

**INFLUENCE OF STUDENTS COUNCILS' INVOLVEMENT IN
DECISION MAKING ON DISCIPLINE IN PUBLIC PRIMARY
TEACHERS TRAINING COLLEGES IN EASTERN AND
CENTRAL REGIONS IN KENYA**

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

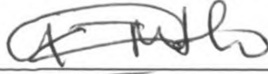
Naomi Wangari Kimotho

**A Research Project submitted in partial fulfillment of the
requirements of the award of the Master Degree in Educational
Administration of the University of Nairobi**

2012

DECLARATION

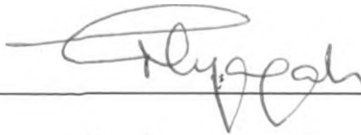
This research project is my original work and has not been submitted for a degree
in any other university.



Naomi Wangari Kimotho

E55/78633/09

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

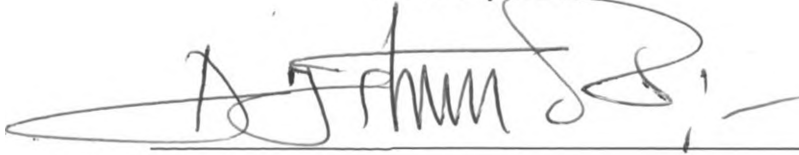


Dr. Grace Nyagah

Senior Lecturer and Chairman,

Department of Educational Administration and planning

University of Nairobi



Dr. Jeremiah M. Kalai

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this to my loving husband George Kimotho, my children Jane Naomi Wamuyu, Phoebe Njoki and Moses Muriithi for their support throughout my study. May God bless them for their immeasurable support.

ACKNOWLEDGEMENT

The completion of my course and project work would not have been possible without the assistance, encouragement, continuous support and cooperation of certain people who I owe tremendous debts of gratitude.

First, I am sincerely thankful to God for giving me the strength and patience to complete my Masters programme successfully. My gratitude also goes to my family, my many friends, my colleagues for their continued support, love and encouragement.

Secondly, special thanks go to my supervisors, Dr. Grace Nyagah and Dr. Jeremiah M. Kalai whose support, guidance and cooperation contributed immensely to the successful completion of this work. I am grateful for their tireless effort in seeing to it that this work was a success and for their encouragement throughout my study.

Special thanks go to my mother – Phoebe Njoki, Father – Peter Njuru, husband and children for supporting me as I attended my classes.

TABLE OF CONTENTS

Title page.....	i
Declaration	ii
Dedication	iii
Acknowledgement.....	iv
Table of contents	v
List of tables	ix
List of figures	x
Abbreviations and acronyms	xi
Abstract	xii

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study	4
1.4 Research objectives	5
1.5 Research questions	5
1.6 Significance of the study	6
1.7 Limitations of the study.....	7
1.8 Delimitation of the study	7
1.9 Basic assumptions of the study.....	7

1.10 Definition of significant terms.....	8
1.11 Organization of the study	8

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	10
2.2 Decision making process: An overview	10
2.3 Students' involvement in formulation and implementation of policies	13
2.4 Benefits of involving students in decision making	14
2.5 The extent to which students can or cannot be involved.....	15
2.6 Challenges of student involvement in decision making process	16
2.7 Strategies of improving decision making processes and discipline	20
2.8 Theoretical framework	25
2.9 Summary of literature review	28
2.10 Conceptual framework	32
2.11 The relationships between the variables.....	33

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction	36
3.2 Research design	36
3.3 Target population	36

3.4 Sample Size and sampling procedures	37
3.5 Data collection instruments	39
3.6 Validity of the instrument.....	41
3.7 Reliability of the instruments	42
3.8 Data collection procedures	43
3.9 Data analysis techniques.....	44

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction	46
4.2 Response rate.....	47
4.3 Demographic characteristics of respondents	48
4.4 Extent of student councils involvement	48
4.5 Specific decision making tasks.....	50
4.6 Level of involvement of lecturers in discipline	51
4.7 Extent of student council engagement by administrators in discipline	52
4.8 The effects of students' council involvement in decision making in public primary teacher training colleges on students' discipline	52
4.9 Challenges resulting from involvement of student council in decision making in discipline	53
4.10 Students' perception on the challenges of student council involvement in discipline.....	54

4.11 Strategies of enhancing decision making process and discipline among students	55
--	----

CHAPTER FIVE

SUMAMRY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	57
5.2 Summary of the study.....	57
5.3 Discussion of study findings	58
5.4 Conclusions	59
5.5 Recommendations	60
5.6 Suggestions for further research.....	60
REFERENCES	62

APPENDICES

Appendix A: Introduction letter to colleges	68
Appendix B: Questionnaire for lecturers.....	69
Appendix C: Questionnaire for students	72
Appendix D: Questionnaire for principals	76
Appendix E – Research Permit.....	81

LIST OF TABLES

Table 3.1: Summary of research participants	38
Table 4.1: Response rate.....	47
Table 4.2: Distribution of participants by gender.....	48
Table 4.3: The extent of students' council involvement in decision making	50
Table 4.4: Effects of the students' council involvement	53
Table 4.5: Principals' perception of challenges of decision making process in discipline.....	54
Table 4.6: Students' perception of challenges of student involvement decision making	55

LIST OF FIGURES

Figure 2.1. Conceptual framework.....	33
Figure 4.3: Students' Council Involvement.....	49
Figure 4.4: Lecturers' involvement in the discipline of the students	52

ABBREVIATIONS AND ACRONYMS

KEMI	Kenya Education Management Institute
MoE	Ministry of Education
NCST	National Council of Science and Technology
P.D.E	Provincial Director of Education
SBM	School-based Management
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
TTC	Teacher training College
UNESCO	United Nations Educational, Scientific and Cultural Organizations

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 30197
NAIROBI

ABSTRACT

The study sought to establish the extent to which students in Public Primary Teachers Training Colleges are involved in decision making, specific tasks that they are involved in extent of their involvement in policy implementation and effects of their involvement in students discipline. The study also established the challenges in involvement of students in decision making as well as determining strategies of their involvement. The link pin model was best suited to interpret and discuss the finding of this study because a college is seen as a system of interlocking groups that is students, lecturers, administrators, subordinates staffs, community. Secondly because the interlocking groups are connected by individuals who occupy dual membership positions thus serving as linking pins between the groups. This study adopted the descriptive survey design with a target population of 4,681 respondents from which 490 was used as the sample size by the use purposive and simple sampling techniques. Data was analyzed by the use of SPSS Version 17 for Windows. The findings indicated that, Students councils are involved in decision making in primary teacher training colleges in eastern and central regions. The decision making tasks for which the students' council are involved include supervision of duties and student welfare, the administrators also engage them in decision making to a minor extent, and most decisions which are vital are made by the administration.

If the students councils were to large extent involved in the decision making process, the students body would own the issues that they are involved in and coordination and supervision of tasks will be much easier. Strategies for enhancing decision making would be to hold meetings with the student bodies, listen to their views on various discipline matters and guidance and counseling. There is need for the students' councils to be involved in the process of decision making in the colleges to a large extent. There is need to emphasize more on guidance and counseling as an effective mechanism of self-management and informed decision making. There is need for more meetings with the student body so that they can be listened to by the administrators as decisions are being made. There is need to publish the finding of the study to guide managers of public teachers training college to come up with policies on decision making

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teaching and learning in 21st century has undergone various changes that call for a departure from the traditional way of doing things. This is more so enforcing discipline and decision making process. Schools and other institutions of learning have not been spared and they must be in line with changes taking place in the world.

Strikes in schools and colleges in Kenya have become significantly more frequent in the recent past, prompting the Ministry of Education Science and Technology (MOEST) to form task force in 2001 to look into the issues leading to these disruptions of instruction programs in secondary schools. The task force recommended that the stakeholders (including students) be involved more in policy formulation and that school rules be reviewed from time to time. This would promote democratic leadership in schools and colleges.

A democratic style of leadership motivates the subordinates to transcend their expected performance by allowing them to make decisions and feel committed to achieve goals and aspirations of organizations (Heward, 2006). According to Saint

(1995), ensuring student representation in college governance will help reduce tensions and enhance understanding.

A look into the roles of student governance worldwide, regionally and locally may help institutional managers to understand how best to involve them for better management of discipline in institutions of learning.

Universally the purpose of student governments is to represent students both within the institutions and externally, including on local and national issues. They are also responsible for providing a variety of services to students. The organization of these student councils varies from country to country and their functions differ likewise. For example, while in Denmark every school is required by law to have a student's council, in France, the higher education system is centrally organized, so that local university bodies have restricted decision-making-power. In Canada the membership in a college or university students' union is mandatory across Canada under various provincial statutes (Wikipedia, 2012)

A research on student politics and student involvement in decision-making in African universities of Nairobi, Dar es Salaam and Kenyatta, revealed that majority of students supported student representation at all levels of university decision-making (Mamashela, Kiiru, Mattes, Mwollo-ntallima, Ng'ethe and Romo, 2011).

Although Okello (1998) while reporting about the crisis then obtaining in Kenyan universities, feels that colleges with institutionalized participation experience less staff/student-related administrative problems, he did not articulate the challenges faced by a system that wishes to embrace the concepts of student leaders' involvement in teacher training college administration. In their research limited to secondary schools in the Rift Valley Province of Kenya, Tikoko and Kiprop (2011) investigated the extent of student participation in decision making and concluded that student participation needed to be expanded to include issues beyond student welfare, such as the school budget, school fees, formulation of school rules, interview of staff, discipline of students and nature of punishments.

The tasks to be performed by Principals in managing student discipline in institutions have become more complicated, particularly after the withdrawal of the cane, which was used as a disciplinary method (Nyasani, 2001). Hence there is now a greater need of involving students in the decision making process (Mulkeen et al. Kyeyune, 2008; Kamuhanda, 2003).

1.2 Statement of the problem.

The current progressive wave of pressure for accountability and openness in management practices, coupled with the frequent student unrests in colleges and schools calls for a new approach to student management. Although the 2001 Ministry of Education task force on causes of students' unrest recommended that

all stakeholders in education, and particularly the students, be involved in ministerial and institutional policy formulation, there is no empirical evidence to show the extent to which students in Teacher Training Colleges in central and eastern regions of Kenya have been involved in decision making and management of their institutions. Most of the studies on involvement of student leadership were done in universities and secondary schools and there is limited evidence in teacher training colleges in Kenya, which represents a gap in knowledge. The recommendation by Mamashela, et al. (2011) that further in-depth investigations into student leadership be conducted in African universities (and therefore teacher training colleges) is timely and would help fill such an information gap. This research was conducted to analyze the extent to which students (through their student councils) in teacher training colleges in eastern and regions of Kenya are involved in policy formulation, making and execution of decisions on students' discipline.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of student councils involvement in decision making on discipline in primary teacher training colleges in Eastern and Central regions of Kenya.

1.4 Research objectives

The research was guided by the following objectives:

- i) To establish the extent to which student councils are involved in decision making in Primary Teachers' Training Colleges in Central and Eastern regions Kenya
- ii) To identify specific decision making tasks in which student councils are involved.
- iii) To establish the extent to which college administrators engage student councils in implementation of policies related to discipline.
- iv) To determine the effects of students' councils in Teacher Training Colleges in decision making in matters of students' discipline
- v) To establish the challenges that result from involving students councils in decision making on discipline
- vi) To establish strategies of enhancing decision making process and discipline amongst students and other stakeholders.

1.5 Research questions

In order to achieve the above objectives the study was guided by the following research questions;

- i) To what extent are student councils' involved in decision making process in Primary Teachers Training Colleges?

- ii) What role does students' council have in decision making in primary teachers' training college student discipline?
- iii) To what extent do college administrators engage students in the implementation of policies related to discipline?
- iv) What are the effects of student councils decision making process in relation to discipline amongst students in teacher training colleges?
- v) What are the challenges that results from students' council involvement in decision-making in relation to discipline?
- vi) What are the strategies of enhancing decision-making process in relation to discipline amongst students?

1.6 Significance of the study

Research findings of this study will help institutional management to reduce student indiscipline and to promote collaboration and democracy in colleges so that institutional programs to run smoothly. The research findings will help lecturers, students and parents to use less time managing strive so that they concentrate on academic work leading to better results in PTE examinations. The findings will be useful to educational stakeholders in the development of educational policies.

1.7 Limitations of the study

The participants' knowledge and experience in the decision making process regarding college student's management might be limited. The researcher probed more deeply and establish from past incidents how discipline issues have been handled. Some respondents were reluctant or apprehensive about responding to the questions due to the sensitivities of their official positions.

1.8 Delimitation of the study

The study targeted teacher training college students, lecturers and administrators in the Eastern and Central region only. The parents, non-teaching staff and local community members were not involved. The issues questioned were limited to those that meet the requirements of the objectives listed for this research.

1.9 Basic assumptions of the study

This study made the following assumptions

- i. The respondents of the study would provide truthful and honest responses.
- ii. Information gathered will help the teacher training college management to improve policies and practices of managing student discipline.
- iii. College administrators and student council members involve themselves with issues revolving on discipline improvement.

1.10 Definition of significant terms

College administrators:

This refers to the principal and his/ her deputy in charge of supervising and coordinating other stakeholders

Decision Making Process

This refers to the stages involved in making appropriate and acceptable conclusions that are acceptable both by students and administrators through student representatives and public administration on education matters.

Discipline

Refers to the ability of students in a Teachers' Training Colleges to obey the rules And regulations formulated by the management in their institutions.

Involvement

This means including and considering the students opinions in the process of making major decisions and policy formulation on student related matters.

Student Council

The students' leaders who are democratically elected by their fellow students in the Teacher Training Colleges

1.11 Organization of the study

The study is organized into five chapters. Chapter one is introduction and covers the background of the study, statement of the problem, purpose of the study,

research questions, significance of the study, delimitations of the study, definition of significant terms and the organization of the study . Chapter two presents the review of related literature on decision making process, students' involvement in decision making, challenges in decision making processes, strategies of enhancing decision making, summary of literature review, theoretical and conceptual frameworks.

The methodology will be explained in Chapter three, which describes the research design used, the target population, sample size and sampling procedures, research instruments, instruments' validity and reliability, data collection procedures and data analysis techniques. Chapter four details the discussion of findings and conclusion and recommendation drawn in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of literature examines theoretical and empirical sources relevant to the study. In this section, literature and theories related to decision making and discipline will be discussed. Further, literature focusing on the challenges colleges face in enhancing discipline will also be looked into.

The literature is discussed under the following sub-topics: an overview of decision making processes; involvement of students in decision making processes; challenges resulting from student involvement in decision making; means of enhancing decision making process in colleges/ institutions and the summary.

2.2 Decision making process: An overview.

The Decision making process may be considered to be the series of activities undertaken from the time of identification of a situation that needs resolving by way of choosing one of many alternative actions to fit the demand of the situation. Gerald. A Cole (1995) says that there are some kinds of decisions that require a number of minds to wrestle with them either because they are complex or because they need to be acceptable by the majority of those who will be required to implement (or are affected by) them. Issues of disciplining the college students or

determining curriculum activities or their welfare are weighty to the colleges' management and may sometimes impact heavily on the students' lives, hence the need to include their representatives in such panel meetings. Cole continues to clarify that the more analysis that is conducted about the decision situation, the more varied the options proposed and the more thorough the assessment of the consequences and the better will be the final decision.

From the works of many writers including Cole (1999), Okumbe (1998)

Gregory and Tish (1994) and Keeney (1992), we can surmise that the decision making process starts with defining the issue or problem to be solved. The second stage is the collection of information, data and opinions relevant to the issue which enable the development of a range of possible solutions or responses. The process continues through the stage of assessing the possible consequences of each proposed alternative solution so that the best solution with least negative consequences or with most positive attributes is chosen under the prevailing circumstances.

Decision making process is influenced by many factors. According to Kondarlkar (2009), there are many factors that affect decisions such as information, bias, personal habits, time constraints and risk taking. However, Kondarlkar was quick to note that the biggest unknown and the most mysterious factor is the decision

maker. This is because decisions must be rational and based on the selection of the best alternatives to the problems.

In another study by Orlich, Harder, Callahan and Gibson, (1998) and Court (1990), say that decision making is defined as “the application of the resolutions depending on knowledge and skills” and points out that, critical thinking improves the setting of learning where there are problem solving and discussion. Taylor & Dunnette (1974) add that decision making is given in dimensions. These dimensions could be illustrated as follows:

- a) The content of the decision (the factors related to the decision, educational program, personnel, students, financial and physical sources, the relation of school and community).
- b) The process of decision making (how the decision is taken and the steps of decision making), i.e. getting to know the problem, defining the problem, creating choices, expressing the decision, creating the decision and evaluating the validity of the decision (Keeney, 1992).

Studies conducted by Taylor and Dunnette (1974) revealed that there is a correlation between certain characteristics of decision maker such as age, level of intelligence, experience, aptitude for creativity and level of motivation and such variables as decision accuracy, confidence in the decision and time spent in studying the problem and reaching the decision. It is therefore apparent that although college administrators may well know that these dynamics influence the

decision making process, they cannot be filtered in democratically elected student councils. Consequently, college administrators must familiarize themselves with such group dynamics amongst student council members and marshal all of them towards attaining the common goals of the college. This is because as noted by the MOE's Task Force on student discipline and unrest (2001), where students are not involved in the formulation of school rules, there is lack of ownership of decisions and institutional policies by the students resulting in resentment and ultimately open defiance. College administrators, therefore, should strive to involve students in formulation and implementation of policies as discussed in the following section.

2.3 Students' involvement in formulation and implementation of policies

Student participation in decision making refers to the work of student representative bodies - such as school councils, student parliaments and the prefectural body. It is also a term used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms.

Effective involvement, it has been said, would go beyond student comment on aspects of their lives which are seen as safe or without significant impact on the work of adults in the school, embedded at classroom level, at institutional level

and at the interface between local, national and international communities (Fielding *et al*, 2003)

2.4 Benefits of involving students in decision making

Proponents of participatory management of college affairs view cases of disruptions of academic programmes as a direct result of failure by university authorities to involve students in decision-making. They conclude that the continuous student unrest in local universities is often a reflection of demands for their involvement in college administration (Okello, 1998). As Okello continues to assert, involvement of students in management decisions improves the quality of life, increases efficiency in service, enhances motivation, reduces strife and develops social cohesion. Such a process further underwrites the principles of fair treatment and acts as a counterbalance to the power in the hands of a few college executives. It also makes good sense to involve students in all sensitive matters because experience shows that this helps to allay the students' fear of the unknown, which usually causes conflicts.

As empirical evidence has shown, if students are included in their institutions decision making process, their rejectionist tendencies of decisions imposed upon them by school administrators would change to ownership and acceptance of decisions arrived at with their participation (Tikoko and Kiprop, 2011). Furthermore, the prospect of accountability between students and educators shifts the burden of school change from sitting solely upon educators shoulders, and

shares the responsibility of school improvement with students. It enhances transparency which is the deliberate attempt to move from a secretive or opaque organization to one that encourages open access to information, participation, and decision making, and which ultimately creates a higher level of trust among stakeholders (Meyer, 2003). As obondo, A., adds that the advantage of joint consultation is that students are given the opportunity to draw management's attention to their concerns, including grievances, in a forum that is not susceptible to confrontation. Secondly, management–student communication is generally improved and this helps in seeing issues from each other's point of view and in understanding their respective problems or limitations.

2.5 The extent to which students can or cannot be involved

Regarding the extent to which student can or cannot be involved in, Huddleston(2007,) proclaims that most effective school councils do not exclude anything from being discussed, apart from matters of personal confidentiality. His observation that if rigid limits are imposed on councils at the outset, students are unlikely to develop any enthusiasm for them seems to be contradicted by those of Aggrawal (2004), who identifies demarcation lines for what limits learners may be allowed to take responsibility for. Aggrawal argues that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and

administrative decisions taken by these bodies (Aggrawal, 2004). On the other hand, Hord and Robertson, (1999) believe that student consultation relating to curriculum and examination reform is mandatory.

Results from the research undertaken in Kenya secondary schools by Tikoko and Kiprop (2011) established that students' views were excluded when making decisions on the school budget, school fees, formulation of school rules, interview of staff, discipline of students and nature of punishments, choice of textbooks, number of exams, and nature of assignments, teaching methods, grading system and appraising teacher's performance. However they are often included in the "safe areas" of disciplining students, deciding the nature of punishments, setting achievement targets and setting standards of cleanliness (Tikoko & Kiprop, 2011), which perhaps goes to show how reserved the college managements are with sharing of power and control. However this apprehension may be justified considering the level of the students and the much they could be entrusted with in terms of responsibility.

2.6 Challenges of student involvement in decision making process

In their investigation about the extent of Student Participation in Decision Making in Secondary Schools in Kenya Tikoko & Kiprop (2011) identified the some reason why school managers do not fully involve the students in the running of these institutions, at least not in the major decision areas. Among those reasons

were that majority of the teachers felt that students may make decisions which would be counteractive to their performance especially on deciding on number of exams. According to Tikoko et. al. (2011), majority of teachers felt that students should only be involved in certain issues to do with their learning. Technical issues or those that required expert opinion of the teachers should be left to teachers as students lacked the knowledge and expertise

The other reason offered was that students were too young and lacked expertise on matters to do with teaching methods and grading system and their views might be in conflict with those of the school administration. One other proposal was that Perhaps school authority excludes students from involvement on some issues because of unrealistic demands from students which may have cost implications to the schools. The fear of changing culture and traditions contributes to the reasons why these students are not involves in decision making in their schools. This could be explained by the fact that school routines are longstanding and were formulated at school inception. They are therefore not subject to frequent changes at the whims of the students. The final reason given, which could as well be the most important, was the threat to school administration in terms of ceding power and ground to students (Magadla, 2007).

As is observable, some of the college students are mature age entrants and beyond the secondary level which gives them more responsibility so the reasons applicable

in secondary schools may not be justified arguments against entrusting the college students with major decisions. It needs, however to be realized that although a higher level of inclusiveness is likely to increase quality of students' disciplining the contrary was the case in large schools. This has the implication that a different factor might be required to uphold discipline in these schools (Kiumi et al, 2009).

World Bank Report (1995) stated that effective learning institutions should have leadership that is able to ensure that all the resources are available and communicate a vision for the school that includes students and parents. The ability of a leader to coordinate all the available resources is very vital especially in colleges where a big number of stakeholders are involved. This is because major advantages of consultative decision making and delegation are seen in promotion of cooperation and understanding of various participants (Seriogiovanni, 1994). Seriogiovanni further argued that schools should be purposeful communities in which core values permeate all aspects of school organization. As Keeney (1992) asserts, a key to good decision making is to express these values clearly, to create a set of alternatives that address those values, and finally to choose the best. It's worth noting that the outcomes are as good as the process.

It is therefore important for the Principals to engage students as partners in the administration of the colleges and avoid myths that student lack effective decision making skills or that the decisions are beyond the capability of most students or

that good decision making requires more introspection, thought, and analysis than most students are willing or able to give. Gregory and Tish (1994) stated that decision making takes place all the time, the principles of sound decision making begin with knowing one's own objectives, and these principles can be learned and practised by everyone. However as Okumbe (1998) defines decision making as a process of making a choice from among often competing alternatives, objectives therefore must be specific, measurable, attainable and clearly understood by all stakeholders. This is because the major problem faced in the administrative process is experienced in decision-making on issues touching on institutional development, student welfare and academic affairs, level of fees to charge, student and staff discipline. Very often there is lack of effective participation by staff, students, parents and community members in the school management system.

The school community should participate to a certain extent in institutional policy making. This is because leadership is a quality that emerges within the complex structures, cultural and international patterns of the social systems.

Considering decision making in a production entity, the management is mandated to make numerous decisions to safeguard organizational interests and eventually accomplish its objectives. The fact that an educational organization is characterized by numerous internal and external functions, programs, departments, processes, emergent issues, staff and students, and other interested people from

within and without its borders, gives rise to the need for making a variety of decisions. Similarly the education system is composed of various units and processes and programs which require decisions to be constantly and continuously made.

2.7 Strategies of improving decision making processes and discipline

According to Olembo (1997), absence of culture of freedom and dialogue hinder implementation of school projects and goals. It is therefore upon the administrator to freely engage in dialogue with stakeholders to fast track implementation of development projects and to cultivate a culture that will create an enabling environment within college. This is culture of engaging in dialogue that is good for peaceful coexistence and improving of discipline. As Gathenya (1992) noted, administration that seriously encourages dialogue addresses problems and seeks solutions from students. In addition, Mbae (1994) argued that organizational structure of school must be democratized to allow meaningful participation of students in all school matters. Students are therefore supposed to be well represented through student governing council members who are elected through a well conducted students elections that are free from any machination from college administrators.

Okumbe (1998) emphasized a number of roles that administrators must be keen on when dealing with students these are: Communication as the exchange of

information and transmission of meanings, staffing as the whole personal function of bringing in and training the staff and maintaining favourable conditions of workers, coordinating to ensure that all units and sub-units are working in unison towards the common objective of the enterprise, Budgeting as merely a formal statement of proposed expenditure for a given period and anticipated revenue for financing them, evaluation as determining the worth or merit of an evaluation object. However, as Okumbe (2001) noted, evaluation makes it easier for those who make decisions to understand the relative worth of a programme and other course of action. In a school situation evaluation enables the head-teacher to determine whether it is achieving its predetermined objectives or not and provides the school management with necessary feedback. It is therefore important for Principals to carry out periodical evaluations and carry out research to determine the students' ability to make decision and to establish other factors that might affect them.

Research and evaluations studies done in other parts of the world reveal that students' are affected by many factors that administrators should be aware of to effectively involve students in participatory leadership. Çetin (2008) investigated the decision making styles, social skill levels and the forms of coping with stress of a total of 980 students of the college of physical education and sport, 497 first year and 483 fourth year, chosen randomly at the universities of central Anatolia in the educational year 2006 to 2007 and found a significant relationship between the

decision making styles of the students and the sub-dimensions of coping with stress.

Deniz (2004) found in the research named "A study into the Relation between the Students' Styles of Self-Esteem Decision Making in Decision Making and their Problem Solving Skills of university students" having higher levels of stress were influenced in their level of decision making. Further, in his study Deniz (2006) examined stress, life satisfaction, self-esteem in decision making and the styles of decision making of 492 Turkish university students and found a significant relation between the styles of decision making of university students and their level of stress. In a study carried out by Pullis (1992), professional stresses of teachers were examined in terms of stress sources of them, their effects and methods of coping with them. In this sense, 244 teachers were included in the research. At the end of the study, the stress sources concerning career development at school and workload were perceived more stressful compared to those decision making levels and that the level of decision making of those feeling confidence for themselves and behaving themselves carefully were affected.

Concerning the relation with students and they had an effect on their level of decision making. In a study by Özbay and Ahin (1997), it was found that the problem of individuals in coping with stress had an influence on their sub-dimensions of the levels of decision making and taking religion as a shelter in coping with stress ($p < 0.05$). Radford et al. (1993) pointed out that, the university

students with a higher level of decision making would experience less stress of decision making and exhibit more susceptible behaviors to selection and responsibility styles. As is clear in these researches, self-esteem has an impact on decision making process and the styles of decision making of individuals.

Ross & Heckert, (1999) investigated stress sources among 100 university students and found that, bio-chemical levels especially had an impact on the levels of decision making depending on the levels of taking alcohol and using drugs. In the study called Decision Making at People: the Performance of Men and Women on Different Cortisol Reactivity, (Bos & Stoop, 2009) 71 university students were included and it was found that the bio-chemical levels of students had an impact on their decision making levels. It is clear from the researches highlighted that ability to make good decision are influenced by many factors and discipline suffer a lot if students are stressed and unable to make good decision. In the current competitive world the notion is effective decision making is paramount. The research aims at improving decision making process through foster logical and apt state of mind during the process to usher effective solutions to prevailing inadequacies.

This model is best suited to interpret and discuss the finding of this study because a college is seen as a system of interlocking groups i.e. students, lecturers, administrators, subordinates staffs, community etc. Secondly because the

interlocking groups are connected by individuals who occupy the very positions of dual membership serving as linking pins between the groups. For example, students' council's members ought to represent the interests of both the students and the school, while principals ought to represent the interest of students as well of other stakeholders. However, it is worth noting that some scholars have pointed some area of weakness in this theory as they noted people's functional roles, though fitting them in terms of experience and expertise for the task in hand, will not necessarily help when it comes to the *process* through which a team of people makes decisions and implements them. They do not help in matters such as the way different team members approach a problem or task, the way team members interact with one another and their style of behaviour in general. In addition, the theory is does not highlight human diversity and complexity in a group can culminate to further stripping of units in a system rather than working with the initial setting.

Consequently, writers such as Spencer & Pruss (1992) and Woodcock (1989) have proposed the notion of team roles. The researcher nevertheless, will use this theory to explain and discuss her research finding for the underlying principles of management lies in the participatory approach of bringing together different stakeholders to work for the common good of the college. The process of decision making to improve and implement discipline can therefore be identified, interpreted and discussed as an interlocking process through which all interest of

different stakeholders are represented in a democratic way. To further explain the various variables involved in the interlocking process the following section graphically shows the different variables.

2.8 Theoretical framework

In scholarship, a framework provides analytical structures within which to locate particular forms of argument to provide clarity and avoid misconception. Rensislikert (1961) The theoretical framework for this study lies within the linking pin theory approach identified and developed by Rensislikert (1961) which argues that an organization is represented as a number of overlapping work units in which members of one unit are leaders of another. The theory has been used in various areas but its deployment is rampant in management sector. Therefore, the theory is termed relevant in fostering management as well as organization both corporate and educational institutions. However, the model is based on the assumption that the system at hand comprises of overlapping units. In this scheme, the supervisor/manager has dual tasks of maintaining unity and creating a sense of belonging with the group he/ she supervises and of representing that group in a meetings with superior and parallel management staff. These individuals are linking pins within the organization and so they become the focus of leadership development activities. According to Likert, the efficiency of an organization or its departments is influenced by their system of management. Likert categorized his four management systems as follows:

Exploitive authoritative system; In this type of management system the job of employees/subordinates is to abide by the decisions made by managers and those with a higher status than them in the organization. The subordinates do not participate in the decision making. The organization is concerned simply about completing the work. The organization will use fear and threats to make sure employees complete the work set. There is no teamwork involved.

Benevolent authoritative system; Just as in an exploitive authoritative system, decisions are made by those at the top of the organization and management. However employees are motivated through rewards (for their contribution) rather than fear and threats. Information may flow from subordinates to managers but it is restricted to “what management wants to hear”. *Consultative system;* in this type of management system, subordinates are motivated by rewards and a degree of involvement in the decision making process. Management will constructively use their subordinates ideas and opinions. However involvement is incomplete and major decisions are still made by senior management. There is a greater flow of information (than in a benevolent authoritative system) from subordinates to management.

Participative (group) system; management have complete confidence in their subordinates/employees. There is lots of communication and subordinates are fully involved in the decision making process. Subordinates comfortably express

opinions and there is lots of teamwork. Teams are linked together by people, who are members of more than one team. Likert calls people in more than one group “linking pins”. Employees throughout the organization feel responsible for achieving the organization’s objectives. This responsibility is motivational especially as subordinates are offered economic rewards for achieving organizational goals which they have participated in setting. Likert believed that if an organization is to achieve optimum effectiveness then the “ideal” system to adopt is Participative

This link pin model is best suited to interpret and discuss the finding of this study because a college is seen as a system of interlocking groups i.e. students, lecturers, administrators, subordinates staffs, community etc. Secondly because the interlocking groups are connected by individuals who occupy dual membership positions thus serving as linking pins between the groups. For example, students’ council’s members ought to represent the interests of both the students and the school, while principals ought to represent the interest of students as well of other stakeholders.

However, it is worth noting that some scholars have pointed some area of weakness in this theory as they noted people's functional roles, though fitting them in terms of experience and expertise for the task in hand, will not necessarily help when it comes to the process through which a team of people makes decisions and

implements them. They do not help in matters such as the way different team members approach a problem or task, the way team members interact with one another and their style of behaviour in general. In addition, the theory does not highlight human diversity, yet complexity in a group can culminate to further stripping of units in a system rather than working with the initial setting.

Consequently, writers such Spencer and Pruss (1992) and Woodcock (1989) have proposed the notion of team roles. The researcher nevertheless, will use this theory to explain and discuss her research findings, since the underlying principles of management are in the participatory approach of bringing together different stakeholders to work for the common good of the college. The decision making process to improve and implement discipline can therefore be identified, interpreted and discussed as an interlocking process through which all interests of different stakeholders are represented in a democratic way.

2.9 Summary of literature review

Literature reviewed in this section has brought out salient issues centering on the involvement of students in decision making. Student participation in decision making refers to the work of student representative bodies - such as school councils, student parliaments and the prefectural body (Tikoko, Kiprop , 2011).Over the last few years there have been increased calls to increase the extent of inclusion of students in decision making in secondary schools in Kenya owing to

the frequent occurrences of student unrests in the sector (Kamuhanda, 2003; Ogot, 2003; Buhere, 2008; Kindiki 2009). Cole (1995) justifies joint decision making by saying that the issues of disciplining the college students are weighty to the colleges' management, complex and may sometimes impact heavily on the students' lives.

There is need for including students representatives in decision making panels because resultant decisions need to be acceptable by the majority of those who will be required to implement (or are affected by) them. Moreover, involving higher public education (students) in democracies typically contributes to the development of an enlightened, critically, constructive citizenry ((Mamashela, Kiiru, Mattes, Mwollo-ntallima, Ng'ethe, and Romo, 2011).). If students are included in their institutions decision making process, their rejectionist tendencies of decisions imposed upon them by school administrators would change to ownership and acceptance of decisions arrived at with their participation (Tikoko & Kiprop 2011).

Aggrawal (2004) adds that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies.(Aggrawal ,2004). The most effective school councils do not exclude anything

from being discussed, apart from matters of personal confidentiality. If rigid limits are imposed on councils at the outset, students are unlikely to develop any enthusiasm for them (Huddleston, 2007). Hord et al.,(1999) further adds that student consultation relating to curriculum and examination reform is mandatory (Hord et al, 1999). However, (Kiumi et. al., 2009) caution that It needs to be realized that although a higher level of inclusiveness is likely to increase quality of students' disciplining the contrary was the case in large schools. This has the implication that a different factor might be required to uphold discipline in these schools.

(Tikoko & Kiprof 2011) identified several Reasons why educational institution do not involve students in decision making process which include:

- a) Majority of the teachers felt that students may make decisions which would be counteractive to their performance especially on deciding on number of exams
- b) students were too young and lacked expertise on matters to do with teaching methods and grading system and their views might be in conflict with those of the school administration
- c) because of unrealistic demands from students which may have cost implications to the schools

d) long standing school traditions which are therefore not subject to frequent changes, and e) Threat to school administration in terms of ceding power and ground to students.(Magadla,2007)

Mamashela et. al.,(2011) recommended that an in-depth investigations into democratic best practice of student development in general, and student leadership development in particular, should be conducted and the findings presented in a series of handbooks for use by student development professionals. Cunningham, (2000) affirms that involvement in curriculum and teaching and learning methods is frequently recognized as being one of the least explored areas of student participation. Furthermore the effectiveness and fairness process of setting up of student governance in institutions has not been sufficiently researched on. The available researches have investigated the issues of student involvement indecision making in University of Nairobi and Kenyatta universities as well as secondary schools in central Rift valley, Nyandarua and Laikipa districts. However, the influence of Student involvement in Kenyan TT colleges and institutions in Central and Eastern Provinces on student discipline is one major area not covered by existing research.

2.10 Conceptual framework

In the light of linking pin model theory of management and related literature, the researcher has formulated a conceptual framework that helps to guide the study. The study and shows the relationships graphically or diagrammatically (Orodho, 2004). This study will be based on an idea that discipline is achieved and enhanced through democratic and meaningful dialogue between students and administrators. Further, the conceptual framework is informed by the linking pin model as identified and advanced by Likert.

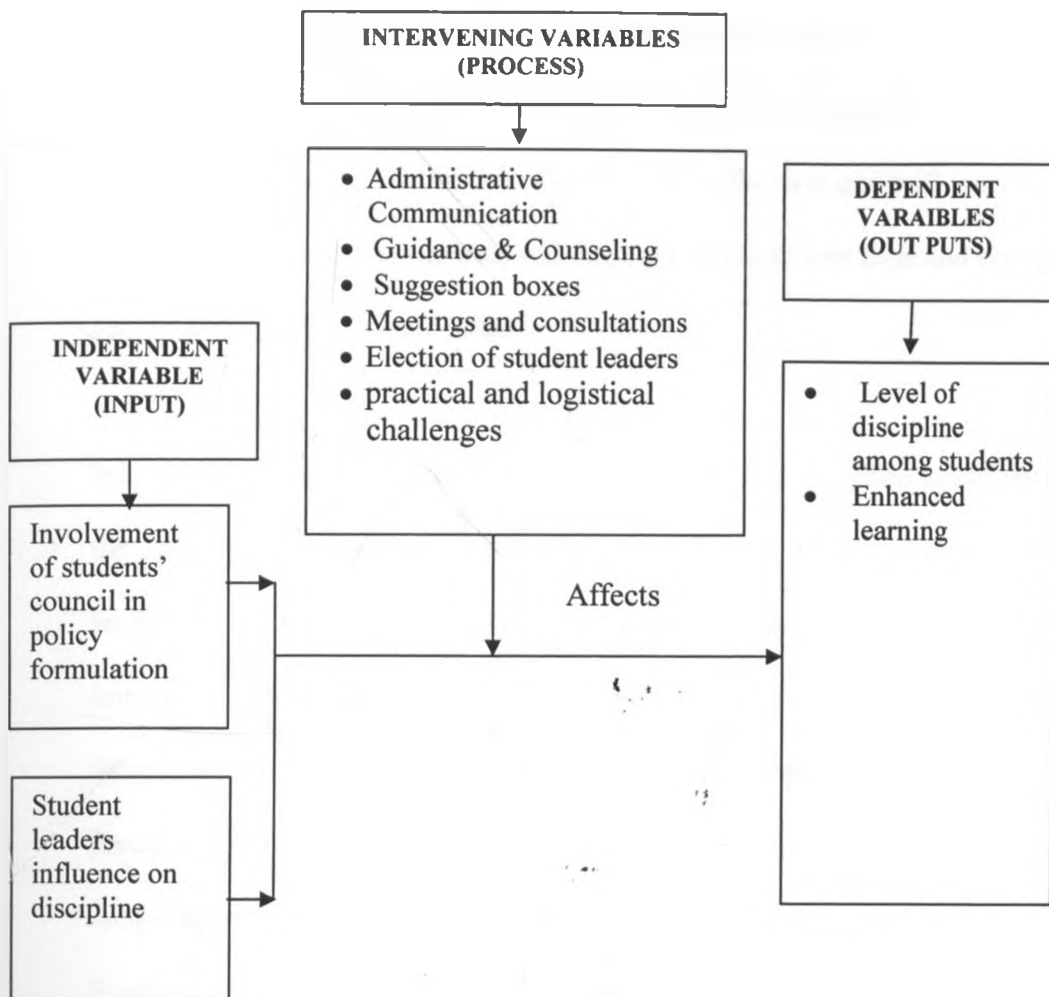


Figure2.1. Conceptual framework

2.11 The relationships between the variables

The involvement of students in decision making may be measured by how much consultation or participation the students through their democratically elected leaders are enjoined in by the college administration. It may be may indicated also by the kinds of activities and responsibilities that leaders are mandated to undertake on behalf of the other students and level of decisions they are allowed to

make or influence. It is presumed that the more such involvement is observed, the less will be the level of student indiscipline and less resistance the student will be to the administrations decisions. The rates of collaborations will increase and the students' academic performance will improve because less time and energy will be spent solving strive related issues.

Intervening variables cause the relationships between the independent variable and the dependent variable to change from collinear and to become moderated according to the extent of the presence and composition of these variables. Improved Administrative Communications (through Guidance & Counseling, Suggestion boxes, Meetings and consultations) to the students may pre-empt the precipitation of misunderstanding of directives and hence increase the chances of cooperation by the students. The converse may increase suspicions and mistrusts. Election of student leaders through democratic methods without manipulations enhances the trust the student body will have in their leaders and the consequent acceptance of the instructions given through them and hence the level of the discipline, cooperation and academic performance of students. Practical and logistical challenges damage these positive relationships between the management and the students with the consequences of downward turn of the components of the dependent variable.

The dependent variable consists of the sub variables of cooperation, academic performance and discipline, for which observed levels are the indicators of how the variable changes as influenced and altered by both the independent and intervening variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents research methodology. The research design, target population, the sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques are described.

3.2 Research design

This was a descriptive survey of the practices involved in managing discipline in teacher training colleges in Central and Eastern regions of Kenya. Mugenda and Mugenda (2003) describe a survey as a collection of data from members of a population in order to determine the current status of the population with respect to one or more variables. The design was preferred because it is an efficient method of collecting descriptive data regarding the prevailing situation of the roles of students and other stake holders in promoting participatory management of student discipline in colleges.

3.3 Target population

According to Mugenda and Mugenda (2003), target population is that population to which a researcher wants to generalize the results of a study. The study targeted

all Principals, lecturers and students in teacher training colleges in Central and Eastern regions which are Kamwenja TTC, Muranga TTC, Kilimambogo TTC and Thogoto TTC. The Eastern region public Teacher Training Colleges include Meru, Egoji, Kigari, Kitui and Machakos TTCs.

All nine (9) principals were surveyed because they are the overall supervisors in the TTCs. There are 306 lecturers in the nine colleges in this region (PDE's office, 2011) whose views were generalized upon because they interact with students while at college and they enforce college policies and rules. The collective student population of interest for the study in the nine colleges is 4366, in both their first and second years of study; they were targeted because, first, they elect their student council leaders and secondly, they are the ones whose interest ought to be represented by the council and the principals.

3.4 Sample Size and sampling procedures

Probability and non-probability procedures were used to select the sample size. According to Gay (1976), a sample size of between ten and twenty percent of the population is adequate for survey study though the bigger the sample the better. This study sampled the respondents using a ten percent formula for the larger targeted populations of lecturers and student, but all the principals were included in the survey because they are few and crucial to the investigation. The distribution

of the sample of respondents between the colleges was uniform giving 1 Principal, 10 lecturers and 49 students per college.

Table 3.1 summarizes the calculation of sample sizes based on the method explained below.

Table 3.1: Summary of research participants

Sample by colleges through uniform distribution as total sample size divided by Nine colleges.

Respondents	Sampling method	Target population	Sample size	Percentage (%)	Sample by colleges through uniform distribution as total sample size divided by Nine colleges.								
					Kigari	Meru	Egoji	Machakos	Kilimambogo	Kamwenja,	Thogoto	Murang'a	Kitui
Principals	purposive	9	9	100	1	1	1	1	1	1	1	1	1
Lecturers	Simple random	306	90	10	10	10	10	10	10	10	10	10	10
Students	Simple random	4366	391	10	49	49	49	49	49	49	49	49	49
Total		4681	490		60	60	60	60	60	60	60	60	60

All the nine principals from the sampled TTCs were taken in the sample because they are informative and responsible for the leadership and administrations of the colleges. Within each college, the lecturers and students were selected using the lottery or raffle sampling method (eMathZone.com, 2008-2012). The lecturers' departmental lists and students class lists that were provided by the principals in the sampled colleges formed the sampling frames. Names of those in the sampling frame were written on pieces of paper, folded, and placed in a bucket. After shaking and swirling these papers, the researcher withdrew each piece of paper and read the name. The piece of paper was returned into the bucket and swirling repeated before the next paper was drawn. This process ensured equal probability of choosing any one respondent which reduces bias of opinion. This procedure was repeated until all the required number of respondents for each college is achieved. This made a total of 90 lecturers and 490 students. All the nine Principals were surveyed by default.

3.5 Data collection instruments

The basic instruments for the study were questionnaires. According to McMillan and Schumacher (2001), a questionnaire is a set of questions or statements that assess attitudes, opinions, beliefs and biographical information. Three sets of questionnaires, each addressed to one of the three categories of respondents; the principals, the lecturers and the students were used. For all the questionnaires in

section A, respondents provide their individual characteristics (bio data) by filling in or ticking in the provided spaces.

The part B of the lecturers' questionnaire contained both closed-ended and open-ended items to measure the opinions of respondents on their perceptions of the ways and extent to which they are involved in decision making in their colleges. Section C of the lecturers' questionnaire; Likert-scale type of questions to measure the perceptions of the extent of involvement of students in the formulation and implementation of the policies in the colleges. Section D consisted of open ended questions in which respondent indicated their perceptions of the challenges encountered by lecturers in trying to manage students' discipline.

Sections B of the students' questionnaire had items to collect their opinions on the roles and the extent of involvement of student councils in management of college discipline while part C checked for the discipline related challenges that students face while in college.

The parts B and C of the Principals questionnaire had a five-point Likert-scale type of questions with responses ranging from strongly agree to strongly disagree. In part B respondents described the degree to which Principals were involved in management of student discipline, while part C checked for the extent to which students were involved in managing discipline in the colleges. In the last part D,

the Principals indicated the discipline related-challenges they face in their colleges. These documents are presented as appendices B through to D.

3.6 Validity of the instrument

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Orodho, 2004). It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure.

Therefore, inclusion of five to ten experts (Wilson, 1989) was used to judge the content domains of the instruments on the four-point scale based on relevance (where 1 = not relevant, 2 = item need some revision, 3= relevant but need minor revision, 4 = very relevant); clarity(1 =not clear, 2 = item needs some revision, 3 = clear but need minor revision, 4 = very clear); simplicity(1 = not simple, 2 = item need some revision, 3 =simple but need minor revision, 4 = very simple) and ambiguity (1 = doubtful, 2 = item needs some revision , 3 = no doubt but needs minor revision, 4 = meaning is clear), as explained by Yaghmale (2003), and Mulusa (1988).

As explained in the reliability section, the pre-testing enabled the researcher to identify deficiencies in the instruments, like unclear instructions, inadequate space

to write responses, clustered questions, wrong phrasing of questions and wrong numbering among others.

3.7 Reliability of the instruments

According to Borg and Gall (2007), and McMillan and Schumacher (2001) reliable instruments (extent to which measures are free from error) are consistent and can be depended upon to yield similar results under similar circumstances. Crocker and Algina (1986), state that retesting or pilot testing an instrument allows for the identification of such error sources and a refinement of the instruments. The researcher used test-retest to test reliability. Test-retest reliability is best used for things that are stable over time. Test-retest reliability is measured by administering a test twice at two different points in time. It assumes that there will be no change in the quality being measured. Usually, reliability will be higher when little time has passed between tests.

The data collection instruments were piloted in Mosoriot teachers training college in the Rift Valley province. The Principal, six lecturers and fifteen students completed the questionnaire. After two weeks the same respondents were issued with the same questionnaire to complete. The researcher calculated Pearson's product moment correlation co-efficient for the two sets of responses so as to calculate the reliability index.

With Pearson correlation indexing, any two positively relating variables, such as the means of samples, will have a maximum index of one ($r = 1$). A negative correlation has a maximum of negative one ($r = -1$) and represents a situation where two variables are completely mismatched or dissimilar. That is to say the Pearson correlation coefficient, $r_p = \sum d_x \cdot d_y / n \cdot \sigma_x \cdot \sigma_y$ Where d_x = deviations from the mean of the first set of pilot questionnaires, with σ_x as its standard deviation. Also, d_y = deviations from the second set of questionnaires, with σ_y as its standard deviation, and n = number of pairs of tested items (Saleemi, 2008).

Kimberlin and Winterstein (2008) and Berthoud (2000) have explained that reliability coefficients range from 0.00 to 1.00, with higher coefficients indicating higher levels of reliability, and that a reliability index of a minimum 0.70 (in our case the Pearson correlation coefficient of 0.70) was satisfactory and accepted reliability coefficient of 0.70 based on Cronbach alpha. Validity of the research instruments was ensured by pre-testing the developed tools to check for consistency in measuring the objectives of the study.

3.8 Data collection procedures

The researcher first obtained an introductory letter from the University and a research permit from the National Council of Science and Technology (NCST). Courtesy calls made to the PDEs in the two provinces where the colleges are

located. The researcher personally administered the instruments to research participants after introducing and explaining the purpose of the data and assuring all about the confidentiality of the information they gave. The researcher waited for the respondents to fill in the questionnaire but where the respondents failed to complete in one day they were given a collection date. As much as possible the researcher worked through the questions with the respondents so as to clarify any issues.

3.9 Data analysis techniques

Analysis of data was done after gathering raw data. The quantitative responses were organized, coded and analyzed using a computer package (SPSS program). Qualitative responses were categorized into main themes, coded and fed into the SPSS computer program. Descriptive statistics of measures of central tendency such as means, standard deviations, and variance were be worked out for each college on each research question, in order to estimate the degree of convergence of the opinions from the respondents in each college. Frequencies and percentage will also be calculated to estimate the sample characteristics for each question.

Pearson Correlation coefficients of the means of the three groups (Principals, lecturers and students) on the main variables (involvement of Principals, lecturers and students in decision making process) were done for each college, and then

comparison was done between the various colleges to check for concurrence of opinions on each research question. This assisted in the analysis of qualitative responses on the respondents. Finally, quantitative data were summarized and presented in form of tables, charts and graphs, with the results interpreted for each table in order to answer each research question. Analyzed data will be important in explaining the variables of the study and make valid conclusions on the influence of students' council involvement in decision making and students behavior.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter data analysis, interpretation of findings, discussion and inferences based on the study findings are presented. The study sought to establish the influence of the students' council involvement in decision making on discipline in public primary teachers training colleges in Eastern and Central regions in Kenya. Examining the influence of students' council involvement in decision making is important because the institutions will be in a position to understand to what lengths the students and lecturers should be involved in the college programmes. This will ensure smooth running of issues without much interruptions and dissatisfaction, therefore they can adjust and cope with college life and attain higher academic achievements.

Data collected from all the respondents was analysed using SPSS package (Statistical Package for Social Sciences) version 17 for Windows. Results are presented in this section using descriptive statistics. The following were the research questions;

- i. To establish the extent to which student councils are involved in decision making in Primary Teachers' Training Colleges in Central and Eastern regions Kenya.

- ii. To identify specific decision making tasks for which student councils are involved in.
- iii. To establish the extent to which college administrators engage student councils in implementation of policies related to discipline.
- iv. To determine the effects of students councils in Teacher Training Colleges in decision making in matters of students' discipline
- v. To establish the challenges that result from involving students councils in decision making on discipline
- vi. To establish strategies of enhancing decision making process and discipline amongst students and other stakeholders.

4.2 Response rate

The researcher sampled nine principals, ninety lecturers and three hundred and ninety one students. The questionnaires were completed and the response rate was 100% as per the table below. This was adequate for the study analysis and therefore valid conclusions were made.

Table 4.1: Response rate

Respondents	Sampled	Response rate in %
Principals	9	100
Lecturers	90	100
Students	391	100

4.3 Demographic characteristics of respondents

This section describes the demographic characteristics of the respondents in the study area. Such a description is important in providing a clear understanding of the respondents included in the study and influences the results based on the objectives of the study. The demographic characteristics covered in this section include the designation of the respondents, gender and region.

Table 4.2: Distribution of participants by gender

Designation		Respondents Gender		Region	
		Female	Male	Eastern	Central
Principals	9	4	5	5	4
Lecturers	90	44	46	40	50
students	391	201	190	265	126
Total	490	249	241	310	180

Table 4.2 indicates that the gender of the principals in 44.4% female and 55.6% male. This represents a fair distribution of gender within the primary teachers training colleges in Eastern and Central regions of Kenya as required by the new constitution of one third representation.

4.4 Extent of student councils involvement

The first objective of this study sought to establish the extent to which students councils are involved in decision making in primary school teachers training

college. The emerging trends and complexities of leadership in learning institutions require the knowledge and understanding of the students' leaders' involvement. Figure 4.3 indicates percentage of students' responses on students' council involvement.

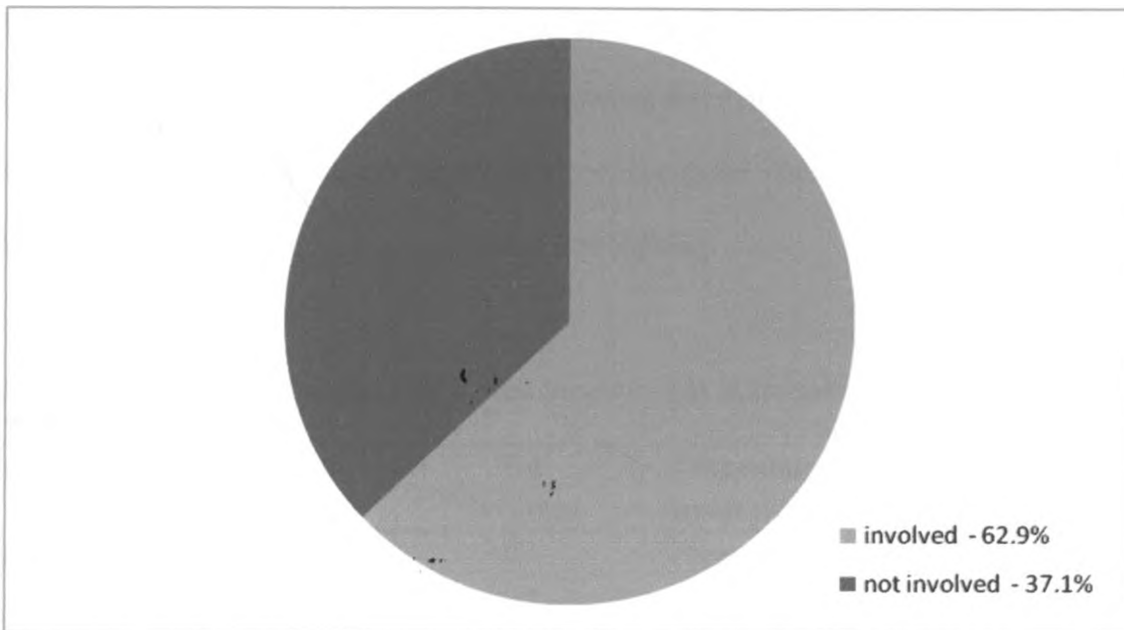


Figure 4.3: Students' Council Involvement

Sixty two percent of the students felt that students' councils were involved in decision making process. A fairly high degree of member centred behaviour is more likely to achieve a long range purpose. Successful student leaders are sensitive to the influences in various situations and accurately evaluate those that determine their intervention as leaders. The student respondents who felt that the student councillors were not involved in the decision making were 37.1percent.

This is significant percentage although the majority of the respondents felt there was involvement.

4.5 Specific decision making tasks

The second objective sought to identify the specific decision making tasks for which student councils are involved in. Respondents felt that student leaders were involved to some extent in various decision making tasks. Table 4.3 shows the extent of student council involvement in decision making.

Table 4.3: The extent of students' council involvement in decision making

Tasks	Involvement	Not involved	Percentage involved	Percentage not involved
Supervision of duties	291	100	74.4	25.6
Guidance & counselling	150	241	38.4	61.6
Formulation of student discipline policies	296	95	75.8	24.2
Representation in discipline committee	321	70	82.1	17.9
Petitioning administration on behalf of the students	350	21	85.5	14.5
Implementing discipline policies	196	195	50.1	49.9

Eight five point five percent of the students reported that the student council petitioned the administration on behalf of the students. The council also highly represented other students in college committees (82.1%), which indicate that student leaders are sensitive to the other students' needs.

4.6 Level of involvement of lecturers in discipline

The lecturers reported on their involvement in the discipline of the students as presented in Figure 4.4. A majority of the lecturers reported involvement in the discipline of students (88.9%) while 11.1% felt that they were not involved in the discipline of students in the colleges. However, all the lecturers (100%) reported that the students' council helped the lecturers and administration in enhancing discipline in colleges.

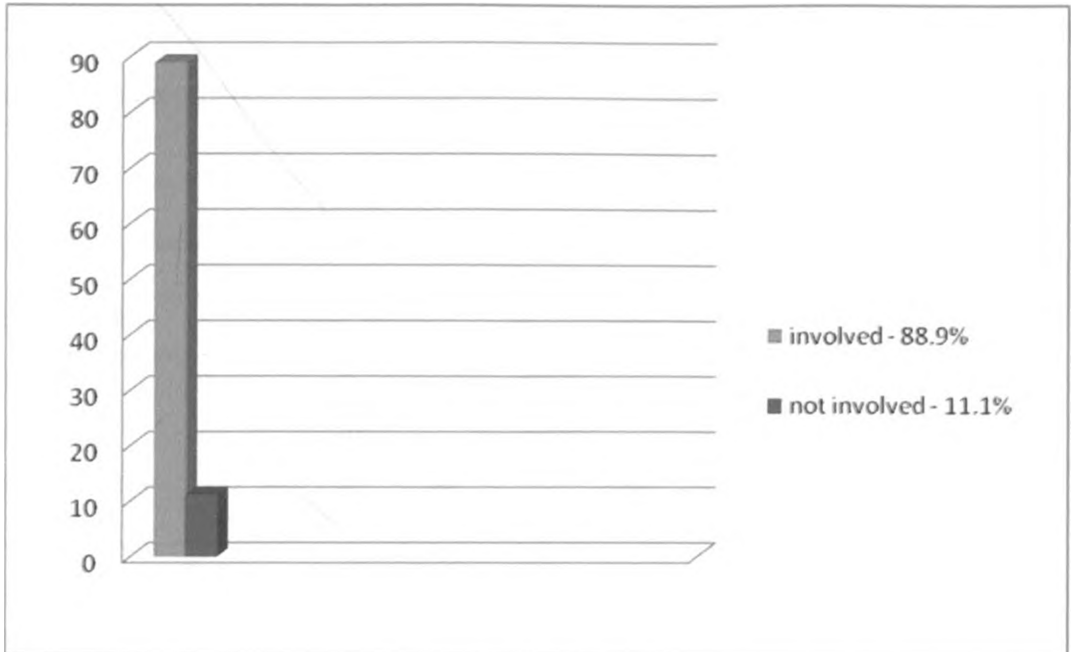


Figure 4.4: Lecturers' involvement in the discipline of the students

4.7 Extent of student council engagement by administrators in discipline

The third objective was to establish the extent to which college administrators engage students council in the implementation of policies related to discipline. Out of the nine college principals interviewed 89.9% of them felt that the students were not well involved in the implementation of policies on discipline.

4.8 The effects of students' council involvement in decision making in public primary teacher training colleges on students' discipline

The fourth objective sought to determine the effects of students' council in teacher training colleges in decision in matters of students' discipline. Table 4.4 below

shows that principals, lecturers and students felt that the students' councils had an effect in decision making in discipline in teachers training colleges.

Table 4.4: Effects of the students' council involvement

Respondents	Have effect	%	Have no effect	%
Principals	8	88.8	1	11.1
Lecturers	80	88.8	10	11.1
Students301	27	30.1	90	77
			23	90

The administration, lecturers and the students' respondents reported that the council was involved in the process of decision making and any follow up of student not adhering to the regulation of the college will be easier. The students see themselves as part the system and involvement would improve the relationship of the student community among each and the administration.

4.9 Challenges resulting from involvement of student council in decision making in discipline

The fifth objective of this study aimed at establishing the challenges that result from student council involvement in discipline. The involvement of students in decision making makes them responsible in the areas assigned to them. Table 4.5 shows the challenges that result from the students' involvement in the decision making process as reported by the principals in eastern and central regions.

Table 4.5: Principals' perception of challenges of decision making process in discipline

(N= 9)

Challenge	Frequency	Percentage
Self interest	2	22.2
Tribalism/favoritism	14	44.4
Lack of respect	1	11.1
Betrayal	2	22.2

The principals reported that one of the challenges is tribalism/favouritism within the student body and this is a reflection of what is happening in the Country at large.

4.10 Students' perception on the challenges of student council involvement in discipline

The student respondents observed that there are challenges in the involvement of students' council in discipline which include favoritism, disrespect, drunkenness and sexual advances. Table 4.6 shows percentage of students' perception of challenges in decision making process where the students in the council being more senior take advantage of the others. Using their position as student leaders there are likely to favour other students who are close to them and make sexual

advances. The student leaders may be limited in their positions to address issues of drunkardness and disrespect from the other students.

Table 4.6: Students' perception of challenges of student involvement decision making

Challenge	Students	
	Frequency	%
Favoritism	311	79.5
Disrespect	250	63.9
Drunkenness	196	50.1
Sexual advances	285	72.9

4.11 Strategies of enhancing decision making process and discipline among students

The sixth objective of study was to establish strategies of enhancing decision making process and discipline amongst students. The principals, lecturers and students reported that it is vital to enhance the decision making process on the discipline of college students in primary teachers training college. If the decision making process is enhanced there will be better communication, less conflict between students themselves and the administration. Using the Pearson's square method there was a correlation between students involvement in decision making process. The formula $r_p = \sum d_x \cdot d_y / n \cdot \sigma_x \cdot \sigma_y$ was used to calculate the correlation coefficient of the three groups; principals' lecturers and students on the

involvement of the students' council in decision making. Mean ratings for each group are shown in Table 4.6. There is a significant correlation between the principals, lecturers and students council being involved in the decision making process on discipline of students since most students portray frustration and indiscipline because they lack the capacity to understand themselves. It is important that the student council is involved in the process of decision making so that they can assist their colleagues to understand the college regulations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings of the study based on the research objectives, conclusions from findings and recommendations derived from the study. The chapter includes suggestions for further research on student leadership in colleges and other learning institutions.

5.2 Summary of the study

The study sought to establish the influence of involvement of students' council in decision making in public primary teachers training colleges in Eastern and Central regions of Kenya. Chapter one covered objectives, research questions and organization of the study. In chapter two, literature was reviewed on key issues covering involvement of students' councils in decision making; benefits of involving students in decision making, challenges and strategies of improving decision making. The relationships between the variables were presented using conceptual framework. Chapter three detailed the methodology of the study to include the research design, target population, sampling procedure, data collection, procedures and instruments and data analysis.

5.3 Discussion of study findings

Based on the objectives, the following findings were established;

- i. Students' councils are involved in decision making in primary teacher training colleges in eastern and central regions. Sixty two point nine percent of the student agreed that student leaders were involved in decision making. This perception is in agreement with findings of other students who reported that student involvement in decision making enhances cohesion in institutions.
- ii. The decision making tasks for which the students' council are involved include supervision of duties and student welfare. Students should only be involved in issues that they can address at their level, other issues are technical and need expertise from lecturers and the administration.
- iii. The study reported that all lecturers (100%) agreed that students are involved in decision making to some extent. The administrators engage the students' council in decision making to a minor extent, most decisions which are vital are made by the administration.
- iv. If the students councils were to large extent involved in the decision making process, the students body would own the issues that they are involved in and coordination and supervision of tasks will be much easier.
- v. When student council is involved in decision making on discipline they tend to favour their colleagues and this can make the level of indiscipline to be high if left unchecked.

- vi. Strategies for enhancing decision making would be to hold meetings with the student bodies and listen to their views on various discipline matters. Guidance and counseling was found to be one of the areas if supported by the administration can enhance discipline. Researches from other studies indicate that student involvement in leadership had a significant relationship between decision making styles and other issues that affect the students.

5.4 Conclusions

The following conclusions were drawn from the summary of findings above;

- i. Students' councils are involved in decision making on discipline but they should be more engaged so that they are a part of the process and own it.
- ii. Students are involved in tasks that affect them directly and they stay in colleges as they pursue their studies
- iii. To a small extent the college administrators are involving the student council in the process of decision making on discipline.
- iv. There are challenges encountered in the involvement of students in decision making on discipline matters.
- v. When the students' councils are involved they feel responsible and most of the discipline cases can be averted.

- vi. Guidance and counseling should be supported by the stake holders and administrators so that most of the students can make informed choices.

5.5 Recommendations

The study makes the following recommendations based on the conclusions from the study;

- i. There is need for the students' councils to be involved in the process of decision making in the colleges to a large extent because they influence the student discipline.
- ii. There is need to emphasize more on guidance and counseling as an effective mechanism of self management and informed decision making.
- iii. There is need for more meetings with the student body so that they can be listened to by the administrators as decisions are being made.
- iv. There is need to publish the finding of the study to guide managers of public teachers training college to come up with policies on decision making

5.6 Suggestions for further research

This study makes the following suggestions for further research

- i. The relationships between academic performance and involvement of students' council on discipline

- ii. The role of guardians/parents in enhancing discipline in teacher training colleges
- iii. The impact of peer counseling on the management of discipline in teacher training colleges.
- iv. The role of college policies in enhancing student discipline.

REFERENCES

Aggarwal, J.C. (2007, b) *Development and Planning of Modern Education (8th edition)*. New Delhi: Vikas Publishing House.

Berthoud, R. (2000). *Introduction: The dynamics of social change*. Bristol: Policy Press.

Cole, G.A. (2002) *The administrative theory and workers' motivation*. Nigeria. Zante institute of administration Press.

Crocker, L., & Algina, J (1986). *Introduction to classical and modern test theory*. Orlando, FL: Harcourt Brace Jovanovich; 1986:1-527.

EMathZone.com (2008-2012). <http://www.emathzone.com/tutorials/basic-statistics/simple> (random-sampling.html)

Fielding, M & Rudduck, J. (2002). *The Transformative Potential of Student Voice: Confronting the Power Issues* (Paper presented at the Annual Conference of the British Educational Research Association). University of Exeter, England, 12-14. September, 2002. Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction*. New York: Longman.

Gathenya, T. (1992) . *Management of secondary school in Kenya* (unpublished Master's thesis).

Hord, S. M & Robertson, H.M (1999).Listening to students. *Journal of Staff Development*, 20(3) 38-39.

Kamuhanda, B. (2006)*Student Power in Africa's Higher Education: A Case of Makerere University*. Kampala: CRC Publishers.

Keeney, R. L. (1992). *Value-focused thinking*. Cambridge: Harvard.

Kimberlin, C. L. & Winterstein, A. (2008).*Research Fundamentals. Validity and reliability of measurement instruments used in research American Society of Health-System Pharmacists, Inc.*

Center/Fostering Young Investigators/AJHP Research Fundamentals Series/

KimberlinArticle.aspx1079-2082/08/1201-2276\$06.00.DOI10.2146/ajhp070364).

Available internet: <http://www.ashpfoundation.org/>

MainMenuCategories/ResearchResource

Kiumi, J. K., Bosire, J. & A. K. Sang (2009). *Relationship between Principals' Management approaches and Students' Discipline in Public Secondary Schools in Nyandarua and Laikipia Districts, Kenya*. Global Journal Of Educational Research Vol. 8, No. 1&2, 2009: 2938

Copyright© Bachudo Science Co. Ltd. Printed In Nigeria. Issn 1596-6224

Kyeyune, R. (2008). *Strategy for school leadership development in Africa; Learning from collaborative experience and research.* (A paper presented at the 5th ACP Conference, Kampala, Uganda).

Likert, R. (1961). *New Patterns of Management.* Englewood Cliffs. New York. McGraw Hill.

Available internet: <http://www.readinglists.manchester.ac.uk/items/B9627709-D128-E1AD342C-1A3A8F8BBCE1/alternatives/1.html>

Mamashela, T. M. L., Kiiru, S., Mattes, R., Mwollo-ntallima, A., Ng'ethe, N., & Romo, M., (2011). *The University in Africa and Democratic Citizenship*. WynbergMews .Published by the Centre for Higher Education Transformation (CHET),

McMillan J. H. & Schumacher S. (2001). *Research in Education (5th Ed)*. London: Addison Wesley Longman.

Meyer, P. (2003) .*The truth about transparency. Executive Update*. The Center for Association Leadership.

www.centeronline.org/knowledge/article.cfm?ID=2495

Mugenda O. M. & Mugenda A. G. (2003), *Research Methods. Quantitative and Qualitative Approaches*. Nairobi. Acts Press.

Mujis, D. (2006). *Doing Qualitative Reservey in Education with SPSS*. London: SAGE Publications.

Mulusa, T. (1988) *Evaluation Education and Community Development*, Nairobi. Nairobi College of Adult Distant Education University of Nairobi.

Nunnally, I. C. (1978). *Psychometric theory. 2nd ed*. New York: McGraw-Hill Book Company.

Nyasani, J. M. (2001). *Legal Philosophy; jurisprudence*. Nairobi. Consolata Institute of Philosophy.

- Obondoh, Andiwo (2001). *Politics of participatory decision making in campus governance*. Faculty of Education, University of Nairobi, Kenya Okello D.O (1998). *Crisis in Higher Education*. In Obondoh, A. University of Nairobi, Kenya.
- Okumbe, A. (2001). *Educational management: Theory and practice*. Nairobi University.
- Olembo, J (1997) *Head teacher training and resource materials developed in Africa*(A paper presented in Asia pacific workshop training and resource material development).University of Baroda India.
- Orodho J.A. (2004) *Techniques of Writing Research Proposals and Reports in Education*. Masda Publishers.
- Saint, W.S (1995) *Universities in Africa: Strategies for Stabilization and Revitalization*, Washington D.C.
- Saleemi, N.A (1997). *Statistics simplified*. Nairobi. Saleemi Publications Ltd.
- Tikoko, B. J., & Kiprop , C.J.(2011). *Extent of Student Participation in Decision Making in secondary Schools in Kenya*. Department of Education

Management and Policy Studies, Moi University Kenya. Available internet:

www.ijhssnet.com/iournals/Vol_1_No_21_Special_Issue

December_2011/11.pdf

Yaghmale, F. (2003) Content validity and its estimation. *Journal of Medical*

Education Spring 2003 Vol.3,

Available internet <http://ww.journals.sbmu.ac.ir/ime/article/download/870/770>

Accessed Sunday, April 22, 2012 Wikipedia (2012). *Students' union.*

http://en.wikipedia.org/wiki/Students%27_union Accessed 29 March 2012

Wilson, H. S (1989). *Research in nursing. 2nd ed.* California: Addison-Wesley

Publishing Company.

APPENDICES

APPENDIX A: INTRODUCTION LETTER TO COLLEGES

University of Nairobi

Department of Educational Administration and Planning

P.O. Box 92

KIKUYU

Dear Sir/Madam

RE: INTRODUCTION LETTER

I am a student at University of Nairobi pursuing Master of Education Degree in Educational Administration. I am carrying out a study on influence of students' Council involvement in decision making on discipline in primary teachers' Training Colleges in Eastern and Central Provinces in Kenya.

Your college has been selected to participate in this study. I hereby seek your permission to be allowed to visit your college to collect the necessary information.

Your identity will be kept confidential. Your participation in the study will be highly appreciated.

Thank you in advance.

NAOMI WANGARI KIMOTHO

APPENDIX B: QUESTIONNAIRE FOR LECTURERS

Instruction

Please mark with a tick (√) in the blanks provided to indicate the choice that represents your correct opinion for the questions.

Section A: Demographic Information

1. Please indicate the location of your teacher training college:

-Eastern province ()

Central province ()

2. Please indicate your gender- a) Male () b) Female ()

3. Please indicate your age bracket.

a) <30 years ()

b) 31-40 years ()

c) 41-50 years ()

d) 51-60 years ()

4. Which is your highest educational level?

a) PhD ()

d) Diploma ()

b) Masters Degree ()

e) Any other

c) Bachelors Degree ()

specify _____

5. How long have you been teaching in TTCs? _____ years

Section B: levels of involvement of lecturers in discipline

For each of the statement below, please indicate the extent of your agreement or disagreement by ticking in the appropriate space provided, where 1= Strongly Disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= Strongly Agree;

	Statement	1	2	3	4	5
6	Lecturers are involved in the process of disciplining students in your college					
7	Student councils help lecturers in enhancing better discipline in the colleges.					
8	Involving student council members in management of student discipline has reduced the indiscipline cases in your college.					

9. In which ways are lectures involved in disciplining of the students in your college? _____

10. In which ways should lecturers be involved in the disciplining of the students? _____

Section C: Extent of involvement of students in formulation and implementation of policies related to discipline.

	Statement	All the time	Frequently	Occasionall	Never
11	Students council members' elections are free and fair				
12	Student council members are well represented in college disciplinary committees				
13	students council members are consulted before formulating college disciplinary policies				
14	student councils are fully involved in the implementation of policies on discipline				

15. (i) In the table below please indicate your opinion on the extent to which the student leaders are currently able to influence the following processes of disciplining their colleagues (Please tick (√) as appropriate)

	Process	All the time	Frequently	Occasionally	Never
A	Information gathering and reporting on indiscipline cases				
B	Formulation of disciplinary rules				
C	Punishing colleagues for minor misbehaviors				
D	Deciding on referral of students				
E	Petitioning the administration on behalf of other students' disciplinary actions				
F	Suspension of students				

(ii) How much power should student leaders be allowed to exercise in the disciplining of their colleagues? (Please tick (√) as appropriate)

i) Information gathering about discipline cases (yes-----) (No-----)

ii) Formulation of disciplinary rules (yes-----) (No-----)

iii) Punishing colleagues for minor misbehaviors (yes-----) (No-----)

iv) Deciding on referral of students (yes-----) (No-----)

v) Deciding on which students to be Suspended (yes-----) (No-----)

Any other (state) _____

Section D: Challenges lecturers face, which are related to student discipline

16. List down challenges related to student discipline that you face as a lecturer in the current college in the process of your teaching

17. (i) List some of the things that in your opinion, need to be done to improve student council effectiveness in handling discipline related issues _____

18. a) In your view, what do you feel are the advantages and disadvantages of having student councils involved in handling discipline related issues in teacher training colleges?

Advantages	Disadvantages
i)	i)
ii)	ii)
iii)	iii)

Thank you for your cooperation.

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

Instruction

Please mark with a tick (✓) in the blanks provided to indicate your choice which correctly answers the questions.

Section A: Demographic Information

Please indicate:

1. The location of your college () Eastern province () Central province
2. Your Gender a) Male () b) Female ()
3. Please indicate your age bracket.
 - a) Less than 20 years () c) 31-40 years ()
 - b) 21-30 years ()
4. Please indicate your highest educational level?
 - a. O level ()
 - b. A level
5. Please indicate your year of study
 - a. 1st ()
 - b. 2nd ()

Section B: Opinions of students on discipline matters

6. Kindly give your opinion on the most prevalent discipline issues that students in your college are involved in.

7. Please list some student management inadequacies that are reducing the level of discipline in your college

8. To what extent does the student council in your college play the following roles of disciplining of the students?

a) please indicate whether student council members in your college are involved in the roles below (tick in the space to the right)		b) How often are the student council members involved in the stated tasks in (a)? [please tick(√)]				
Roles	Tick (√)	All the time	frequently	Can't tell	Rarely	Never
Supervision of duties						
Guidance and Counselling						
Formulation of student discipline policies						
Representation in the college discipline committee						
Implementing discipline policies on students						
Petitioning the administration on behalf of students						
Any other(state it)						

Section C: Challenges students face in teacher training colleges

9. List down challenges related to discipline that you face as a student in the current college

10. Kindly list what, in your opinion, needs to be done to improve student council effectiveness in managing student discipline

i. _____

ii. _____

iii. _____

11. a) In your view, what do you feel are positive and negative effects of having student councils involved in handling discipline related issues in teacher training colleges?

Positive effects (benefits)	ii) Negative effects (demerits)
1	1
2	2
3	3
4	4

Thank you for your cooperation

APPENDIX D: QUESTIONNAIRE FOR PRINCIPALS

Instruction

Please mark with a tick (✓) in the blanks provided to indicate the choice which answers the questions.

Section A: Demographic Information

1. Please indicate the location of your college

Eastern province ()

Central province ()

2. Please indicate your gender

a) Male ()

b) Female ()

3. Please indicate your age bracket.

a) <30 years ()

c) 41-50 years ()

b) 31-40 years ()

d) 51-60 years ()

4. Please indicate your highest educational level

a. PhD ()

b. Masters Degree ()

c. Bachelors Degree ()

d. diploma ()

e. Any other specify _____

5. How long have you been a Principal of a TTC? _____ years

Section B: levels of involvement of Principals in discipline

For each of the statement below, please indicate the extent of your Agreement or Disagreement by ticking in the appropriate space provided

	Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree)
6	The Principal's involvement in discipline issues is essential in enhancing teaching and learning in this college					
7	Student councils help lecturers in enhancing better discipline in the colleges.					
8	Involving student councils in discipline management has reduces indiscipline cases in your college					
9	Students councils are sufficiently empowered to deal with discipline related issues.					
10	Availing reports from the discipline committees to student leaders helps them to better manage the students discipline					
11	Student leaders should be incorporated in the college discipline committees					

Section C: Involvement of students in formulation and implementation of policies related to discipline.

For each of the statements below, please indicate the extent of your Agreement or Disagreement by ticking in the appropriate space provided

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
12	Students council members elections are free and fair					
13	Students are involved in formulation of policies related to discipline					
14	Student council members are well represented in college disciplinary committees					
15	Student councils members have access to minutes of disciplinary meetings					
16	student councils are fully involved in the implementation of policies on discipline					
17	The college management through the Principal has a final say on discipline.					

Section D: Challenges Principals face related to student discipline

18. List down the discipline related challenges you face as a Principal in the, management of teaching and learning in your current college

19. a) In your view, what do you feel are the effects of having student councils involved in handling discipline related issues in teacher training colleges?

Benefits	Demerits
1	1
2	2
3	3

b) To what extent do you think student councils should be involved in making and implementing student related policies in your college?

20. List the changes that in your opinion need to be put in place to improve student council effectiveness in handling discipline related issues

Thank you for your cooperation

Appendix E – Research Permit

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs /Miss/Institution
 Naomi Wangari Kimotho
 of (Address) University of Nairobi
 P.O.Box 30197-00100, Nairobi.
 has been permitted to conduct research in

Location
District
Provinces
 Eastern and Central

on the topic: **influence of students councils' involvement in decision making on discipline in public primary teachers training colleges in Eastern and Central Regions in Kenya.**

for a period ending: 30th September, 2012.

PAGE 3

Research Permit No. **NEST/RCD/14/012/868**
 Date of Issue **29th June, 2012**
 Fee received **KSH. 1,000**



(Signature)
 Applicant's
 Signature

(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

CPK605563m/02011

(CONDITIONS—see back page)

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 30573 CHIUU
NAIROBI KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/868**

Date **29th June 2012**

Naomi Wangari Kimotho
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of students councils' involvement in decision making on discipline in public primary teachers training colleges in Eastern and Central Regions in Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Eastern and Central Provinces for a period ending **30th September, 2012.**

You are advised to report to the Provincial Commissioners and the Provincial Directors of Education, Central and Eastern Provinces 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSE.
DEPUTY COUNCIL SECRETARY

Copy to:

The Provincial Commissioners
The Provincial Directors of Education
Central Province
Eastern Province.