). One of the limitations of the this study is that the study relied of respondents perceptions. These perceptions may be have influenced by their characteristics and hence affect the validity of the study. However the researcher asked respondents to be as

truthful as possible. Another limitation was that the respondents may withhold some information for fear of exposing the situation of students in the schools. This however was mitigated by explaining to the respondents the purpose of the study.

1.8 Delimitations of the study

The research was only be limited to the public secondary schools while excluding private secondary schools in Kitui Central District in finding out the influence of student involvement in decision making in those schools. Due to the fact that the characteristics of public secondary schools are somewhat similar all over the country, the findings of this study were therefore generalized but of course with caution. Other stakeholders in the school governance such as the Board of Governors (BOG) were not involved in the study.

1.9 Assumptions of the study

The study was based on the following assumptions

- i) That all secondary school administration have put in place a students council/ students' leaders forum or students' prefects system or executive office bearers of clubs and societies who monitor discipline and are able to respond to the researcher's questions.
- ii) The respondents are knowledgeable, honest, truthful and competent enough to provide the required information.

iii) That the relevant records and data of student's participation are readily available at schools and education offices.

iv) There will be a favourable understanding for the importance of participation of students by secondary school administrators of discipline for effective school management.

1.10 Definition of significant terms

The following is the definition of significant terms which were used in this study.

CDF schools refer to schools that have been initiated, sustained, funded and built by the Constituency Development Fund. They are normally low cost Mixed Day Schools.

Decision making refers to the deliberations on the way forward made by the school administrators on the issues regarding the day to day running of schools.

Discipline refers to the upright behavior of the students and all the staff in secondary school, be they teachers or other workers.

Education administration refers to the direction, control and management of all matters pertaining to education in schools. It entails leadership in implementation of education policies and plans.

Leadership refers to the process whereby individuals influence others to undertake a course of action on their own volition neither because it is required nor because of the fear of the consequences of non-compliance.

Prefect refers to the student with leadership qualities whether selected by the school administrators or elected by students. They are then given certain powers and responsibilities to represent, control and guide students.

School rules and regulations refer to the set of rules and regulations in this study refer to the set rules and guidelines that students should adhere to when they are in school. School rules and regulations are vital as they help the school administrators in the maintenance of order in the school.

1.11 Organization of the study

The study had five chapters. Chapter one dealt with the background of study, statement of problem, purpose of study, objectives of study, research questions, and significance of study, limitation of study, delimitation of study, assumption of study and definition of significant terms. Chapter two dealt with literature review, students' involvement in decision making, decision making in schools, involvement in planning extra curriculum activities, involvement in the formulation of rules and regulations, theoretical review, theoretical framework and conceptual framework. Chapter three focused on research design, target population, sample size and sampling techniques, validity of instruments, data collection procedures and data analysis techniques. Chapter four presented the data analysis, data presentation and interpretation. Chapter five presented the summary, conclusion, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature by various authors and researchers who have conducted studies on students' involvement in decision making on school discipline. It presents the review of related literature, empirical review of the variables, formulation of rules and regulations, inclusion for extra curricula activities, summary of research gaps, theoretical and the conceptual frame work.

2.2. Decision making and discipline

Russell (2007) defines the purpose of education as civilization, a definition which is partly individual, partly social. It consists, in the individual, of both intellectual and moral qualities: intellectually, a certain minimum of general knowledge, technical skill in one's own profession, and a habit of forming opinions on evidence; morally, of impartiality, kindness, and a modicum of self-control. It is these decisions and opinions which when put together and discussed form a way forward to coming up with a better combined assessment of any situation. Classroom discipline is designed to produce well-mannered students with proper personal, social and ethical abilities. These abilities may eventually give them the opportunity to make significant contributions to their communities. An undisciplined classroom wastes time and energy, robs students of a quality

education and diminishes a teacher's overall effectiveness in classroom control (Glenn, 2011).

2.3 Student involvement in decision making in schools

When presented with opportunities to make significant decisions in their schools, students have been known to parrot educators. These students will say only what they think adults want to hear. Most students test educators by offering the most outlandish possibilities. In the most dramatic cases, students will simply refuse to make decisions that they have been taught, but believe that decisions should be made for them (Kushman & Shanessey, 1997).

Kushman and Shanessey (1997) in a collaborative project that included researchers, teachers, administrators, students, university professors and parents explored how to find out what students think about school. Seven case studies were conducted that represented the views of more than 1,000 students from across the USA. The conclusions drawn were that students are articulate and aware of what actually happens in schools. They generally give thoughtful, honest answers to questions about their learning experiences and they are conscious of the restructuring and reform processes going on in their schools. Another conclusion was that listening to students and acting on what they say was not the norm. Though teachers and staff were open to hearing what students had to say, schools were often at a loss about what to do with the data. It was also concluded that there are many ways to find out what students think. There are also many

ways to involve students in the research and inquiry process, and to integrate the inquiry results into the school improvement process (Kushman and Shanessey 1997).

The challenges students pose in decision-making are coupled with oft-cited barriers in the form of systemic roadblocks in schools and the patronizing attitudes of adult educators (Fletcher, 2004). However, research has proven that young people are able to make decisions about education and their experiences, knowledge, ideas and opinions are empowered. This will result to greater motivation, reasoning skills, and confidence will flourish amongst themselves. Meaningful student involvement engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community.

There is a plethora of negative stereotypes preventing student involvement in school decision-making, as well as structural, cultural, and attitudinal barriers. While the structural and cultural barriers might be obvious, the attitudes might not be. However, findings from other studies show that the historic tide of being adult in schools may be receding. Joiner (2003) notes that meaningful student involvement is where a student member of the board governing is elected by the whole student body, with no interference from administrators, teachers, or others.

This is the only way the board can really find out the situation as is in the schools and what students really want (Joiner. 2003).

The involvement of students as representatives on school management boards and committees takes classroom learning into the community and opens the door for many more students to become involved in the policies and practices that shape their schools. The assertion that student board representatives play a valuable role in helping locally elected school boards understand how their decisions affect the students they serve, provide the young people with opportunities to learn about the important debates and compromises that shape school policy (Wisconsin State Office of Superintendent, 2003).

Given the necessity of meaningful student involvement in creating a positive future for schools, as well as the growing call from both students and educators for students to be included as decision-makers, schools ought to change. This change should begin in the earlier grades with the younger students, evolving and changing as they grow in their ability. The educators should continue in their capacity to engage younger students in attempts to make decisions to influence the discipline desired in schools (Glenn, 2011).

2.4 Effects of involvement in planning of extra curriculum activities on discipline

Extracurricular activities have been touted by their proponents as enabling youths to socialize with peers and adults, set and achieve goals, compete fairly, recover from defeat, and resolve disputes peacefully. It is in extra curricular activities that majority students hide comprise of discipline (Carnegie Corporation of New York). At the psychological level, Dworkin, Larson, and Hansen (2003) argue that extracurricular activities stand out from other aspects of adolescents' lives at school because they provide opportunity for identity work, develop initiative, and allow youth to learn emotional competencies and develop new social skills. At a more macro level, they argue that activity participation also allows youth to form new connections with peers and acquire social capital. In addition, extracurricular activities for some of the few contexts in which adolescents regularly come in contact with unrelated adults outside of the classroom (Darling, Hamilton, & Shaver, 2003).

Recent studies have documented the association of participation in school-based extracurricular activities with higher levels of academic commitment and better academic performance (Cooper, Valentine, Nye, & Lindsay, 1999) lower rates of high school dropout (Mahoney & Stattin, 2000), and lower levels of delinquency and arrests, and greater discipline. It was found out that extracurricular activities

get students to be involved with all the energies and suffer great disappointment in failure, in sports, games and competition related areas. This is a great potential for indiscipline. Though when the students are involved in drafting the consequences of losses and wins their indiscipline is restricted. (Mahoney, 2000).

2.5 Effects of students involvement in formulation of school rules and regulations on discipline

The issue of student discipline in secondary schools all over the world and also in Kenya is not just a fleeting concern of the last few years. The subject has long been debated and has featured repeatedly on school as well as national agenda both in Kenya. The Government of Kenya (GoK) is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions particularly in the use of guidance and counseling units in all secondary schools. The process of students involvement in decision making was highlighted (MOEST, 2005).

Kindiki (2009) conducted a study on eight secondary schools in Naivasha, Kenya. The purpose of the study was to investigate the influence of involvement of students in communication on student discipline in secondary schools. From the study it was found out that the level of discipline in secondary schools in Kenya is very low. He further noted that schools administration rarely discussed implementation of rules and regulations to students hence there are poor

channels of communication. Ineffective communication results in conflict, chaos, misunderstanding and lack of confidence in school administration. Factors such as individual communication skills promoted effective communication whereas barriers to interpersonal communication hindered effective communication. The study recommended that school administration should initiate dialogue when dealing with students to discuss discipline matters, rules and regulations. Regular meetings and morning assemblies should be used as main channels of involvement of students and problem solving amongst themselves as a means of enhancing discipline.

Bakhda (2009), argues that school administrators, control students by imposing some form of punishment as measures of instilling discipline, thinking that punishment is the most effective means of deterring students from repeatedly failing to behave properly. Schools use policy documents such as school code of conduct which spell out clearly school regulations or 'ground rules' that help the students know what is expected of them in order to maintain a well run and organized school. School code of conduct is important but, it is a good idea to explain the rules and why they are written and more so involve the students in decisions to be made otherwise, their rigid implementation may create anti-establishment sentiments amongst the students. There should be love and respect within a discipline system, before making a decision to punish.

The circumstances leading to the incidence in question should be explained. Punishment should be consistent and immediate, in consultation and involvement with affected students (Bakhda (2009). For whatever reason, delaying the decision is ineffective and in many cases the recipient may forget the reason for the punishment (Bakhda, 2004). The students' non-involvement on discipline decisions in the code of conduct will often result in repeated punishment without ever producing the desired result that of correction and a change of heart in the students (Sushila, 2004).

2.6 Summary of literature review

Kushman and Shanessey's (1997) survey gives meaningful insight into the need for students to be involved in schools decision making. It identifies that there are many ways to involve students and faculty in the research and inquiry process, and to integrate the inquiry results into the school improvement process. There is however no comprehensive information provided in the study or in any other of the ways in which students are involved in the decision making process. This study aims at identifying the influence of student involvement in decision making on discipline.

Mahoney and Stattin (2000) also highlight the benefits of student involvement in extracurricular activities especially in terms of discipline. However, comprehensive research is lacking with regards to the involvement of students in planning extracurricular activities and its impact on discipline levels. This study

seeks to determine the influence of student involvement in decision making activities and its influence on discipline.

Research on the association between participation in school-based extracurricular activities on indicators of youth development (Fredricks and Eccles, 2006) and on indiscipline due to adolescent adjustment (Darling, Caldwell and Smith, 2005) indicates very high correlation. This, however, only gives a western perspective to the findings. This study seeks to establish the relationship between student involvement in decision making process on discipline in Kitui Central District. The study by Kindiki (2009), highlights the importance of student involvement in formulation of rules and regulations and goes ahead to recommend participation. The study however indicates a need for investigation into various ways in which students are involved in formulation of school rules and regulations. This study intends to fill this gap.

Kindiki (2009) conducted a study on eight secondary schools in Naivasha, Kenya. The purpose of the study was to investigate the influence of involvement of students in communication on student discipline in secondary schools. From the study it was found out that the level of discipline in secondary schools in Kenya is very low, schools administration rarely discussed implementation of rules and regulations to students hence there are poor channels of communication. Ineffective communication results in conflict, chaos, misunderstanding and lack of confidence in school administration. Factors such as individual communication skills promoted effective communication whereas barriers to

interpersonal communication hindered effective communication. This further concurs with Bakhad (2009), who argues that school administrators, control students by imposing some form of punishment as measures of instilling discipline, thinking that punishment is the most effective means of deterring students from repeatedly failing to behave properly. Schools use policy documents such as school code of conduct which spell out clearly school regulations or 'ground rules' that help the students know what is expected of them in order to maintain a well run and organized school.

2.7 Theoretical frame work

This study is based on the Self Determination Theory developed by Deci and Ryan (2002) from studies comparing the intrinsic and extrinsic motives, and the dominant role extrinsic motivation plays in an individual's behavior (Lepper, Greene & Nisbett, 1973). Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable while extrinsic motivation refers to doing something because it leads to an outward separable outcome.

According to Deci and Ryan Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. However, extrinsic motivation is argued to vary considerably in its relative autonomy and thus can either reflect external control or true self-regulation. Over three decades of research has shown that the quality of experience and performance can be very

different when one is behaving for intrinsic versus extrinsic reasons (Deci and Ryan, 2002).

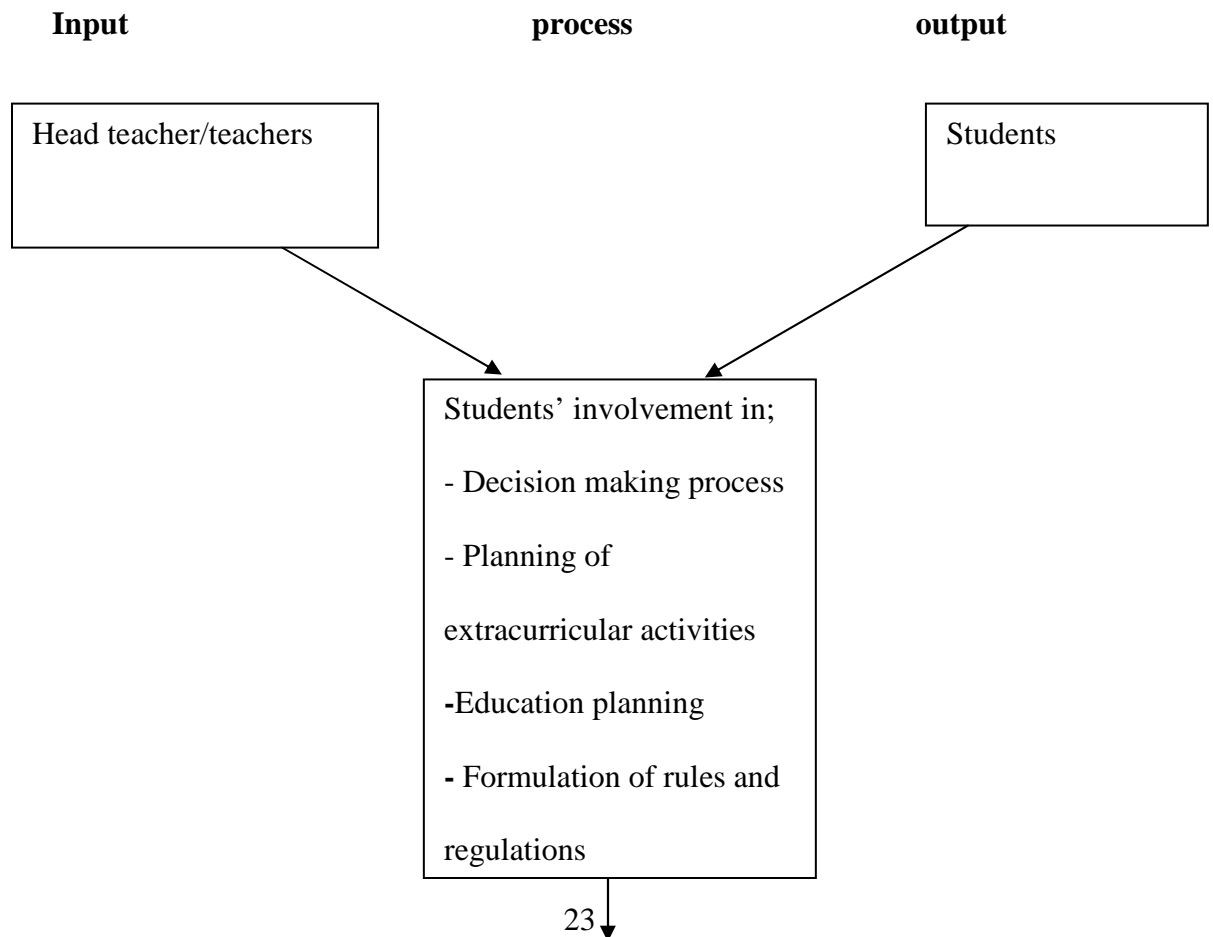
From the perspective of self-determination theory (Deci and Ryan, 2002), effective change in organizations occurs to the extent that people in the organizations have fully internalized its importance. This will create ownership and an internal driving force to achieve the said objectives. Such internalization will occur when both the nature of the change and the process through which it is facilitated allow satisfaction of people's basic psychological needs for competence, autonomy, and relatedness with respect to the change (Deci and Ryan, 2004).

According to Deci (2009) successful school administration is possible when administrators, teachers, and students internalize the value of improved teaching and learning and of the policies, structures, procedures, and behaviors implicitly demanded. This is most likely to happen when school personnel and students experience satisfaction of their basic psychological needs for autonomy, competence, and relatedness while planning and implementing reform. When the components of a reform are relatively flexible and involve as many players as possible the process through which the reform is introduced and implemented is autonomously supportive. The participants involved experience greater need satisfaction and will be more likely to internalize and endorse the reform (Deci, 2009).

2.8 Conceptual framework

The conceptual framework for this study will consist of decision making, extracurricular activities, and formulation of rules and regulations as the independent variables while student participation is the dependent variable. The conceptual framework is as illustrated in figure 2.1.

Figure 2.1 Relationships between variables in the effects of students involvement in decision making process on discipline



Discipline of
students

Figure 2.1 shows the interrelationships between variables in the effects of students' involvement in decision making process on discipline. The figure shows that teachers and students cooperate to enhance discipline in schools. The figure further indicates that the involvement between teachers and students in areas of decision making, extracurricular activities, educational planning and in the formulation of school rules and regulations. Once the cooperation is effective, then discipline will be enhanced.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. The chapter deals with research design, target population, sample size, sampling procedure, research instruments, validity of the instruments, reliability of instruments, data collection procedure and data analysis technique.

3.2 Research design

The study employed a descriptive survey design. A descriptive survey design is one in which the primary goal is to assess a sample at one specific point in time without trying to make inferences or causal statements where variables will be investigated without any manipulation or alteration and will be used in investigating the level of participation of students in the administration of discipline in schools. Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. This descriptive research design was for this particular study because it gathered facts as they are on the ground and describe the conditions at a particular time and place and the data would be used to improve social utility.

3.3 Target population

Orodho (2004) defines population as all the items or people under consideration. The population of the study consisted of the 28 secondary schools in Kitui Central District. The current Kitui Central District in Kitui County has 28 public secondary schools with a population of 420 prefects. This includes; (DEO Kitui, 2011). The study targeted 420 prefects, 28 principals and 28 deputy principals.

3.4 Sample size and sampling procedure.

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Simple random sampling was used to select a sample size 30% of the target population. According to Patton (2002) 30 percent of the target population is enough in a descriptive survey study. The sample for the study was therefore 260 prefects, 9 principals and 9 deputy principals. The sampling design is as shown in Table 3.1.

Table 3.1 Sampling frame

Population Category	Target Population	Sample size	Percentage
Prefects	420	126	30
Principals	28	9	30
Deputy principals	28	9	30
Total	476	144	30

3.5 Research instruments

The main research instrument that was used in this study was questionnaires. A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The advantages of using questionnaires are: the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. Gay (1976) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions. They are also anonymous. Anonymity helps to produce more candid answers than it is possible in an interview. Three questionnaires were used for the principals, deputy principals and the prefects.

Principals' questionnaire

The questionnaire for the principals had 5 sections. Section A focused on demographic data, Section B comprised on items on the process used to involve students in decision making process in public schools; section C consisted items on students involvement in the planning of school co curricular activities. Section D contained items on the influence of involving student leaders in forums such as meetings and on discipline in school while section E contained items on the extent of student's involvement in the formulation of school rules and regulations

Deputy Principals' questionnaire

The questionnaire for the deputy principals had 5 sections. Section A focused on demographic data, Section B comprised on items on the process used to involve students in decision making process in public schools; section C consisted items on students involvement in the planning of school co curricular activities. Section D contained items on the influence of involving student leaders in forums such as meetings and on discipline in school while section E contained items on the extent of student's involvement in the formulation of school rules and regulations

Students' questionnaire

The questionnaire for students was structured into four parts: part A; demographic information of the respondents where the respondent gave his or her personal and work related details. Part B to D covered queries which are designed in a manner

to collect the information to justify whether the suggested independent variables affect the dependent variable and to what degree.

3.6 Validity of instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda and Mugenda, 1999) Validity according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. Validity is concerned with the degree to which a test appears to measure what it purports to measure Borg & Gall, (1989). Validity of the instrument is the accuracy and meaningfulness of inferences. The study employed content validity. Content validity measures the degree to which data collected using particular instrument represent a specific domain of indicators or content of particular concept. Three schools were used in pilot study with a total of 17 respondents including the principal, deputy principal and the students.

3.7 Reliability of the instruments

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted in two schools which were not be included in the main study. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for

measuring variables were either discarded or modified to improve the quality of the research instruments.

This was to ensure that the instrument captures all the required data. The procedure for extracting an estimate of reliability was obtained from the administration of Test-Retest reliability method which involved administering the same instrument twice to the same group of subject with a time lapse between the first and second test. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x)^2][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

Where ΣX = sum of the X scores

ΣY = sum of Y raw scores

ΣX^2 = sum of the squared X raw scores

ΣY^2 = sum of the squared Y raw scores

ΣXY = sum of the products of paired X and Y raw scores

N = number of paired scores (Best and Kahn 1998)

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. For reliability analysis Cronbach's alpha was calculated by application of SPSS. The value of the alpha coefficient ranges from 0 to 1 and may be used to describe the reliability of

factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = poor, 5 = excellent). A higher value shows more reliable generated scale. Cooper & Schindler (2008) indicated 0.7 to be an acceptable reliability coefficient. The reliability coefficient was 0.798 hence the instruments were appropriate for the study

3.8 Data collection procedures

Consent to conduct the interviews was sought in writing from the National Council of Science and Technology (NCST). Head teachers in the targeted schools were requested to issue permission for information to be collected from the respondents. The researcher sought appointments with the school's administration, explain the need of the research, the content of the questionnaire and oversee the administration of the exercise. The administration of the questionnaire to the headteachers, deputy headteachers and prefects was conducted on a 'drop and pick' basis. The respondents were left to fill in the questionnaires over a one day period after which the researcher collected the filled questionnaires.

3.9 Data analysis techniques

The questionnaires were sorted and classified on the basis of the type of the group. This also involved screening the data with the view of checking the

consistency and correctness of information collected. The research data was subjected to coding and editing after the actual collection of data is done. This was followed by data classification and tabulation. Data was later subjected to statistical analysis using SPSS computer software. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analyzed thematically.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is a presentation of results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information of the respondents, while the other five sections present findings of the analysis, based on the research objectives of the study. Descriptive statistics were employed in this analysis to bring out the issues in the best way possible.

4.2 Response rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. The response rate is presented in Table 4.1.

Table 4.1 Response rate

Category of respondent	Questionnaires administered	Questionnaires returned	Percentage return rate
Principals	9	9	100
Deputy principals	9	9	100
Students	126	120	95.2
Total	144	138	95.8

In this study, out of the 9 questionnaire issued to the principals, all of them (100%) were filled and returned. Out of the 9 questionnaire issued to the deputy principals, all of them (100%) were filled and returned while out of 126 questionnaires administered to the school prefects, 120 (95.2%) were filled and returned. These percentage return rate were above 80% and hence were deemed adequate for data analysis. This high response rate can be attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires.

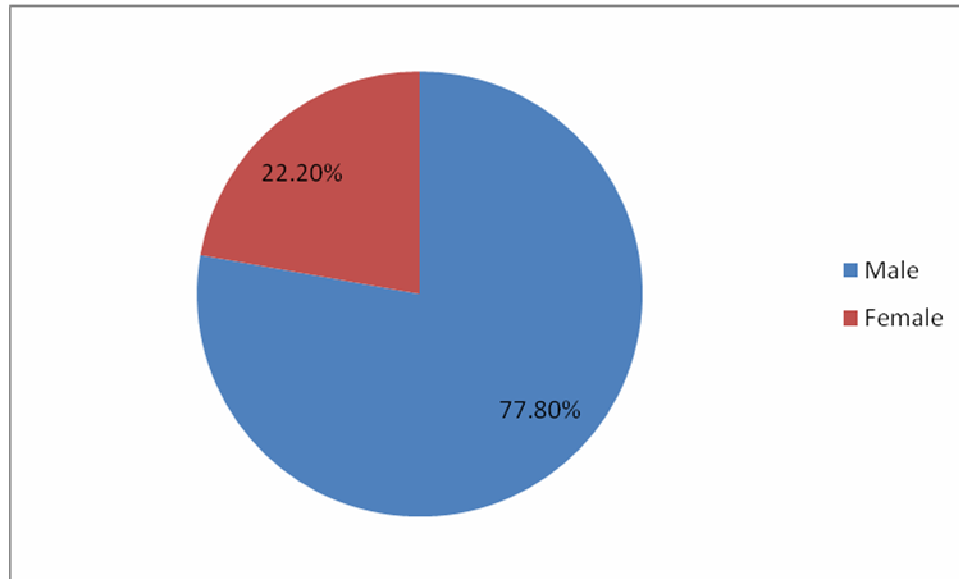
4.3 Demographic data of the respondents

This section presents the demographic information of the respondents namely the principals, deputy principals and the school prefects. The section first presents the demographic information of the principals then presents and then the school prefects.

4.3.1 Demographic information of principals

The demographic information of the principals was based on their gender, age, duration in the as principals and the highest level of education. To establish the gender of the respondents, they were asked to indicate the same. Data is presented in Figure 4.1.

Figure 4.1: Distribution of principals according to gender.



Data showed that majority 7 (77.8%) of principals were male while 2 (22.2%) of principals were females. This implies that most public secondary schools in Kitui Central district are dominated by males ranging from school principals, deputy principals to students in general.

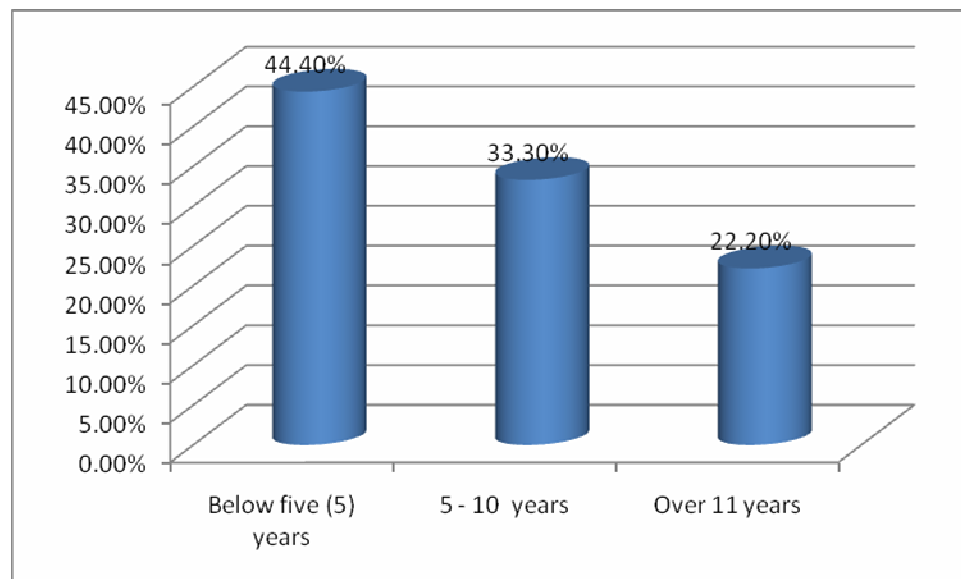
They were also asked to indicate their age. Their responses are presented in Table 4.2.

Table 4.2: Distribution of principals according to age

Age	F	%
20 - 30 years	1	11.1
31 - 40 years	6	66.7
Above 41 years	2	22.2
Total	9	100.0

Table 4.2 shows that majority 6(66.7%) of principals were aged between 31 and 40 years, 2(22.2%) of principals were aged above 41 years while a significant number 1(11.1%) of principals were aged between 20 and 30 years. The study further sought to investigate the number of years that the principals had been in the current school. Data is presented in Figure 4.2.

Figure 4.2: Principals' number of years in the current school.



Data shows that 4(44.4%) of principals had been in the current school for below 5 years, 2(22.2%) of principals for over 11 years while 3(33.3%) of principals had been there for between 5 and 10 years. Table 4.3 tabulates principals’ highest academic qualifications.

Table 4.3: Principals’ highest academic qualifications.

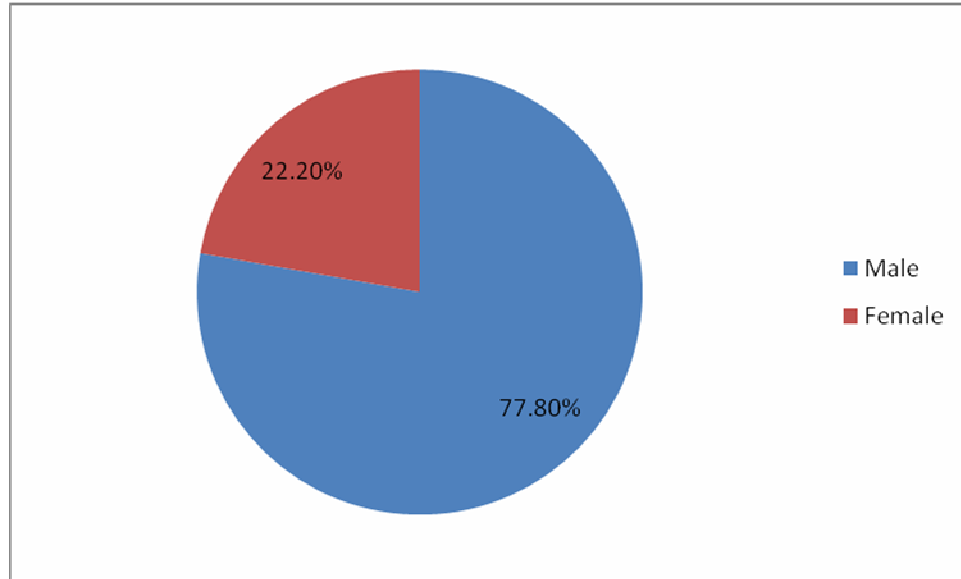
Academic qualifications	F	%
Diploma	3	33.3
M.Ed	3	33.3
Degree	3	33.3
Total	9	100.0

Findings shows that (33.3%) of principals had Masters in Education, the same number of principals had Diploma qualifications while (33.3%) of principals had Degree.

4.3.2 Demographic information of deputy principals

The demographic information of the deputy principals was based on their gender, age, and duration in the current school as deputy principals and the highest level of education. To establish the gender of the deputy principals, they were asked to indicate the same. Data is presented in Figure 4.3.

Figure 4.3: Distribution of deputy principals according to gender.



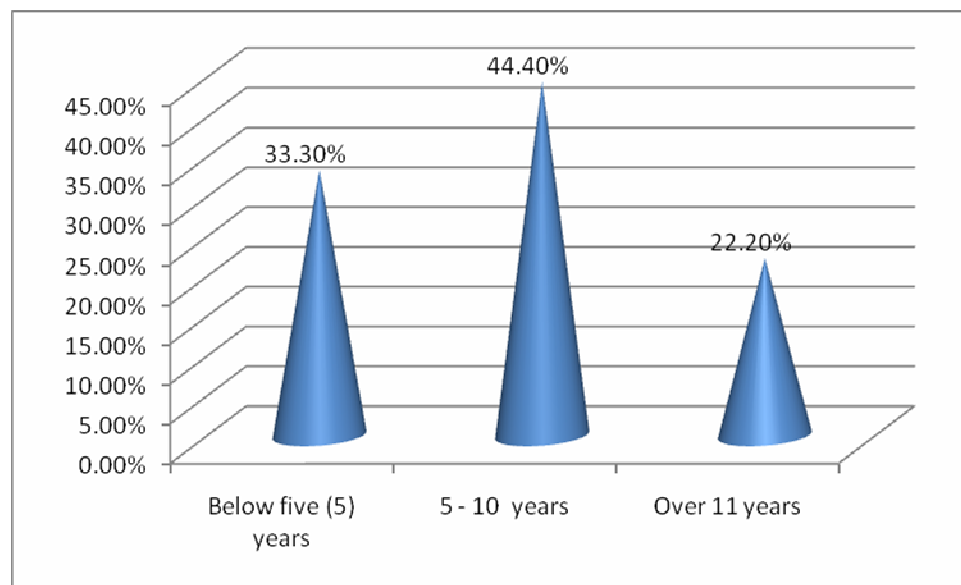
Data showed that 7 (77.8%) of deputy principals were male while 2 (22.2%) of deputy principals were female. They were also asked to indicate their age. Their response is shown in Table 4.4.

Table 4.4: Distribution of deputy principals according to age

Age	F	%
31 - 40 years	4	44.4
Above 41 years	5	55.6
Total	9	100.0

Table 4.4 shows that majority 5(55.6%) of deputy principals were aged above 41 years while a 4(44.4%) of deputy principals were aged between 31 and 40 years. The study further sought to investigate the number of years that the deputy principals had been in the current school. Data is presented in Figure 4.4.

Figure 4.4: Deputy Principals' number of years in the current school.



Data shows that 4(44.4%) of deputy principals had been in the current school for between 5 and 10 years, 2(22.2%) of deputy principals for over 11 years while 3(33.3%) of deputy principals had been there for below 5 years. Table 4.5 tabulates deputy principals' highest academic qualifications.

Table 4.5: Deputy Principals' highest academic qualifications

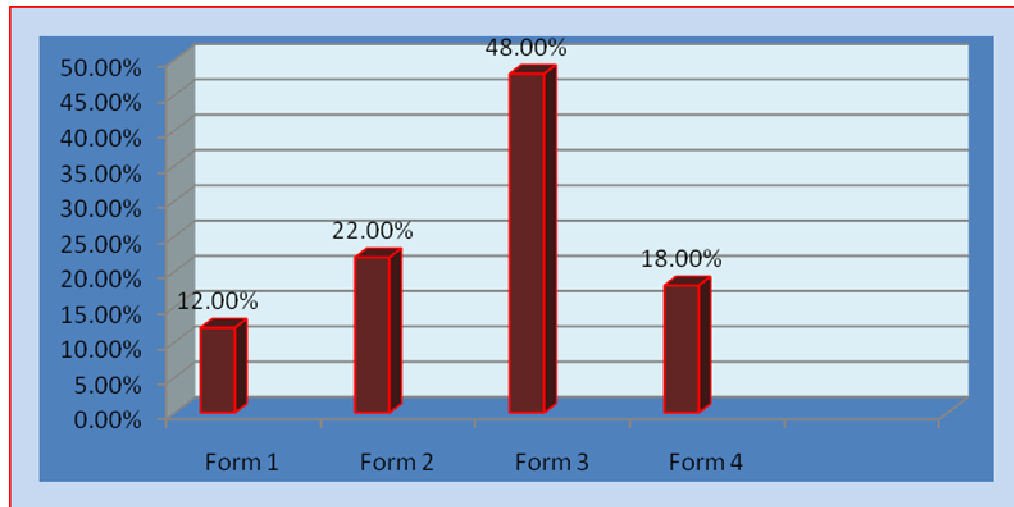
Qualifications	F	%
Diploma	1	11.1
M.Ed	2	22.2
Degree	6	66.7
Total	9	100.0

Findings shows that majority 6(66.7%) of deputy had degree qualifications, 2(22.2%) of deputy principals had masters in education while 1(11.1%) of deputy principals had Diploma qualifications.

4.3.3 Demographic data of the students

Data on the gender of the student leaders indicated that majority 76(63.0%) of the student leaders were male where as 44(36.7%) were female. This further implies that most of the leadership roles among the students are male dominated which may be due to stronger masculine traits as opposed to their counter parts females. The study sought to determine the classes in which most student leaders dominated. This was to establish the actively involving students in school leadership. The findings were as indicated in Figure 4.5.

Figure 4.5 Distribution of student leaders by class

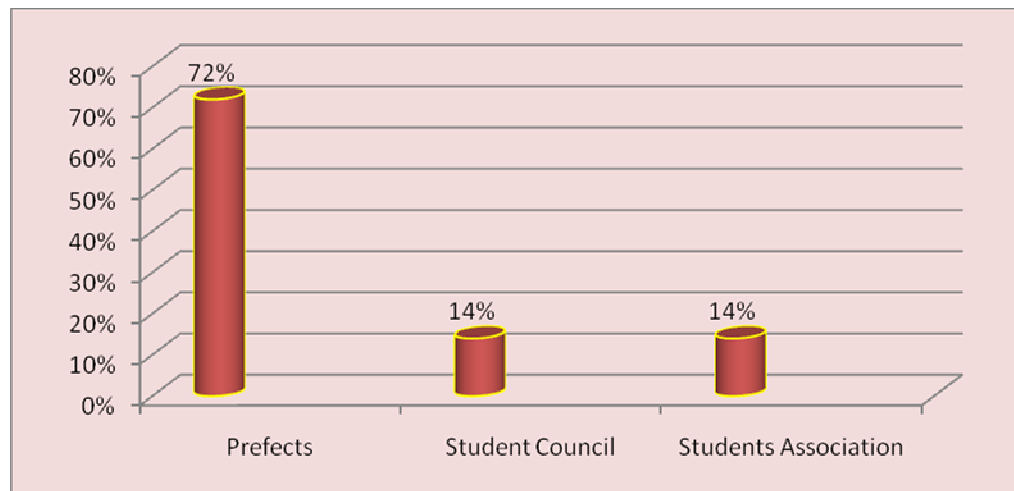


From the findings in Figure 4.5 majority 48% were in Form 3, followed by 22% in Form 2 with few 18% and 12% representing Form 4 and Form 1 respectively. This implies that most students leaders are in Form 3 and Form 2 which may be deduced to mean that in these classes most students would have gained much experience concerning the school activities and environment and therefore willing to express their leadership abilities. The reason of Form 1 being few may be due to them undergoing adjustment period in new environment therefore most lack confidence to express themselves in leadership roles. Further the findings also indicated Form 4 involving in school leadership to be few which may imply that being at their final class; they leave leadership roles to the junior classes as they concentrate preparing for their final national examination

The study further sought to establish the kind of student's body in schools in order to provide an insight of how they combine their efforts towards school decision

making process. The students were therefore asked to indicate the kind of student bodies in the schools. The findings are as indicated in Figure 4.6.

Figure 4.6 Students bodies



From the findings in Figure 4.6 majority 72% indicated that they have prefects body in their schools with few 14% indicating student council and student association respectively. This implies that most secondary school students' body are governed by prefects.

4.4 Effects of student involvement in decision making

4.4.1 Process used to involve students in decision making process in public schools

Decision making being a very important aspect in day to day school management, the study sought to determine the level of students involvement in decision making process e.g. school uniform, rules and regulations, leadership, academic

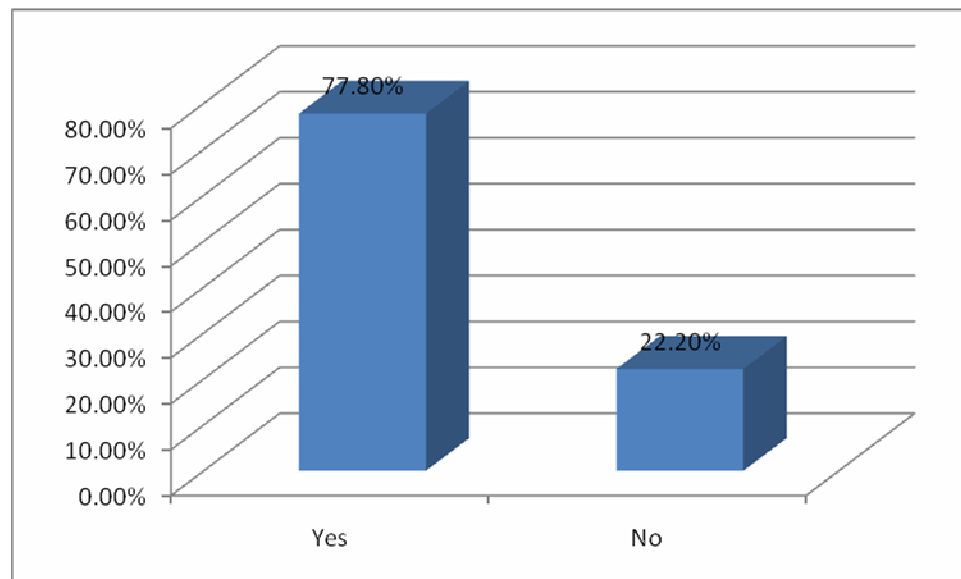
work, time table, extracurricular activities and personnel. The involvement of students as representatives on school management boards and committees takes classroom learning into the community and opens the door for many more students to become involved in the policies and practices that shape their schools. The assertion that student board representatives play a valuable role in helping locally elected school boards understand how their decisions affect the students they serve, provide the young people with opportunities to learn about the important debates and compromises that shape school policy (Wisconsin State Office of Superintendent, 2003). To establish the process used to involve students in decision making process in public schools, the principals were asked to indicate the process they use to appoint students in their school. Findings are tabulated in Table 4.6

Table 4.6: Principals responses on the process used to appoint students in their school

Process	F	%
Through appointments by the school administration	2	22.2
Student select their own prefects	1	11.1
Students suggest names then the school administration decides	3	33.3
Through voting by students	3	33.3
Total	9	100.0

Table 4.6 shows that 3(33.3%) of principals said that the students suggest names then the school administration decides, the same number of principals said that appointment in their school is done through voting by students, 2(22.2%) of principals said that it was done through appointments by the school administration while a significant number 1(11.1%) of principals said that students selected their own prefects. The researcher further sought to establish whether students were fully involved in the selection of their prefects. Data is presented in Figure 4.7

Figure 4.7: Principals responses on whether the students were fully involved in the selection of their prefects



Data in figure 4.7 shows that majority 7(77.8%) of principals fully involved students in the selection of their prefects while 2(22.2%) of principals said that their students were not fully involved. When asked whether students gave

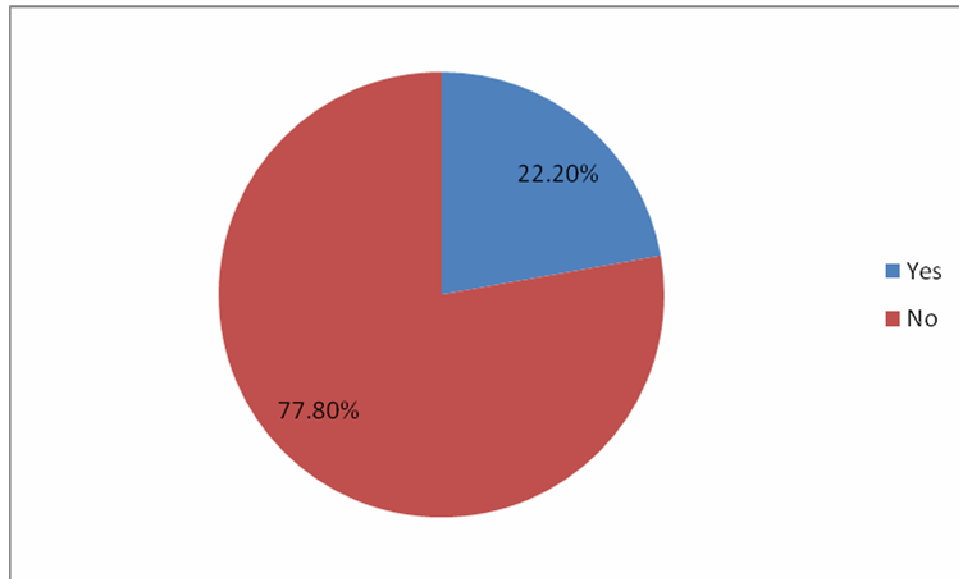
suggestions on how to deal with indiscipline cases in the school, they responded as Table 4.7.

Table 4.7: Principals’ responses on whether students gave suggestions on how to deal with indiscipline cases in the school

Responses	F	%
Yes	6	66.7
No	3	33.3
Total	9	100.0

Table 4.7 shows that 6(66.7%) of principals said that their students gave suggestions on how to deal with indiscipline cases in the school while 3(33.3%) of principals said that their students never gave suggestions. When asked whether the students formulate rules and regulations pertaining discipline, majority 7(77.8%) of principals said that their students did not formulate rules. This is shown by Figure 4.8.

Figure 4.8: Principals responses on whether students formulate rules and regulations pertaining discipline



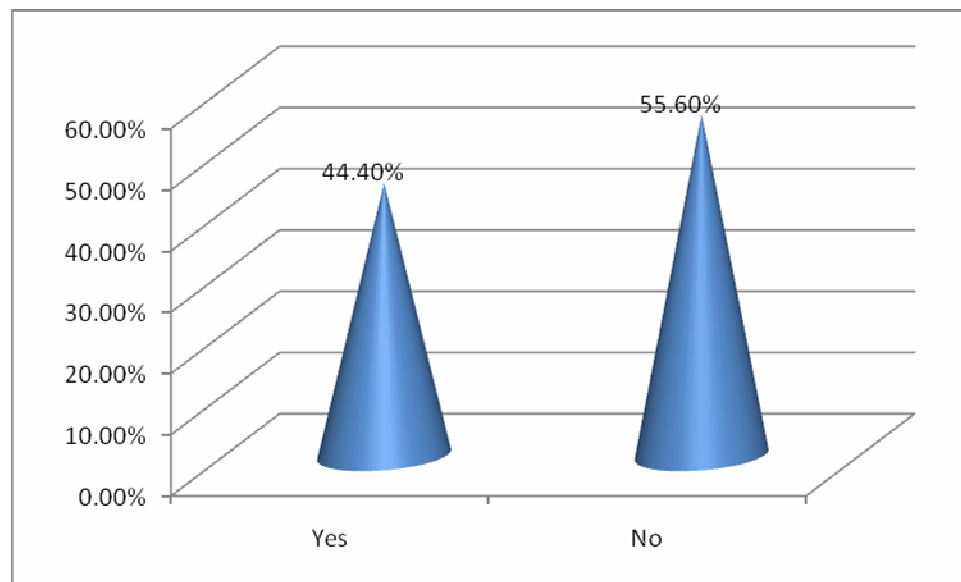
The researcher further asked the principals whether the student suggestions on discipline were taken into consideration in the formulation of rules and regulations. Table 4.8 tabulates the findings.

Table 4.8: Principals responses on whether student suggestions on discipline were taken into consideration in the formulation of rules and regulations

Response	F	%
Yes	8	88.9
No	1	11.1
Total	9	100.0

Table 4.8 shows that 8(88.9%) of principals said that students suggestions on discipline were taken into consideration in the formulation of rules and regulations while 1(11.1%) of principals said they are not taken into considerations. When asked whether the students' involvement in decision making influence school discipline, majority 5(55.6%) of principals said does not influence. This is shown by Figure 4.9.

Figure 4.9: Principals responses on whether he students involvement in decision making influence school discipline



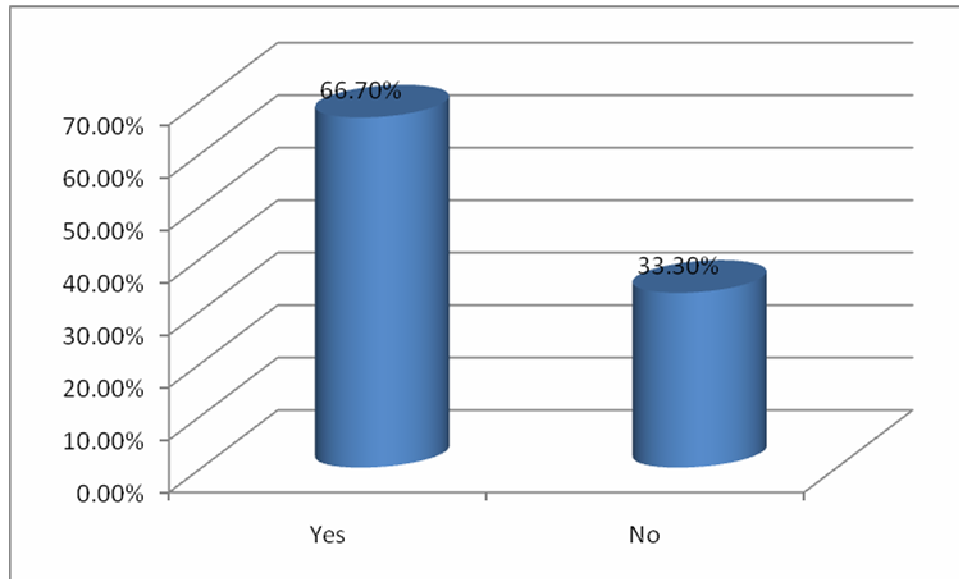
To establish the process used to involve students in decision making process in public schools, the deputy principals were asked to indicate the process they use to appoint students in their school. Findings are tabulated in Table 4.9

Table 4.9: Deputy Principal’s responses on the process used to appoint students in their school

Process	F	%
Through appointments by the school administration	4	44.4
Student select their own prefects	1	11.1
Students suggest names then the school administration decides	2	22.2
Through voting by students	2	22.2
Total	9	100.0

Table 4.9 shows that 2(22.2%) of deputy principals said that the students suggest names then the school administration decides, the same number of deputy principals said that appointment in their school is done through voting by students, 4(44.4%) of deputy principals said that it was done through appointments by the school administration while a significant number 1(11.1%) of deputy principals said that students selected their own prefects. The researcher further sought to establish whether students were fully involved in the selection of their prefects. Data is presented in Figure 4.10

Figure 4.10: Deputy Principal's responses on whether the students were fully involved in the selection of their prefects



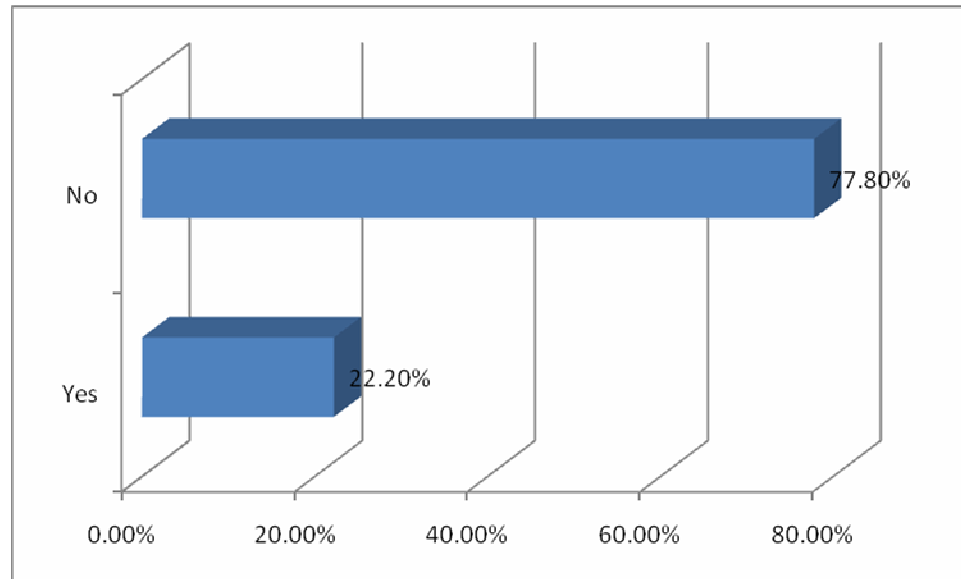
Data in figure 4.10 shows that majority 6(66.7%) of deputy principals fully involved students in the selection of their prefects while 3(33.3%) of deputy principals said that their students were not fully involved. When asked whether students gave suggestions on how to deal with indiscipline cases in the school, they responded as Table 4.10.

Table 4.10: Deputy Principals' responses on whether students gave suggestions on how to deal with indiscipline cases in the school

Response	F	%
Yes	6	66.7
No	3	33.3
Total	9	100.0

Table 4.10 shows that majority (66.7%) of deputy principals said that their students gave suggestions on how to deal with indiscipline cases in the school while (33.3%) of deputy principals said that their students never gave suggestions. When asked whether the students formulate rules and regulations pertaining discipline, majority (66.7%) of deputy principals said that their students did not formulate rules. This is shown by Figure 4.11.

Figure 4.11: Deputy Principal’s responses on whether students formulate rules and regulations pertaining discipline



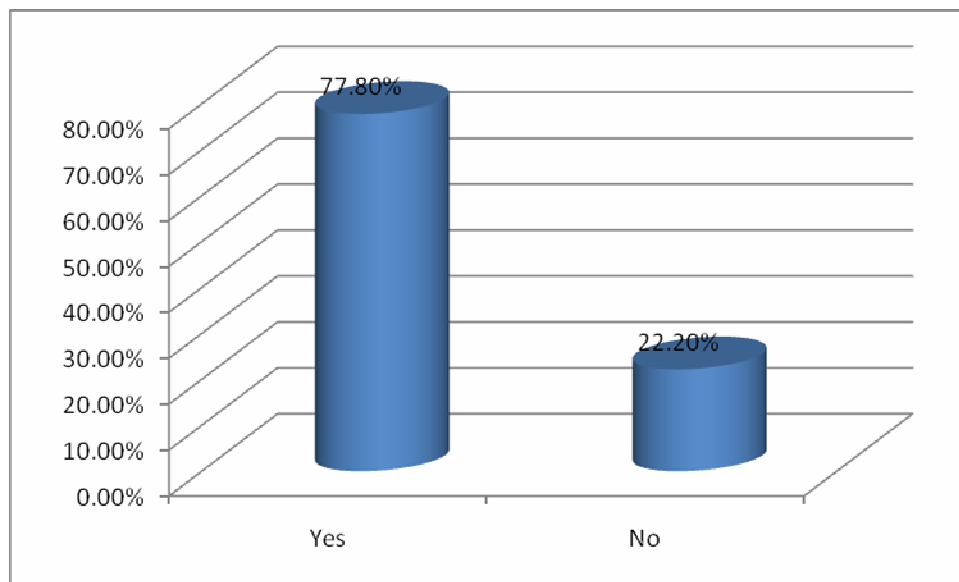
The study further sought to establish from deputy principals whether the student suggestions on discipline were taken into consideration in the formulation of rules and regulations. Table 4.11 shows the findings.

Table 4.11: Deputy Principal’s responses on whether student suggestions on discipline were taken into consideration in the formulation of rules and regulations

Response	F	%
Yes	7	77.8
No	2	22.2
Total	9	100.0

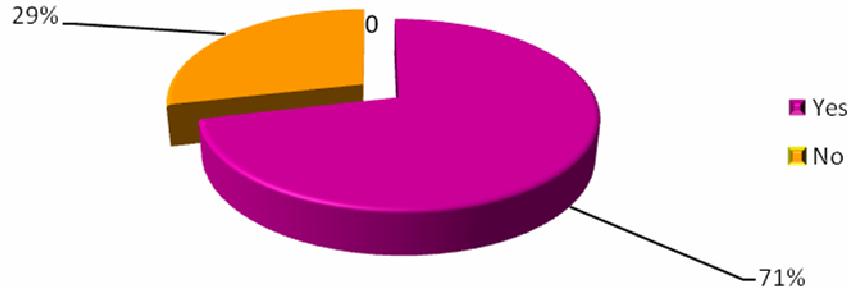
Table 4.11 shows that 7(77.8%) of deputy principals said that students suggestions on discipline were taken into consideration in the formulation of rules and regulations while 2(22.2%) of deputy principals said they were not taken into considerations. When asked whether the students' involvement in decision making influence school discipline, Majority 7(77.8%) of deputy principals said it influence. This is shown by Figure 4.12.

Figure 4.12: Deputy Principal's responses on whether he students involvement in decision making influence school discipline.



The student were further asked to indicate the type of organizations in their schools and if they are operated under certain leadership structures. This was to establish their commitment in their leadership endeavors. The findings were as indicated in Figure 4.13.

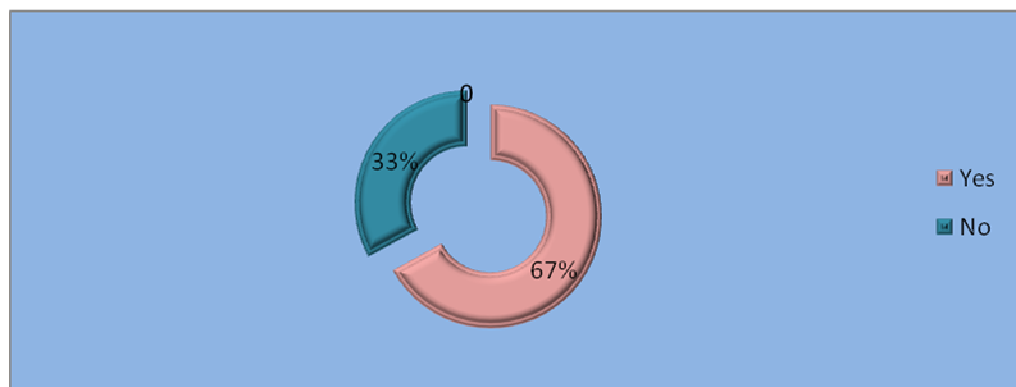
Figure 4.13 organizational leadership structures



From the findings in Figure 4.13 majority 71% of the students indicated that their organizations in the school were governed under certain laid down structures. This shows their seriousness and their level of commitments towards their leadership endeavors.

In a further bid to determine if the students participated in school decision making process the students were asked whether they participated in decision making process in their schools. The data is presented in Figure 4.14.

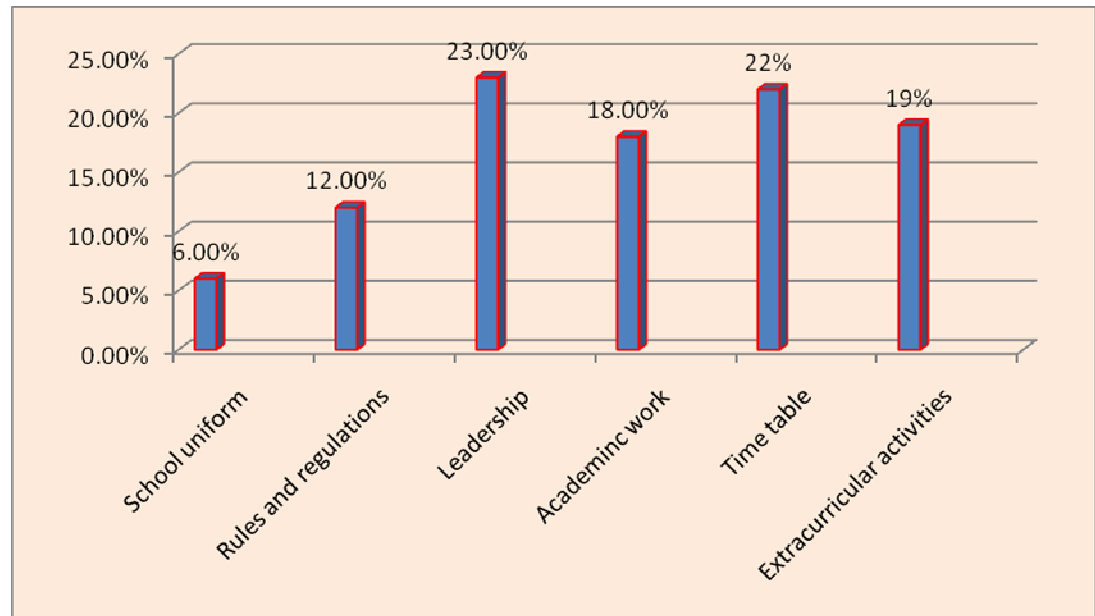
Figure 4.14 Students' responses on whether they participated in decision making process



From the findings in Figure 4.14 majority 67% indicated that they participated in school decision making process with few 33% indicating their disagreement that they did not take part in school decision making process. This implies that many secondary schools considered students' decisions very important as they normally act as checks and balances in schools. This is also in line with Kushman and Shanessey (1997) who asserts that students are articulate and aware of what actually happens in schools. They generally give thoughtful, honest answers to questions about their learning experiences and they are conscious of the restructuring and reform processes going on in their schools. This implies that students play a very crucial way in school management through participating in different decision making processes. This concurs with (Fletcher, 2004) that young people are able to make decisions about education and their experiences, knowledge, ideas and opinions are empowered. This will result to greater motivation, reasoning skills, and confidence will flourish amongst themselves. Therefore given the necessity of meaningful student involvement in creating a positive future for schools, as well as the growing call from both students and educators for students to be included as decision-makers, schools ought to change. This change should begin in the earlier grades with the younger students, evolving and changing as they grow in their ability.

The principals were also asked to indicate the areas that the students were involved in decision making process. Their responses are presented in Figure 4.15.

Figure 4.15. Areas of students' participation in decision making process



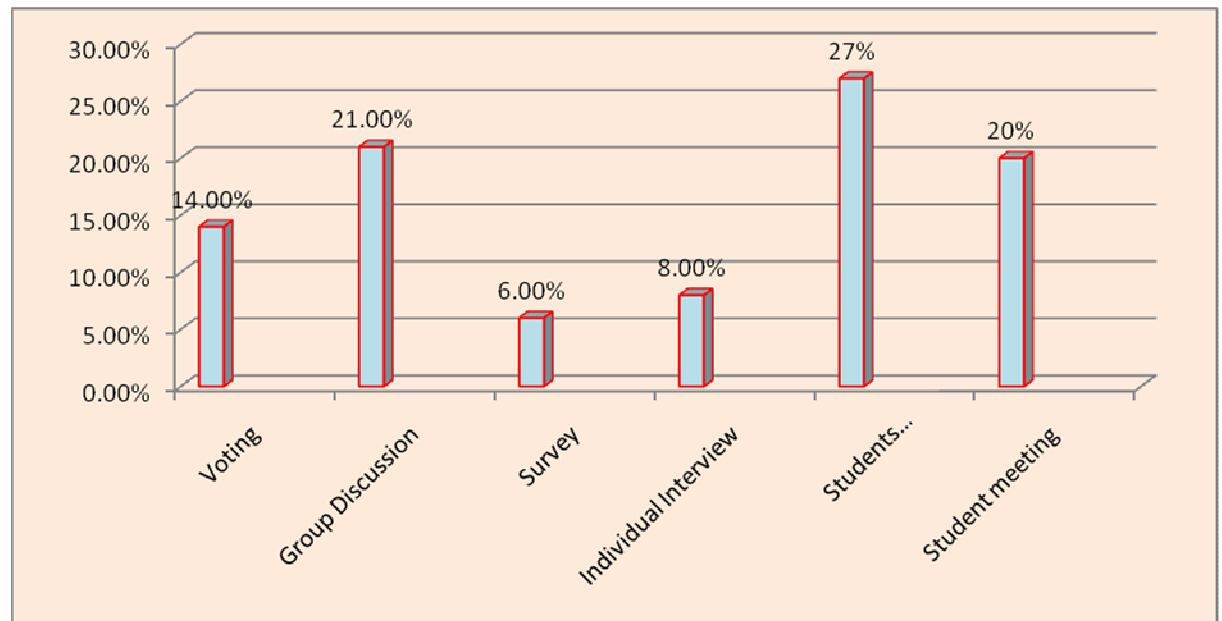
From the findings in Figure 4.15, most of the principals indicated that students participated in decision making process through leadership, followed by those who indicated that they participated in decision making through time table amendment as represented by 22%. Further 18% indicated that they participated in decision making process through extracurricular activities, 18% academic work with few 12% and 6% indicating that they participate in decision making process through rules and regulations and school uniform respectively.

This implies that students play a very crucial role in school management through participating in different decision making processes. This concurs with (Fletcher, 2004) that young people are able to make decisions about education and their

experiences, knowledge, ideas and opinions are empowered. This will result to greater motivation, reasoning skills, and confidence will flourish amongst them. Therefore given the necessity of meaningful student involvement in creating a positive future for schools, as well as the growing call from both students and educators for students to be included as decision-makers, schools ought to change. This change should begin in the earlier grades with the younger students, evolving and changing as they grow in their ability. The educators should continue in their capacity to engage younger students in attempts to make decisions to influence the discipline desired in schools.

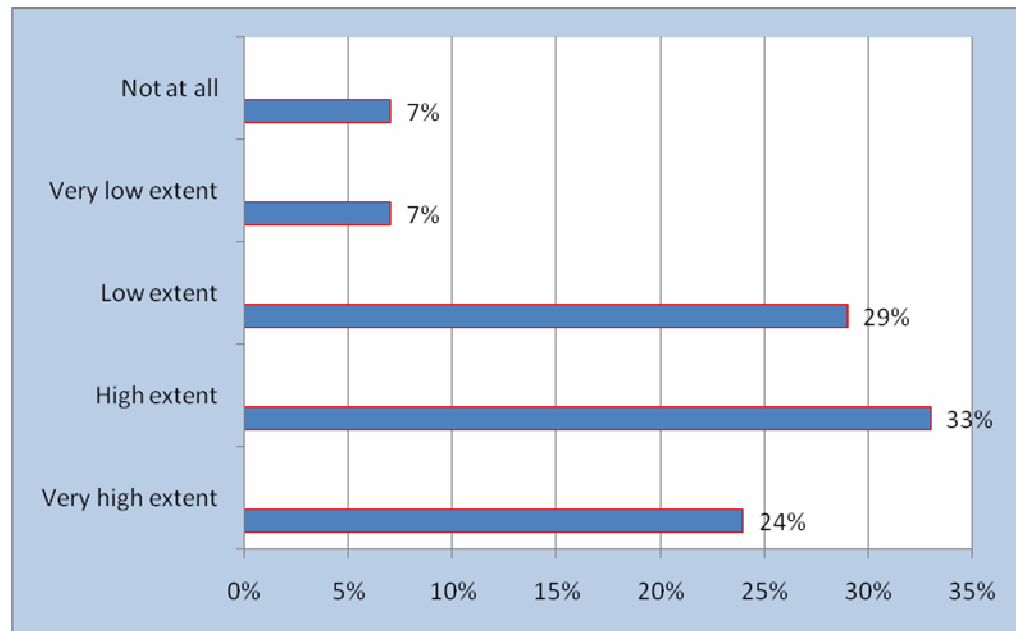
The researcher further sought to establish the methods used to involve students in decision making in schools. The findings were as indicated in Figure 4.16.

Figure 4.16 Students' responses on the methods used to involve students in decision making in schools



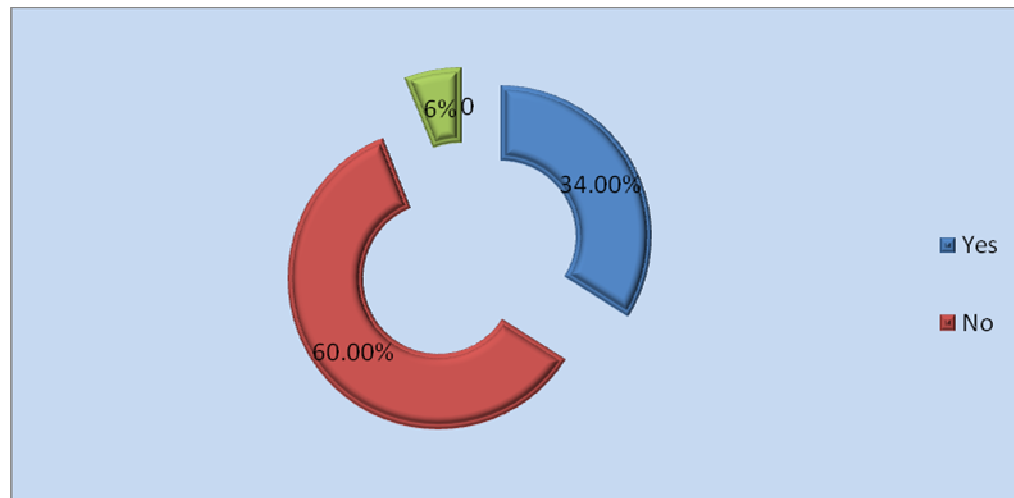
From the findings most of the students 27% indicated that they were involved in school decision making process through students representatives, 21% indicated group discussion, 20% students meeting, 14% voting with minority 8% and 6% indicating individual interview and survey respectively. Meaningful Student involvement in decision making process engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community. The students were further asked indicate the extent to which their opinions were considered in the decision making process of your school. The findings were as indicated in Figure 4.17

Figure 4.17 Students responses on the extent to which their opinions were considered in the decision making process



From the findings in Figure 4.17 most (33%) of the students indicated that their opinions were considered to high extent, 29% indicated their opinions were considered to low extent, 24% indicated that their opinions were considered to very high extent with few 7% indicating that their opinions were considered to a very low extent and not at all respectively. The students were also asked to indicate whether they were involved in formulation of rules and regulations in the schools. Their responses are presented in Figure 4.18.

Figure 4.18: Students' responses on whether students were involved in formulation of rules and regulations



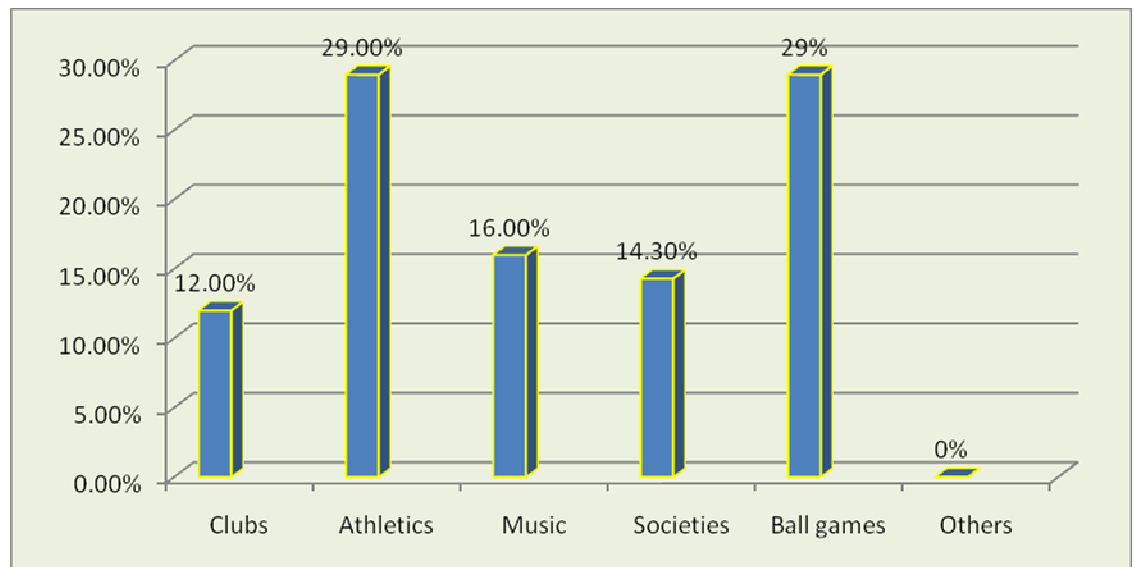
From the findings in Figure 4.18 60% of the students indicated that students were not involved in formulation of school rules, 34% indicated that they were involved in formulation of rules and regulations with only few 6% indicating that they do not know if their contributions are considered while formulating the school rules and regulations. This implies that the school administration does not always involve students while formulating rules and regulation but they are only required to observe and abide on the already formulated rules and regulations.

4.4.2: Students involvement in the planning of school co curricular activities

Extracurricular activities have been touted by their proponents as enabling youths to socialize with peers and adults, set and achieve goals, compete fairly, recover

from defeat, and resolve disputes peaceably. It is in extracurricular activities that majority students hide and comprise the discipline (Carnegie Corporation of New York). Extracurricular activities being very important for students' development. The study further investigated the extracurricular activities available in schools. The findings are presented in Figure 4.19.

Figure 4.19 Students responses on available extracurricular activities in schools

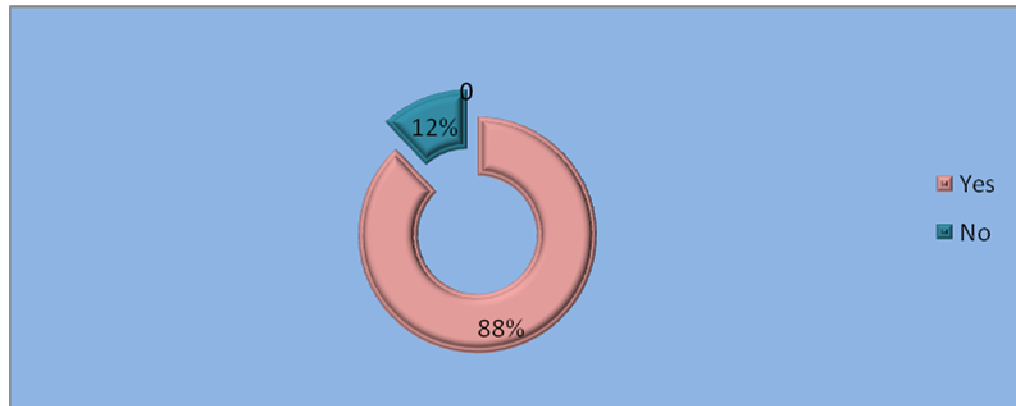


From the findings in Figure 4.19 majority indicated athletics and ball games as the most available extracurricular activities in their schools as represented by 29% each. However other indicated extracurricular activities were music, societies and clubs as represented by 16%, 14.30% and 12% respectively. This concurs with Dworkin, Larson, and Hansen (2003) who argue that extracurricular activities stand out from other aspects of adolescents' lives at school because they provide

opportunity for identity work, develop initiative, and allow youth to learn emotional competencies and develop new social skills. At a more macro level, they argue that activity participation also allows youth to form new connections with peers and acquire social capital. In addition, extracurricular activities are one of the few contexts in which adolescents regularly come in contact with unrelated adults outside of the classroom (Darling, Hamilton, & Shaver, 2003). Further recent studies have documented the association of participation in school-based extracurricular activities with higher levels of academic commitment and better academic performance (Cooper, Valentine, Nye, & Lindsay, 1999), lower rates of high school dropout (Mahoney & Stattin, 2000), and lower levels of delinquency and arrests, and greater discipline. It was found out that extracurricular activities get students to be involved with all the energies and suffer great disappointment in failure, in sports, games and competition related areas. This is a great potential for indiscipline. Though when the students are involved in drafting the consequences of losses and wins their indiscipline is restricted (Mahoney, 2000).

The students were therefore asked to indicate whether their schools involved students in extracurricular activities. The findings were as indicated in Figure 4.20.

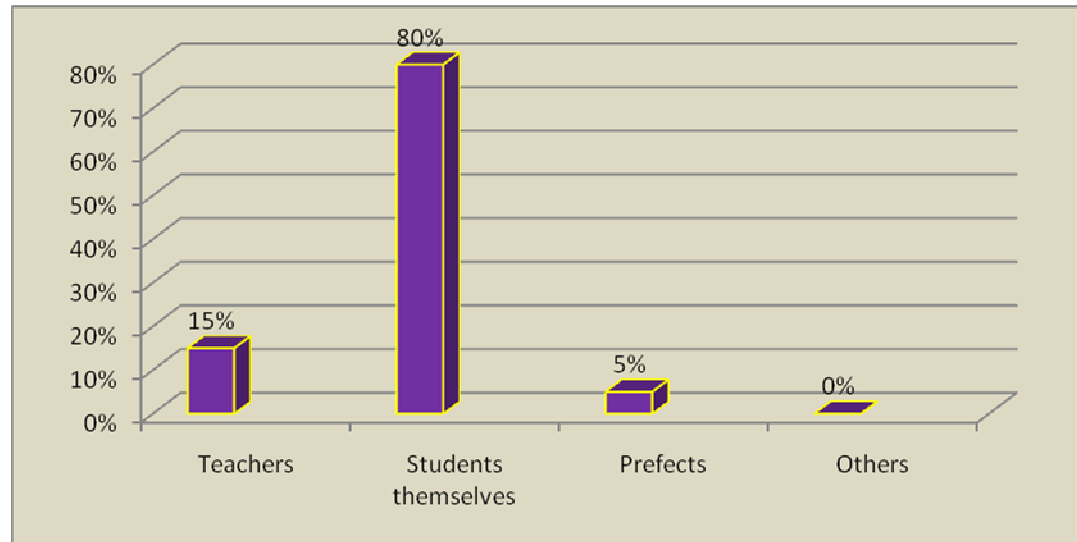
Figure 4.20 Prefects responses on student involvement in extracurricular activities



From the findings as indicated in figure 4.20 88% indicated that the schools involved students in decision making process with only few 12% disagreeing that the schools did not involve them in decision making process. This implies that many schools recognized the importance of extracurricular activities to the students' development and therefore makes efforts of realizing this importance through involving the students.

The study further found it of importance to determine who decides membership on extracurricular activities. The findings are presented in Figure 4.21.

Figure 4.21: Students' responses on decision of membership in extracurricular activities



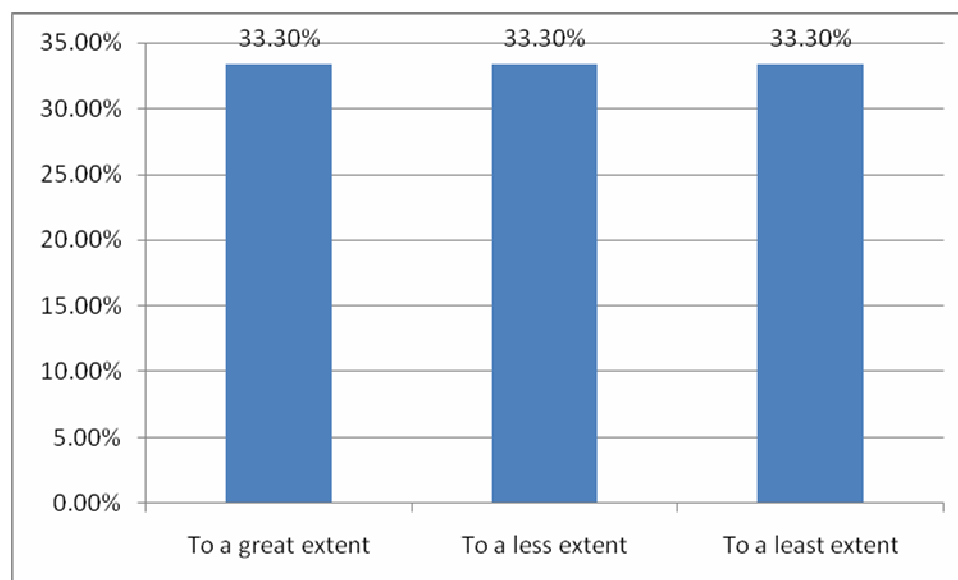
From the findings as indicated in Figure 4.21 majority of the student respondents indicated that the students themselves decided which extracurricular activities to participate with few 15% and 5% indicating teachers and prefects decides which extra activities to participate in. This implies that students choose the extra activities to engage in based on their talents and willingness. The study investigated the students' involvement in the planning of school co curricular activities. Specifically it sought to establish whether students are involved in the planning or school co-curricular activities. Data is presented in Table 4.12.

Table 4.12: Principals responses on whether students are involved in the planning or school co-curricular activities

Response	F	%
Yes	5	55.6
No	4	44.4
Total	9	100.0

Table 4.12 shows that 5(55.6%) of principals involved their students in planning or school co-curricular activities while 4(44.4%) of principals did not involve their students. To establish the extent at which the principals allowed the students plan the co-curricular activities, they were asked to indicate the same. Figure 4.22 presents the finding.

Figure 4.22: Principals responses on the extent at which they allowed the students plan the co-curricular activities.



Data shows that 3(33.3%) of principals allowed the students plan the co-curricular activities to a great extent, the same number of principals allowed them to a less extent while 3(33.3%) of principals said they allowed them to a least extent. When asked whether the students decisions by the prefects on co curricular activities was respected by the students body, majority 7(77.8%) of principals said it was respected. Table 4.13 tabulates principals responses on whether students involvement in the planning of school co curricular activities help in controlling discipline.

Table 4.13: Principals responses on whether students involvement in the planning of school co curricular activities help in controlling discipline

Response	F	%
Yes	5	55.6
No	4	44.4
Total	9	100.0

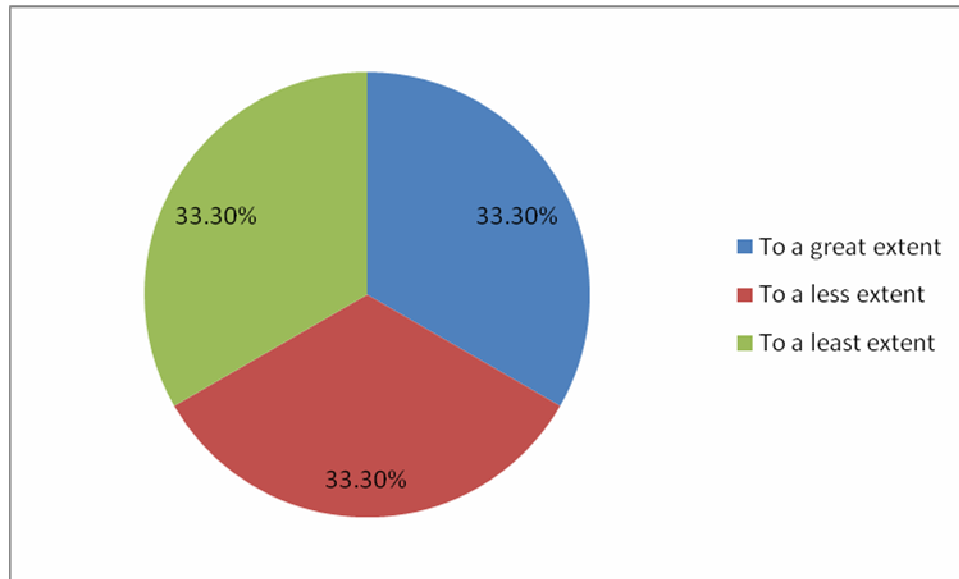
Table 4.13 shows that majority 5(55.6%) of principals said that students involvement in the planning of school co curricular activities help in controlling discipline while 4(44.4%) of principals disagreed with the statement. The study investigated the students' involvement in the planning of school co curricular activities. The deputy principals were asked whether students are involved in the planning or school co-curricular activities. Data is presented in table 4.14.

Table 4.14: Deputy Principals responses on whether students are involved in the planning or school co-curricular activities

Response	F	%
Yes	6	66.7
No	3	33.3
Total	9	100.0

Table 4.14 shows that majority (66.7%) of deputy principals involved their students in planning or school co-curricular activities while (33.3%) of deputy principals did not involve their students. To establish the extent at which the deputy principals allowed the students plan the co-curricular activities, they were asked to indicate the same. Figure 4.23 presents the finding.

Figure 4.23: Deputy Principals responses on the extent at which they allowed the students plan the co-curricular activities.



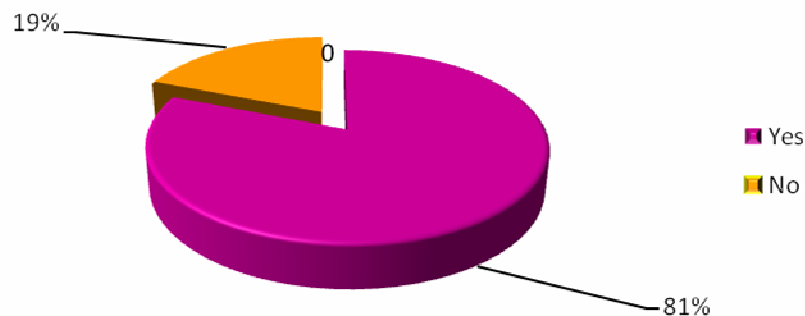
Data shows that 3(33.3%) of deputy principals allowed the students plan the co-curricular activities to a great extent, the same number of deputy principals allowed them to a less extent while 3(33.3%) of deputy principals said they allowed them to a least extent. When asked whether the students decisions by the prefects on co curricular activities was respected by the students body, majority 7(77.8%) of deputy principals said it was respected. Table 4.15 tabulates deputy principals responses on whether students involvement in the planning of school co curricular activities help in controlling discipline.

Table 4.15: Deputy Principals responses on whether students involvement in the planning of school co curricular activities help in controlling discipline.

Response	F	%
Yes	6	66.7
No	3	33.3
Total	9	100.0

Table 4.15 shows that 6(66.7%) of deputy principals said that students involvement in the planning of school co curricular activities help in controlling discipline while 3(33.3%) of deputy principals disagreed with the statement. The study further sought to find out if students were given opportunities to provide suggestions on how to improve on extracurricular activities. The findings were as indicated in Figure 4.24.

Figure 4.24: Students participation in suggestions to improve the extracurricular activities



The findings from Figure 4.24 indicates that students were given the chance to air out their suggestions as indicated by majority 81% with only few 12% disagreeing that students are given the chance to suggest on how to improve on extracurricular activities. This further indicates that students participated in decision making on co-curricular activities. It further explains the importance of extracurricular activities and the level of commitments the administration have on enhancing students' participation in the same.

Extracurricular activities have been touted by their proponents as enabling youths to socialize with peers and adults, set and achieve goals, compete fairly, recover from defeat, and resolve disputes peaceably. It is in extracurricular activities that majority students hide and comprise the discipline (Carnegie Corporation of New York). This concurs with Dworkin, Larson, and Hansen (2003) who argue that extracurricular activities stand out from other aspects of adolescents' lives at school because they provide opportunity for identity work, develop initiative, and allow youth to learn emotional competencies and develop new social skills. At a more macro level, they argue that activity participation also allows youth to form new connections with peers and acquire social capital. In addition, extracurricular activities are one of the few contexts in which adolescents regularly come in contact with unrelated adults outside of the classroom (Darling, Hamilton, & Shaver, 2003). Further recent studies have documented the association of participation in school-based extracurricular activities with higher levels of academic commitment and better academic performance (Cooper, Valentine, Nye,

& Lindsay, 1999), lower rates of high school dropout (Mahoney & Stattin, 2000), and lower levels of delinquency and arrests, and greater discipline. It was found out that extracurricular activities get students to be involved with all the energies and suffer great disappointment in failure, in sports, games and competition related areas. This is a great potential for indiscipline. Though when the students are involved in drafting the consequences of losses and wins their indiscipline is restricted (Mahoney, 2000).

4.4.3 Influence of involving student leaders in forums such as meetings and on discipline in school

Despite of the existence of the school code of conduct, most schools world wide continue to experience student discipline problems because punishment produces anger, rebellion, frustration and a feeling of inadequacy in the school administration. The students' non-involvement on discipline decisions in the code of conduct will often result in repeated punishment without ever producing the desired result that of correction and a change of heart in the students (Sushila, 2004). The study therefore found it important to investigate the level of the indiscipline challenges amongst the students' community. The findings were as indicated in Table 4.16.

Table 4.16: indiscipline challenges found amongst the students community

Indiscipline challenges	Very common		Common		Rarely		Very rare		Never		Mean	Std deviation
	F	%	F	%	F	%	F	%	F	%		
Lateness	20	16.7	37	33.0	30	26.0	19	14.5	14	9.4	3.33	1.23
Absconding classes	8	8.0	10	10.4	25	26.0	31	32.3	22	24.0	2.49	1.67
Absenteeism	6	6.6	29	28.6	17	15.4	23	25.3	22	24.2	2.43	1.71
Not performing duties	25	26.0	36	37.5	8	18.8	12	12.5	5	5.2	3.67	1.11
Drug abuse	28	29.2	41	42.8	14	14.6	9	9.4	4	4.2	3.83	0.96
Theft	28	28.5	37	37.3	12	12.2	10	10.56	8	8.2	3.67	1.21
Irresponsible handling property	15	15.2	44	44.2	24	24.2	8	8.2	5	5.2	3.58	1.31
Disrespecting authority	24	24.6	47	47.8	13	13.3	8	8.82	4	4.3	3.82	0.99
Boy/girl relationship	32	32.43	52	52.8	6	6.41%	4	4.12	2	2.09	4.13	0.72
Unkempt/shabby dressing	8	8.0	36	37.5	41	42.7	8	8.0	3	3.0	3.39	1.23
Fighting	6	7.0	26	28.6	14	15.4	23	25.3	22	24.1	2.43	1.71
Noise making	25	26.0	36	37.5	18	19.0	12	12.5	5	5.2	3.67	1.11
Strikes	34	29.0	46	42.8	18	14.6	13	9.0	9	4.0	3.83	0.96

From the findings as indicated in table 4.16 majority 37(33.0%) indicated that lateness is common amongst students in their secondary schools, followed by 30(26.0%) who indicated that lateness is rare. Further the study indicated that absconding of classes among the students was very rare as indicated by majority of 31(32.3%). Concerning absenteeism majority 29(28.6%) indicated as a common challenge with only few 17(15.38%) indicating as a rare challenge. Majority 36(37.5%) also indicated not performing of the expected duties as a common challenge. Further drug abuse among the students was indicated by the respondents as the major challenge as indicated by majority 41(42.7%). Further the study revealed that theft, irresponsible handling of property, disrespecting of authority, boy/girl relationship, nose making and strikes as the major challenges of students indiscipline cases as indicated by majority 37(37.0%) 44(44.0%), 47(47.8%), 52(52.9%), 36(37.5%) and 46(42.7%) respectively. This implies that schools are faced with numerous indiscipline cases among the students fraternity which hinders better performance and poor school community relationship.

The study sought to establish the influence of involving student leaders in forums such as meetings and on discipline in school. The principals were for example asked whether they had meetings with student leaders on matters of discipline, majority 8(88.9%) of principals said they had meetings with them. The study further sought to investigate the frequency under which they had the meetings. Data is presented in Figure 4.25.

Figure 4.25: Principals responses on the frequency under which they had meetings with student leaders on matters of discipline

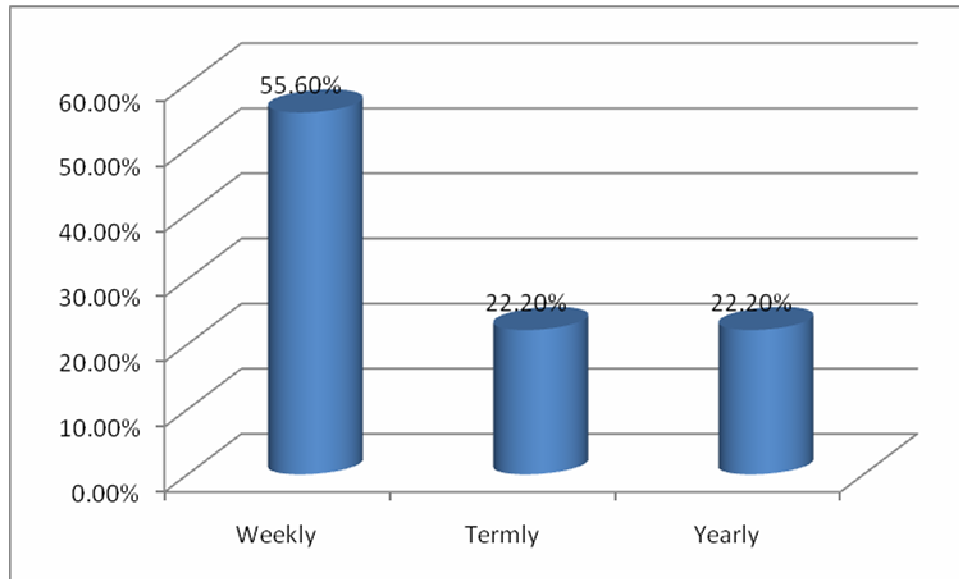


Figure 4.25 shows that 5(55.6%) of principals weekly meet student leaders on matters of discipline, 2(22.2%) of principals meet them yearly while the same number of principals meets them per term. When asked whether the students are allowed to decide on the fate of the indiscipline cases, majority 7(77.8%) of principals said they are allowed to decide. Table 4.17 presents principals responses on the frequency at which they involve students in meeting to discuss the status of discipline in the school.

Table 4.17: Principals responses on the frequency at which they involve students in meeting to discuss the status of discipline in the school

Frequency	F	%
Weekly	2	22.2
Termly	2	22.2
Yearly	1	11.1
When need arises	4	44.4
Total	9	100.0

Table 4.17 shows that 4(44.4%) of principals involved students in meeting to discuss the status of discipline in the school when need arises, 2(22.2%) of principals involved then weekly, the same number per term while 1(11.1%) of principals involved them yearly. When asked to indicate whether they had meetings with student leaders on matters of discipline, majority 8(88.9%) of principals said they had meetings with them. The study further sought to investigate the frequency under which they had the meetings. Data is presented in Figure 4.26

Figure 4.26: Principals responses on the frequency under which they had meetings with student leaders on matters of discipline

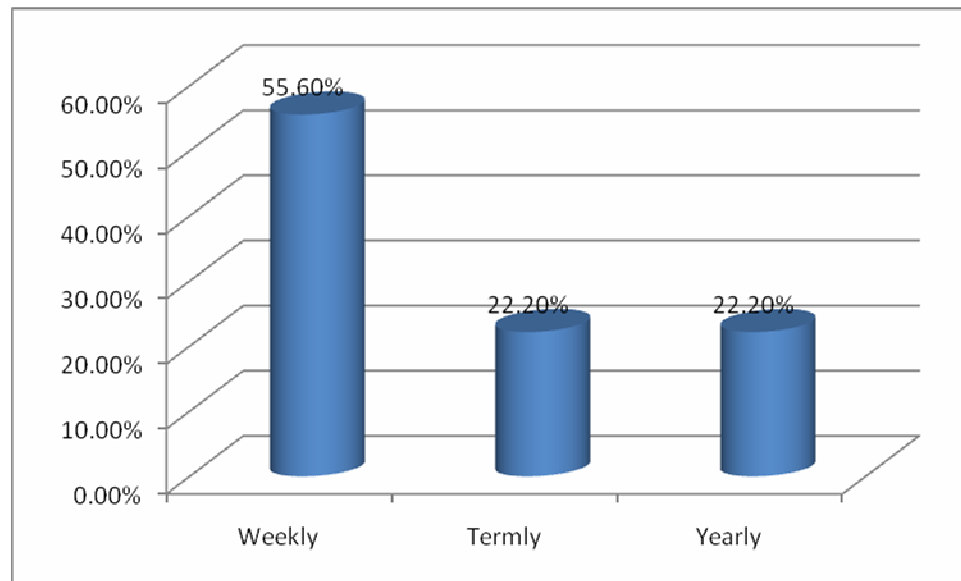


Figure 4.26 shows that 5(55.6%) of principals weekly meet student leaders on matters of discipline, 2(22.2%) of principals meet them yearly while the same number of principals meets them per term. When asked whether the students are allowed to decide on the fate of the indiscipline cases, majority 7(77.8%) of principals said they are allowed to decide. Table 4.18 presents principals responses on the frequency at which they involve students in meeting to discuss the status of discipline in the school.

Table 4.18: Principals responses on the frequency at which they involve students in meeting to discuss the status of discipline in the school

Frequency	F	%
Weekly	2	22.2
Termly	2	22.2
Yearly	1	11.1
When need arises	4	44.4
Total	9	100.0

Table 4.18 shows that 4(44.4%) of deputy principals involved students in meeting to discuss the status of discipline in the school when need arises, 2(22.2%) of principals involved then weekly, the same number per term while 1(11.1%) of principals involved them yearly. The study sought to establish influence of involving student leaders in forums such as meetings and on discipline in school. The students were therefore asked to indicate their level of agreement concerning students' participation in school rules and regulation formulation process. The findings were as indicated in Table 4.19.

Table 4.19 Students participation in school decision making activities

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		Total (F)	%
	F	%	F	%	F	%	F	%	F	%		
Choosing prefects	15	12.5	47	39.2	25	20.9	21	10	12	10	120	100
Counseling truant students	5	4.0	10	8.2	28	23.0	30	25	23	19.2	120	100
Making announcement in the assembly	10	8.3	35	29.17	13	10.83	16	13.0	22	18.0	120	100
Punishing truant students	5	4.7	36	30	18	15.0	23	26.7	5	4.2	120	100
Participating in indiscipline cases	8	6.67	11	9.2	14	11.7	29	24.2	34	28.3	120	100
Explaining the school rules and regulation	24	20.0	30	25.0	19	15.9	16	13.3	6	5.0	120	100
Choosing/regulating school menu	5	4.2	24	20.0	24	20.0	34	28.3	9	7.5	120	100
Forwarding indiscipline cases	22	18.3	49	40.9	13	10.9	6	5.0	6	5.0	120	100
Prioritizing extracurricular activities	2	1.7	12	10.0	6	5.0	54	45.0	22	18.3	120	100
Leading other students in school based activities	18	15.0	36	30.0	31	25.9	7	5.9	4	3.3	120	100

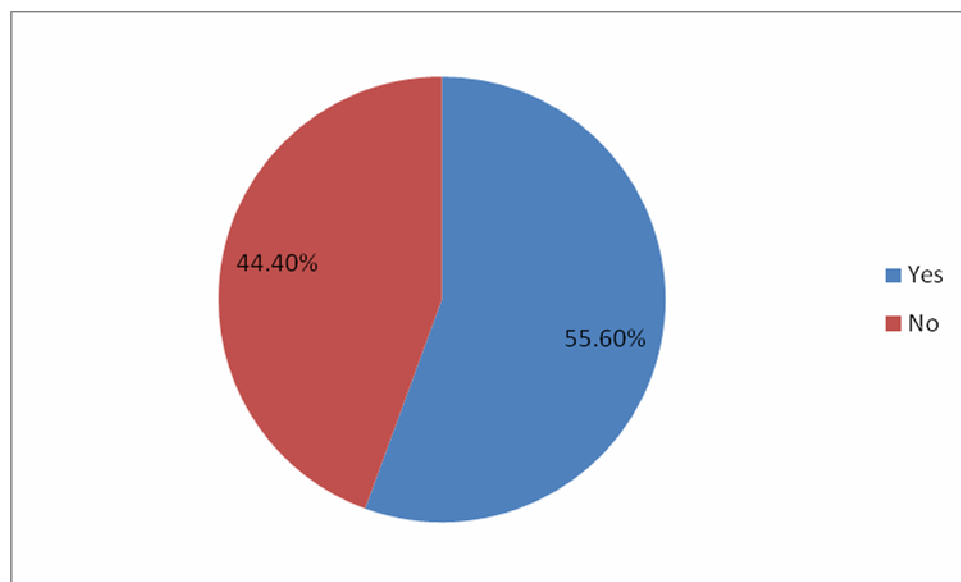
From the findings in Table 4.19 47(39.2%) agreed that students participated in school rules and formulation process through choosing of prefects with minority 12(10%) disagreeing with this statement. Further the study also indicated that majority 30(25%) disagreed that they participated in the school rules and regulation formulation process through counseling of truant students. Further the study also indicated that most 35(29.2%) were in agreement that they participated in school rules and regulation process through making announcements on the school assembly. The study further indicated that students participated in school rules and regulation through explaining the school rules and regulation as indicated by majority 30(25%). Furthermore the respondents also agreed that they participated in school rules and regulation process through forwarding indiscipline cases, explaining the school rules and regulations and leading other students in school based activities as indicated by majority of 49(40.9%), 30(25%) and 36(30%) respectively. This implies that students played important roles in school rules and regulation process and therefore they should always be given an opportunity through encouraging them to participate in school rules and regulation process.

4.4.4 Extent of student's involvement in the formulation of school rules and regulations

To investigate extent of student's involvement in the formulation of school rules and regulations, the principals were asked to indicate whether the students were

involved in the maculation of school rules and regulations. Figure 4.27 presents the finding.

Figure 4.27: Principals responses on whether the students were involved in the maculation of school rules and regulations



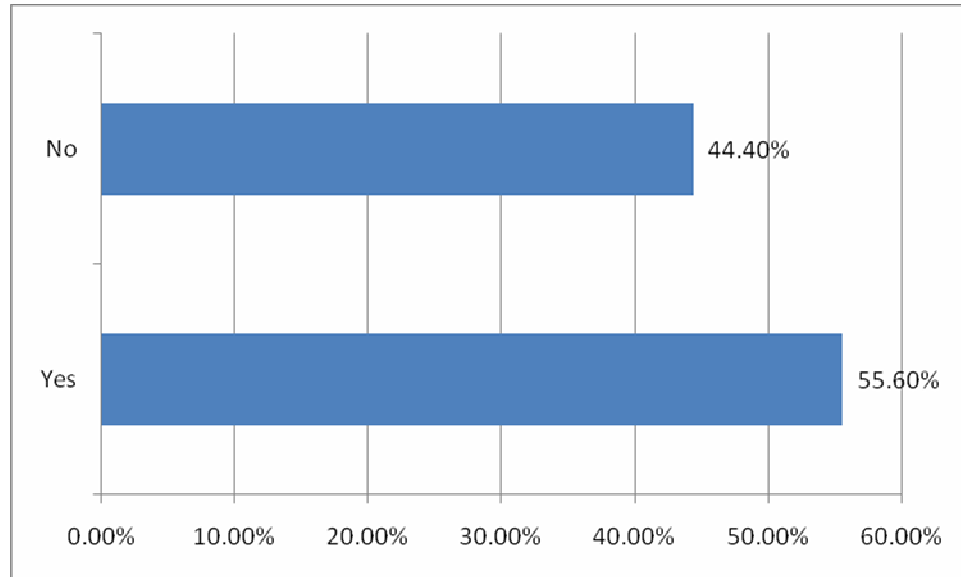
Data shows that 5(55.6%) of principals involved the students in the maculation of school rules and regulations while 4(44.4%) of principals did not involve them. Table 4.20 tabulates principals' responses on the extent at which the students involved in the formulation of school rules and regulations.

Table 4.20: Principals’ responses on the extent at which the students involved in the formulation of school rules and regulations

Extent	F	%
To a great extent	3	33.3
To a less extent	3	33.3
To a least extent	1	11.1
When need arises	2	22.2
Total	9	100.0

Data shows that 3(33.3%) of principal said that the students were involved in the formulation of school rules and regulations at a great extent, the same number said they were involved to a less extent, 1(11.1%) of principals said at a least extent while 2(22.2%) of principals said that the students were involved when need arises The principals further indicated that they had a suggestion box in the school. When asked whether the students actively use the suggestion box in the school, they responded as Figure 4.28

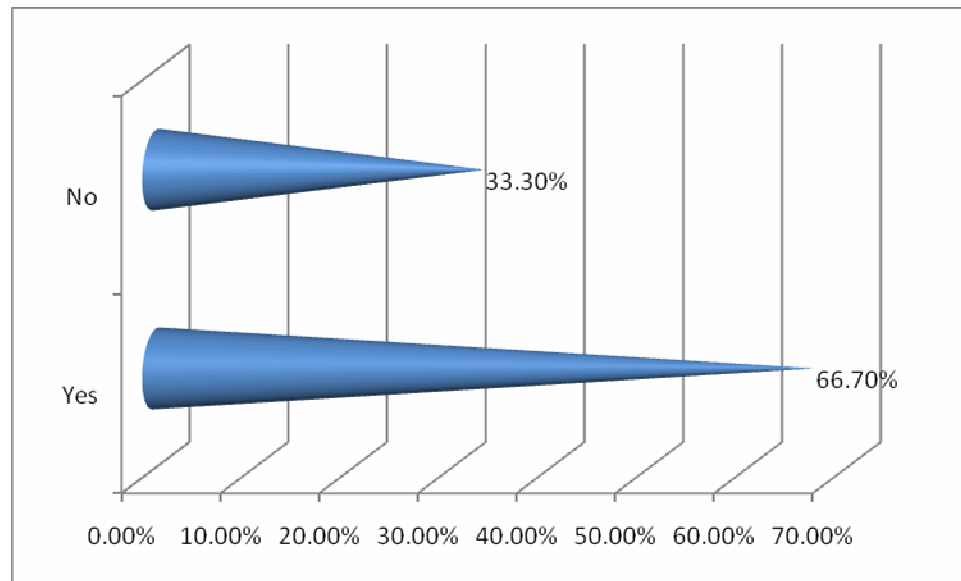
Figure 4.28: Principals responses on whether the students actively use the suggestion box in the school



Findings shows that 5(55.6%) of principals indicated that the students actively use the suggestion box in the school while 4(44.4%) of principals said they do not use them actively. When asked whether the involvement of students in the formulation of school rules help in curbing discipline in the school, majority 7(77.8%) of principals said it helps. The study further sought to establish principals' suggestions for effective students' involvement in decision making. Data shows that principals suggested that the students should be fully involved in the selection of their prefects, taking into consideration student' suggestions on discipline in the formulation of rules and regulations, conducting student leaders meetings on matters of discipline regularly, and well implementation of suggestion box in the school and advising the students to use them actively. To

investigate extent of student's involvement in the formulation of school rules and regulations, the deputy principals were asked to indicate whether the students were involved in the maculation of school rules and regulations. Figure 4.29 presents the finding.

Figure 4.29: Deputy Principal's responses on whether the students were involved in the maculation of school rules and regulations



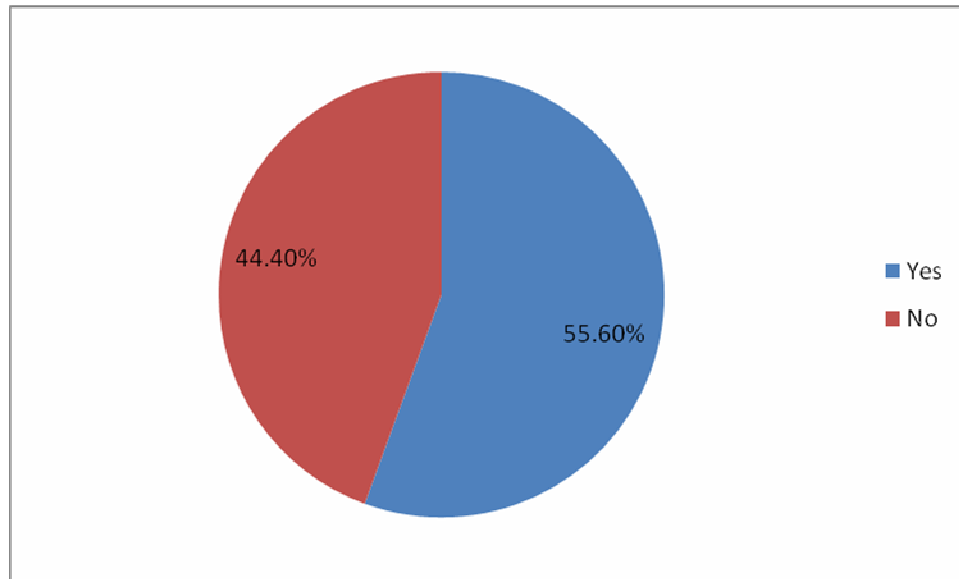
Data shows that 6(66.7%) of deputy principals involved the students in the maculation of school rules and regulations while 3(33.3%) of deputy principals did not involve them. Table 4.21 tabulates deputy principals' responses on the extent at which the students involved in the formulation of school rules and regulations.

Table 4.21: Deputy Principals’ responses on the extent at which the students involved in the formulation of school rules and regulations

Extent	F	%
To a great extent	4	44.4
To a less extent	2	22.2
To a least extent	3	33.3
Total	9	100.0

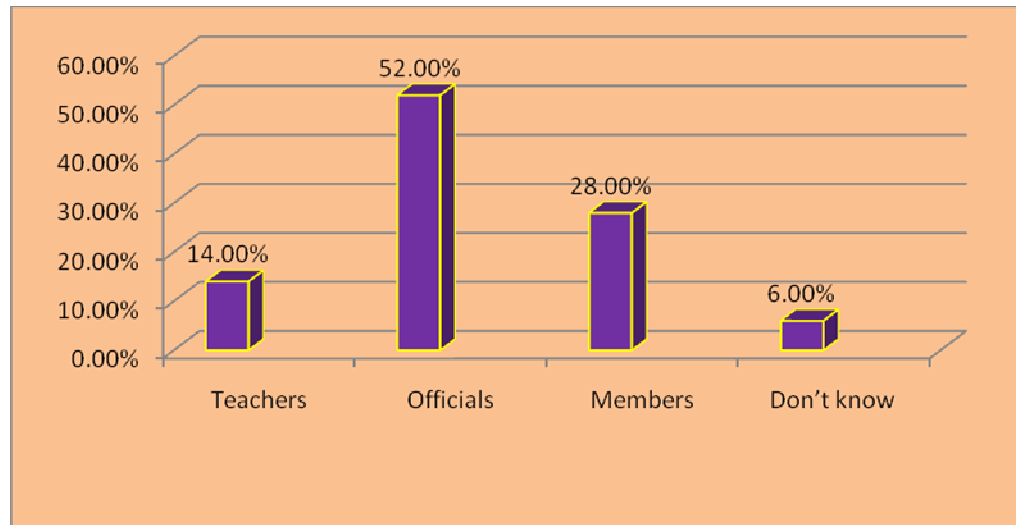
Data shows that 4(44.4%) of deputy principal said that the students were involved in the formulation of school rules and regulations at a great extent, 2(22.2%) of deputy principal said they were involved to a less extent while 3(33.3%) of deputy principals said at a least extent. The deputy principals further indicated that they had a suggestion box in the school. When asked whether the students actively use the suggestion box in the school, they responded as Figure 4.30

Figure 4.30: Deputy Principal's responses on whether the students actively use the suggestion box in the school



Findings shows that 5(55.6%) of deputy principals indicated that the students actively use the suggestion box in the school while 4(44.4%) of deputy principals said they do not use them actively. When asked whether the involvement of students in the formulation of school rules help in curbing discipline in the school, majority 7(77.8%) of deputy principals said it helps. Further the study also sought to establish the authority that is concerned in setting the school rules. The student leaders were therefore asked to indicate the authority that was concerned with setting up school rules. The findings were as indicated in Figure 4.31.

Figure 4.31 Students responses on the authority concerned for house rules for the organizations



From the findings in Figure 4.31 52% of the prefects indicated that their schools governing rules were set by school management while 28% indicated that their schools rules were set by the students while few 14% and 6% indicated that their school rules were set by teachers and others expressed that they did not know respectively.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is a synthesis of the entire study, and contains summary of research findings, exposition of the findings, commensurate with the objectives, conclusions and recommendations based thereon.

5.4 Summary of the study

The purpose of this study was to investigate the influence of student's involvement in decision making on discipline in public schools in Kitui Central District, Kenya. Four research objectives guided that study. The objectives sought to identify the process used to involve students in decision making process in public schools in Kitui Central District; establish whether involving students in the planning of school co curricular activities influence discipline; determine whether involving student leaders in forums such as meetings influence the maintenance of discipline in school and lastly examine the extent to which the students are involved in the formulation of school rules and regulations in Kitui Central District. The study employed a descriptive survey design. The sample for the study was 260 prefects, 9 principals and 9 deputy principals. The main research instrument that was used in this study was questionnaires. Data was analysed using SPSS computer software. Frequency distribution tables, pie charts

and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions.

5.3 Summary of findings

Findings revealed that there were various processes that were used in the involvement of students in decision making process in public schools. For example, students were allowed to suggest names in the appointment of the prefects. Most 6(66.7%) of deputy principals indicated that students were fully involved in the selection of their prefects; majority 7(77.8%) of principals indicated that prefects were fully involved students in the selection of their prefects. Findings also revealed that 6(66.7%) of principals said that their students gave suggestions on how to deal with indiscipline cases in the school. It was also reported by a majority 8(88.9%) of principals that students suggestions on discipline were taken into consideration in the formulation of rules and regulations while 6(66.7%) of deputy principals said that their students gave suggestions on how to deal with indiscipline cases in the school. While 7(77.8%) of deputy principals said that students suggestions on discipline were taken into consideration in the formulation of rules and regulations, 71% of the students indicated that their organizations in the school were governed under certain laid down structures. Majority 67% of the students indicated that they participated in school decision making process.

Findings on the students' involvement in the planning of school co curricular revealed that there were various co curricular activities in the schools. Findings further indicated that majority 88% indicated that the schools involved students in decision making process in matters of co-curricular activities. Majority of the student respondents indicated that the students themselves decided which extracurricular activities to participate. Findings further indicated that 7(77.8%) of principals indicating the they respected the prefects decisions. It was also revealed by 5(55.6%) of principals that students involvement in the planning of school co curricular activities help in controlling discipline. Majority 6(66.7%) of deputy principals involved their students in planning or school co-curricular activities. Majority 6(66.7%) of deputy principals said that students involvement in the planning of school co curricular activities help in controlling discipline. Extracurricular activities have been touted by their proponents as enabling youths to socialize with peers and adults, set and achieve goals, compete fairly, recover from defeat, and resolve disputes peaceably.

From the findings respondents indicated that the students themselves decide which extracurricular activities to participate with few indicating teachers and prefects decided which extra activities to participate in. This implies that students choose the extra activities to engage in based on their talents and willingness. The findings further indicates that majority of the students are given the chance to air out their suggestions with only few disagreeing that students are given the chance to suggest on how to improve on extracurricular activities. This further explains

the importance of extracurricular activities and the level of commitments the administration have on enhancing students' participation in the same.

Findings on the influence of involving student leaders in forums such as meetings and on discipline in school revealed that most 4(44.4%) of principals and deputy principals indicated that they involved students in meeting to discuss the status of discipline in the school when need arose. majority 5(55.6%) of principals weekly meet student leaders on matters of discipline. Majority 7(77.8%) of principals said they are allowed their students to decide on matters of discipline in the schools. It was also revealed by 47(39.2%) students who agreed that they participated in school rules and formulation process through choosing of prefects. Most 35(29.2%) were in agreement that they participated in school rules and regulation process through making announcements on the school assembly. Students also agreed that they participated in school rules and regulation process through forwarding indiscipline cases, explaining the school rules and regulations and leading other students in school based activities. This implies that students played important roles in school rules and regulation process and therefore they should always be given an opportunity through encouraging them to participate in school rules and regulation process.

From the findings majority indicated that they involve in school decision making process through students representatives, group discussion, students meeting, voting with minority indicating individual interview and survey respectively.

Findings on the Extent of student's involvement in the formulation of school rules and regulations revealed that majority 5(55.6%) of principals involved the students in the maculation of school rules and regulations. Most 4(44.4%) of deputy principal said that the students were involved in the formulation of school rules and regulations at a great extent. Majority 5(55.6%) of principals indicated that the students actively use the suggestion box in the school. Majority 7(77.8%) of the principals and the same number of deputy principals indicated that involvement of students in the formulation of school rules help in curbing discipline in the school. Six (66.7%) of deputy principals involved the students in the maculation of school rules and regulations while 5(55.6%) of deputy principals indicated that the students actively use the suggestion box in the school.

5.4 Conclusions

From the findings respondents indicated that they participate in school decision making process with few indicating their disagreement that they do not take part in school decision making process. This implies that many secondary schools consider students' decisions very important as they normally act as checks and balances in schools. Further from the findings majority indicated that students participate in decision making process through leadership, time table amendment, extracurricular activities, and academic work with few indicating that they participate in decision making process through rules and regulations and school uniform respectively. This implies that students play a very crucial way in school

management through participating in different decision making processes. This will result to greater motivation, reasoning skills, and confidence will flourish amongst themselves. Therefore given the necessity of meaningful student involvement in creating a positive future for schools, as well as the growing call from both students and educators for students to be included as decision-makers, schools ought to change. This change should begin in the earlier grades with the younger students, evolving and changing as they grow in their ability. The educators should continue in their capacity to engage younger students in attempts to make decisions to influence the discipline desired in schools.

From the findings majority of the respondents indicated that their opinions are considered to high extent and that they involve in school decision making process through students representatives, students meeting, voting with minority indicating individual interview and survey respectively. Meaningful student involvement in decision making process engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community

From the findings the study concluded that the schools involve the students in decision making process regarding extracurricular activities with only few disagreeing that the schools did not involve students in extracurricular activities decision making process. This implies that many schools recognize the importance of extracurricular activities to the students' development and therefore

makes efforts of realizing this importance through involving the students. Further From the findings in majority indicated athletics and ball games as the most available extracurricular activities in their schools as represented by the majority. However other indicated extracurricular activities were music, societies and clubs respectively.

The study concluded that majority of the respondents indicated that the students themselves decide which extracurricular activities to participate with few indicating teachers and prefects decided which extra activities to participate in. This implies that students choose the extra activities to engage in based on their talents and willingness. The findings further indicates that majority of the students are given the chance to air out their suggestions with only few disagreeing that students are given the chance to suggest on how to improve on extracurricular activities. This further explains the importance of extracurricular activities and the level of commitments the administration have on enhancing students' participation in the same.

The study also concludes that meaningful student involvement in decision making process engages students as decision-makers, who partner with educators to make decisions throughout schools, in areas that affect their individual learning as well as the entire school community. From the findings further majority of the respondents indicated that their opinions are considered to high extent, followed by those who indicated that their opinions are considered to low extent, followed

by those who indicated that their opinions are considered to very high extent with few indicating that their opinions are considered to a very low extent and not at all respectively.

5.5 Recommendations

In view of the findings and conclusions of the study, the following recommendations were made;

- i. Students should be encouraged by the school managers to participate in decision making process in their respective schools, in different aspects including decision on school uniform, rules and regulations, leadership, academic work, time table, extracurricular activities . Further the study recommended that students should be given freedom to participate in decision making process through voting in their student representatives, group discussions, survey, student's representatives and participating in different organized meetings.
- ii. The school administration should consider students' opinions raised indifferent forums in decision making formulation and implementation in different aspects concerning the school management. The school administration should get out their way and fully encourage participation through provision of necessary kits and facilities required for extra - curricular activities by sponsoring inter school competitions through

different activities e.g. clubs, athletics, music, societies, ball games among others. Further the study recommends that the school administrations should come up with certain criteria of identifying student's talents in different fields e.g. initiating inter-class competition.

- iii. Students and their leaders should be involved in forums such as meetings, clubs, organizations, societies, group discussions and other discipline related seminars in order to deliberately influence the maintenance of discipline in schools.
- iv. School administration should involve students in formulation of rules and regulations since they are part of the school community. Students should abide by the school rules and regulations to minimize indiscipline cases such as lateness, absconding classes, absenteeism, not performing the expected duties, drug abuse, theft, irresponsible handling of school property, disrespecting authority, boy/girl relationship, fighting, noise making and strikes among others. This will lead to enhanced academic improvement due to well maintained discipline.

5.6 Suggestions for further research

The researcher wishes to make the following recommendations for further research:

- i) That a similar study can be carried out in different geographical areas to investigate the influence of students' involvement in decision making process in both private and public schools and how they influence discipline.
- ii) A comparative study of students' involvement or lack of it in decision making process and how they influence discipline in schools can be conducted.

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APPENDIX I
INTRODUCTION LETTER

University of Nairobi
Department of Educational
Administration and Planning
P. O. BOX 30197
NAIROBI.

THE PRINCIPAL,
.....SEC. SCHOOL,
KITUI CENTRAL DISTRICT.

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH

I am a post graduate student carrying out a research on the effect of student involvement in decision making on discipline in Kitui Central District. I am requesting your permission and assistance to conduct the research in your school since it was selected through sampling .Your help in filling this questionnaire and interview schedule will be highly appreciated. My respondent will be the Principal, the Deputy Principal and Teachers /Discipline Masters. The information gathered will be strictly for academic purposes and respondents identity will be treated with absolute confidentiality.

Yours faithfully

N. KIMWELI

APPENDIX II

QUESTIONNAIRE FOR THE PRINCIPALS

This questionnaire aims at gathering information on the effects of student involvement in decision making process on discipline in Kitui central district, Kitui county Kenya. You are requested to fill in the questionnaire. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Demographic data

Please tick [✓] as appropriate.

1. What is your gender?
 - (a) Male []
 - (b) Female []
2. What is your age?
 - (a) 20 - 30 years []
 - (b) 31 - 40 years []
 - (c) Above 41 years []
3. How many years have been a principal in this school?
 - (a) Below five (5) years
 - (b) 5 - 10 years
 - (c) Over 11 years
4. What is your highest academic qualifications?
 - (a) [] Diploma
 - (b) [] Degree
 - (c) [] M.Ed

Section B: Process used to involve students in decision making process in public schools

5. What process do you use to appoint students in your school?

Through appointments by the school administration []

Student select their own prefects []

Students suggest names then the school administration decides []

Through voting by students []

6. Are students fully involved in the selection of their prefects?

Yes [] No []

7. Do students give suggestions on how to deal with indiscipline cases in the school?

Yes [] No []

8. Do students formulate rules and regulations pertaining discipline?

Yes [] No []

9. Are student suggestions on discipline taken into consideration in the formulation of rules and regulations?

Yes [] No []

10. Do students involvement in decision making influence school discipline?

Yes [] No []

Section C: Students involvement in the planning of school co curricular activities

11. Are students involved in the planning or school co-curricular activities?

Yes [] No []

12. To what extent do you let students plan the co-curricular activities?

To a great extent []

To a less extent []

To a least extent []

13. Do students decisions by the prefects on co curricular activities respected by the students body?

Yes [] No []

14. Does students involvement in the planning of school co curricular activities help in controlling discipline?

Yes [] No []

Section D: Influence of involving student leaders in forums such as meetings and on discipline in school

15. Do you have meetings with student leaders on matters of discipline?

Yes [] No []

If yes how often

Weekly []

Termly []

Yearly []

Once in a while []

16. Are students let to decide on the fate of the indiscipline cases?

Yes [] No []

17. How often do you involve students in meeting to discuss the status of discipline in the school?

Weekly []

Termly []

Yearly []

When need arises []

Section E: Extent of student's involvement in the formulation of school rules and regulations

18. Are students involved in the for maculation of school rules and regulations?

Yes [] No []

19. To what extent are students involved in the formulation of school rules and regulations?

Termly []

Yearly []

When need arises []

Others []

20. Do you have suggestion box in the school?

Yes [] No []

21. Are students actively use the suggestion box in the school?

Yes [] No []

22. Does involvement of students in the formulation of school rules help in curbing discipline in the school?

Yes [] No []

23. What suggestions could you give for effective students involvement in decision making

APPENDIX III

QUESTIONNAIRE FOR THE DEPUTY PRINCIPALS

This questionnaire aims at gathering information on the effects of student involvement in decision making process on discipline in Kitui central district, Kitui county Kenya. You are requested to fill in the questionnaire. You are kindly requested to tick (✓) the appropriate response or respond as indicated. Do not put your name or any other form of identification. The information you give will be confidential and will only be used for the purpose of this study. Please respond to all items.

Section A: Demographic data

Please tick [✓] as appropriate.

1. What is your gender?
 - (a) Male []
 - (b) Female []
2. What is your age?
 - (a) 20 - 30 years []
 - (b) 31 - 40 years []
 - (c) Above 41 years []
3. How many years have been a deputy principal in this school?
 - (a) Below five (5) years
 - (b) 5 - 10 years
 - (c) Over 11 years
4. What is your highest academic qualifications?
 - (a) [] Diploma
 - (b) [] Degree
 - (c) [] M.Ed

Section B: Process used to involve students in decision making process in public schools

5. What process do you use to appoint students in your school?

Through appointments by the school administration []

Student select their own prefects []

Students suggest names then the school administration
decides []

Through voting by students []

6. Are students fully involved in the selection of their prefects?

Yes [] No []

7. Do students give suggestions on how to deal with indiscipline cases in the school?

Yes [] No []

8. Do students formulate rules and regulations pertaining discipline?

Yes [] No []

9. Are student suggestions on discipline taken into consideration in the formulation of rules and regulations?

Yes [] No []

10. Do students involvement in decision making influence school discipline?

Yes [] No []

Students involvement in the planning of school co curricular activities

11. Are students involved in the planning or school co-curricular activities?

Yes [] No []

12. To what extent do you let students plan the co-curricular activities?

To a great extent []

To a less extent []

To a least extent []

13. Do students decisions by the prefects on co curricular activities respected by the students body?

Yes [] No []

14. Does students involvement in the planning of school co curricular activities help in controlling discipline?

Yes [] No []

Influence of involving student leaders in forums such as meetings and on discipline in school

15. Do you have meetings with student leaders on matters of discipline?

Yes [] No []

15b. If yes how often

Weekly []

Termly []

Yearly []

Once in a while []

16. Are students let to decide on the fate of the indiscipline cases?

Yes [] No []

17. How often do you involve students in meeting to discuss the status of discipline in the school?

Weekly []

Termly []

Yearly []

When need arises []

Extent of student's involvement in the formulation of school rules and regulations

18. Are students involved in the for maculation of school rules and regulations?

Yes [] No []

19. To what extent are students involved in the formulation of school rules and regulations?

Termly []

Yearly []

When need arises []

Others []

20. Do you have suggestion box in the school?

Yes [] No []

21. Are students actively use the suggestion box in the school?

Yes [] No []

22. Does involvement of students in the formulation of school rules help in curbing discipline in the school?

Yes [] No []

23. What suggestions could you give for effective students involvement in decision making

APPENDIX IV
STUDENTS' QUESTIONNAIRE

Part A: Demographic Information – Tick the appropriate.

1. What is your gender?

- i) Male ii) Female

2. You are a student leader from which class?

- i) Form 1 ii) Form 2 iii) Form 3 iv) Form 4

3. Are you a boarder or a day scholar?

- i) Boarder ii) Day scholar

4. Which of the following does your school have?

- i) Prefects ii) Student Council iii) Students Association

5. Which does your school have?

- i) Clubs ii) Peer counselors iii) Societies iv) Senior

students

6. Do organizations/Clubs/Societies in your school have leadership structures?

- i) Yes ii) No

7. If yes to question six above, which leadership position do you hold?

- i) Chairman ii) Organizing Secretary iii) Secretary

- iv) Treasurer v) Member

8. Who sets the house rules for the organizations

- i) Teachers ii) Officials iii) Members iv) Don't know

PART B: Students involvement in decision Making

iv) To a very little extent v) To no extent at all

15. How is decision reached on the mode of punishment or reward in your school?

i) Teachers

ii) Guidance and counseling

iii) Prefects

iv) Consequences in rules and regulations

16. In a scale of 1 – 5 circle the appropriate answer in your opinion.

1. Very common 2. Common 3. Rare 4. Very rare 5. Never

The indiscipline challenges found amongst the students community

i) Lateness	1	2	3	4	5
ii) Absconding classes/lessons	1	2	3	4	5
iii) Absenteeism	1	2	3	4	5
iv) Not performing duties	1	2	3	4	5
v) Drug abuse	1	2	3	4	5
vi) Theft	1	2	3	4	5
vii) Irresponsible handling property	1	2	3	4	5
viii) Disrespecting Authority	1	2	3	4	5
ix) Boy/girl relationship	1	2	3	4	5
x) Unkempt/shabby dressing	1	2	3	4	5
xi) Fighting	1	2	3	4	5
xii) Noise making	1	2	3	4	5
xiii) Strikes	1	2	3	4	5

Any other specify (.....) 1 2 3 4 5

17. How often do teachers, administration and students meet to discuss disciplinary matters (i.e General Assemblies) in your school?

i) Every Day ii) 1 – 3 Times a week iii) 1 – 3 Times a
Month iv) Never

18. Do you think the schools code of conduct is just, fair and equitable?

i) Yes ii)No

19. In a scale of 1 – 5 circle the most appropriate in your opinion

1. Strongly agree 2.Disagree 3. Neutral 4. Agree 5. Strongly disagree

Students should participate in:

i) Choosing prefects	1	2	3	4	5
ii) Counseling truant students	1	2	3	4	5
iii) Making announcement in the assembly	1	2	3	4	5
iv) Punishing truant students	1	2	3	4	5
v) Participating in indiscipline cases	1	2	3	4	5
vi) Explaining the school rules and regulations.	1	2	3	4	5
vii) Choosing/regulating school menu	1	2	3	4	5
viii) Any other specify (.....)	1	2	3	4	5
ix) Supervising manual/duties by other	1	2	3	4	5
x) Forwarding indiscipline cases	1	2	3	4	5
xii) Prioritizing extracurricular activities	1	2	3	4	5
xiii) Leading students in school based activities	1	2	3	4	5

i) To a very large extent

ii) To a large extent

iii) To some extent

iv) To a very little extent

v) To no extent at all.

25. What recommendations would you give for improving student participation in your school?

.....

.....

.....

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

NCST/RCD/14/012/1045
Our Ref:

23rd July 2012

Date:

William Ndungo Kimweli
University of Nairobi
P.O.Box 92-0902
Kikuyu

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of students' involvement in decision making process on discipline in public secondary schools in Kitui Central District, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Eastern Province** for a period ending *30th August 2012*.

You are advised to report to the **District Commissioner and the District Education Officer, Kitui Central District** 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. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kitui Central District

RESEARCH CLEARANCE PERMIT

PAGE: 2

PAGE: 3

Research Permit No. NCST/RC/D/14/6/12/1045

Date of issue: 23rd July, 2012

Fee received: KSh. 1,000

THIS IS TO CERTIFY THAT

Prof./Dr./Mr./Mrs./Miss/Institution

William Ndungu Kimweli

of (Address) University of Nairobi

P.O.Box 91-0962, Kikuyu

has been permitted to conduct research in

Location

Kitui Central District

Eastern Province


on the topic: Effects of students' involvement

in decision making process on discipline in

public secondary schools in Kitui Central District

Kenya

for a period ending: 30th August, 2012.



Applicant's Signature

Secretary

National Council for Science & Technology

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GP60553mt10/2011 (CONDITIONS- see back page)