# INFLUENCE OF STUDENTS' PARTICIPATION IN SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KADIBO DIVISION, KISUMU COUNTY, KENYA

**BY**

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## DECLARATION

This Research project proposal is my original work and has not been submitted for any award in any University.

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## DEDICATION

This research project report is dedicated to my Father Ibrahim Martin Onginjo who has been my greatest inspiration and encouragement throughout my academic life.

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# TABLE OF CONTENTS

**DECLARATION** ..... ii
**DEDICATION** ..... iii
**ACKNOWLEDGEMENT** ..... iv
**TABLE OF CONTENTS** ..... v
**LIST OF TABLES** ..... ix
**LIST OF FIGURES** ..... x
**ABRREVIATIONS AND ACRONYMS** ..... xi
**ABSTRACT** ..... xii
**CHAPTER ONE** ..... 1
**INTRODUCTION** ..... 1
**1.1 Background of the Study** ..... 1
**1.2 Statement of the Problem** ..... 5
**1.3 Purpose of the Study** ..... 7
**1.4 Objectives of the study** ..... 7
**1.5 Research Questions** ..... 8
**1.6 Significance of the study** ..... 8
**1.7 Basic Assumptions of the Study** ..... 8
**1.8 Limitations of the Study** ..... 8
**1.9 Delimitations of the study** ..... 9
**1.10 Definitions of Significant Terms** ..... 9
**1.11 Organization of the Study** ..... 10
**CHAPTER TWO** ..... 11
**LITERATURE REVIEW** ..... 11
**2.1 Introduction** ..... 11
**2.2 The concept of Students' Participation in School Management** ..... 11
**2.3 Students' involvement in discipline management on academic performance** ..... 13
**2.4 Students' involvement in academic management on academic performance** ..... 15
**2.5 Students' involvement in school business management on academic performance** ..... 17
**2.6 Students' involvement in co-curricular management on academic performance** ..... 19

**2.7 Theoretical Framework** ..... 21
**2.8 Conceptual Framework** ..... 22
**2.9 Existing gaps in knowledge** ..... 26
**2.10 Summary of Literature Review** ..... 27
**CHAPTER THREE** ..... 28
**RESEARCH METHODOLOGY** ..... 28
**3.1 Introduction** ..... 28
**3.2 Research design** ..... 28
**3.3 Target Population** ..... 28
**3.4 Sample Size and Sample Selection** ..... 28
**3.4.1 Sample Size** ..... 29
**3.4.2 Sample Procedure** ..... 30
**3.5 Data Collection Methods** ..... 31
**3.5.1 Pilot Testing** ..... 32
**3.5.2 Validity of the research instruments** ..... 33
**3.5.3 Reliability of the instruments** ..... 33
**3.6 Data collection Procedures** ..... 34
**3.7 Data Analysis Techniques** ..... 34
**3.8 Ethical Consideration** ..... 35
**CHAPTER FOUR** ..... 36
**DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS** ..... 36
**4.1 Introduction** ..... 36
**4.2 Questionnaire Return Rate** ..... 36
**4.3 Demographic characteristics of the respondents** ..... 37
**4.3.1 Distribution of the respondents by gender** ..... 37
**4.3.2 Distribution of Respondents' Age** ..... 38
**4.3.3 Distribution of teacher respondents by Academic Qualification** ..... 39
**4.3.4 Distribution of teacher respondents by Experience** ..... 40
**4.3.5 Distribution of Students' by School Category** ..... 40
**4.3.6 Distribution of Students by Class** ..... 41
**4.4 Students' involvement in discipline management on their academic performance** ..... 42
**4.4.1 Students' participation in making school rules on academic performance** ..... 42

**4.4.2 Students' measures to solve indiscipline cases on academic performance** ..... 43
**4.4.3 Participation in students' disciplinary committee on academic performance** ..... 45
**4.5 Students' involvement in academic management on their academic performance** ..... 48
**4.5.1 Students' involvement in setting academic achievement targets on academic performance** ..... 48
**4.5.2 Students' attitude towards academic management on academic performance** ..... 49
**4.5.3 Stakeholders involvement in selection of subjects on academic performance** ..... 52
**4.6 Student involvement in school business management on academic performance** ..... 53
**4.6.1 Students' participation in BOM on academic performance** ..... 53
**4.6.2 Academic masters and mistresses perception of students' level of involvement in decision making on academic performance** ..... 54
**4.6.3 Students' level of involvement in decision making on academic performance** ..... 55
**4.6.4 Students' attitude towards involvement in school business management on academic performance** ..... 56
**4.7 Students' involvement in co- curricular activities on academic performance** ..... 58
**4.7.1 Students' participation in CCA on academic performance** ..... 59
**4.7.2 Extent of students' involvement in CCA on academic performance** ..... 59
**4.7.3 Students' attitude towards involvement in CCA on academic performance** ..... 61
**CHAPTER FIVE** ..... 64
**SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS** ..... 64
**5.1 Introduction** ..... 64
**5.2 Summary of the findings** ..... 64
**5.3 Conclusion** ..... 66
**5.4 Recommendation** ..... 68
**REFERENCE** ..... 69
**APPENDIX I** ..... 78
**STUDENTS' QUESTIONNAIRE** ..... 78
**APPENDIX II** ..... 85
**INTERVIEW SCHEDULE FOR ACADEMIC MASTER/MISTRESS** ..... 85
**APPENDIX III** ..... 88
**POPULATION OF SCHOOLS IN KADIBO DIVISION** ..... 88
**APPENDIX IV** ..... 89

**TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**..... 89
**APPENDIX V** ..... 90
**MEAN SCORE FOR FORM 2 AND 3 CATS** ..... 90
**APPENDIX VI**..... **Error! Bookmark not defined.**
**RESEARCH AUTHORIZATION FROM NACOSTI** ..... **Error! Bookmark not defined.**
**APPENDIX VII** ..... **Error! Bookmark not defined.**
**RESEARCH PERMIT FROM NACOSTI** ..... **Error! Bookmark not defined.**

## LIST OF TABLES

**Table 3.1:** Sample Size of Students in Selected Schools in Kadibo Division……..28

**Table 4.1:** Questionnaire Return Rate……...35

**Table 4.2:** Distribution of respondents by Gender……36

**Table 4.3:** Distribution of respondents by Age……37

**Table 4.4:** Distribution of respondents by Academic Qualification…….38

**Table 4.5:** Distribution of Academic Teachers by Work Experience……...39

**Table 4.6:** Distribution of Students' Performance……40

**Table 4.7:** Students' Involvement in Decision Making on Academic Performance…….40

**Table 4.8:** Students' Involvement in Making School Rules on Academic Performance……..41

**Table 4.9:** Students' Measures to Solve Indiscipline Cases on Academic Performance……..42

**Table 4.10:** Students' Involvement in Disciplinary Committee on Academic Performance……45

**Table 4.11:** Students' Involvement in Setting Academic Achievement Targets on Academic Performance……...47

**Table 4.12:** Students' Attitude towards Academic Management on Academic Performance…..48

**Table 4.13:** Stakeholders' Involvement in Selection of Subjects on Academic Performance…..50

**Table 4.14:** Students' Participation in BOM on Academic Performance…….52

**Table 4.15:**Academic masters/mistresses perception of students level of involvement in decision making on academic performance ……...……..53

**Table 4.16:** Students' Level of Involvement in Decision Making……54

**Table 4.17:** Students' attitude towards Involvement in School Business Management……...55

**Table 4.18:** Students' Participation in CCA……..55

**Table 4.19:** Students' Level of Involvement in CCA……...57

**Table 4.20:** Students' Attitude towards Involvement in CCA……..58

**Table 5.1:** Contribution for the Body of Knowledge……67

## LIST OF FIGURES

Fig 3.1 Perceived Conceptual Framework…….30

## ABRREVIATIONS AND ACRONYMS

**B.O.G** Board of Governors

**B.O.M** Board of Managers

**BEA** Basic Education Act

**CATs** Continuous Assessment Tests

**CCA** Co-Curricular Activities

**K.C.S.E** Kenya Certificate of Secondary Education

**KSSSC** Kenya Secondary School Student Council

**MOE** Ministry of Education

**MOEST** Ministry of Education Science and Technology

**OECD** Organization for Economic Co-operation and Development

**PALS** Peer-Assisted Learning Scheme

**PISA** Programme for International Student Assessment

**P.T.A** Parents Teacher Association

**VCE** Victorian Certificate of Education

**G & C** Guidance and Counseling

## ABSTRACT

Students' participation in school management aims to highlight the empowerment of the student most important stakeholder, to be involved in the day to day running of activities of the school. The study was confined to Kadibo division, due to the downward trend in the academic performance of students over the last five years. The study examined students' participation in school management on academic performance. The study's objectives were: to determine how students' involvement in discipline management influences their academic performance, to investigate the extent to which students' involvement in academic management influences their academic performance, to determine how students' involvement in school businessmanagement influence their academic performance, to establish the extent to which students' involvement inco-curricular management influence their academic performance. Internal continuous assessment tests were used as an indicator of students' performance. A descriptive survey design was used for the study. Questionnaires and interview schedules used to collect data for the study. The target population consisted of 4010students and 14 academic masters/mistresses from 14 public secondary schools. The sample size of 306 students and 8 academic masters/mistresses was used, represented by 8 public secondary schools, which were selected using purposive stratified sampling and was distributed proportionally.A pilot study was carried out to establish the reliability of the instruments and validity was ascertained by the supervisors. Quantitative data was analyzed using descriptive statistics such as mean, frequency distribution tables and percentages with the aid of Statistical Package for Social Science (SPSS). The qualitative data was transcribed, organized into various themes of the study and reported in a narrative form. The analyzed data was presented using tables. The study revealed that students' involvement in discipline management greatly influenced students' academic performance indicated by 175(57.51%) of the respondents. The study further found out that students' involvement in academic management greatly influenced their academic performance by 217(88.44%) of the respondents. The study further revealed that students' involvement in school business management had a great influence on the students' academic performance by 167(54.58%) of the respondents. The study revealed that students' involvement in co-curricular activities had great influence in their academic performance indicated by 234(76.32%) of the respondents. The study revealed that students involved in discipline management enhanced their academic performance. The study revealed that involvement of students in their academic management improved their academic performance. The study revealed that involvement of students in school business management as members of board of managers increased their self-esteem and improved their academic performance. The study concluded that students' involvement of in co-curricular management encouraged participation and active roles that enhanced their academic performance. The study recommends that school managers should involve students to participate in the management of schools as this would translate to better academic performance. Further research should be carried out on the influence of students' participation in school management in private secondary schools.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background of the Study

Leadership is often provided by persons who occupy positions of formal authority in schools. It is assumed that individuals who hold such positions as having leadership responsibility. On the other hand, leadership is also present in the informal setting where it is sometimes provided by individuals without formal rank or authority such as the students (Campbell & Samiec, 2011). Students' participation in school management that is integrated into the school system influences efforts towards commonly accepted goals which are crucial factors in determining the success of a school.

Students' participation in school management empowers the students to take responsibility of the school activities and their own welfare. Through students' participation, the experience enables them to find solutions in a challenging situation that requires setting a good example for others, looking ahead to the future, taking initiative to change the status quo, building teamwork and trust, and encouraging others to succeed. What is required of them in this situation is that they step forward and become the best student they can be (Kouzer and Posner, 2013).

Students' participation in school management can be learned. It is an observable pattern of practices and behavior and a definable set of skills and abilities. Any skill can be learned, strengthened, honed and enhanced, given the motivation and desire, along with practice, feedback, role models and coaching. The truth is that the best participants are the best learners (Ericsson, 2006), and this encourages quality education services among the learning institutions.

Students' participation in school management involves the decentralization of the management role. To involve stakeholders such as students, will encourage the demand for higher quality of education services and will ensure the academic improvement of the secondary schools. By giving a voice and decision making power to the students, who are more aware about their academic ability and needs, than does, the central policy makers. Decentralization of

decision making authority can improve education outcomes and increase client satisfaction (Cummings & William, 2005).

In the United States of America, a study by Fletcher (2009) showed that students' participation in school management proposals were viewed to sound radical and there was a growing awareness about their efficiency as teaching tools to fellow students. In Kennebunk High School in Maine, students participated in virtually every decision in the school management such as self-evaluation, purposeful student council, and students' representation on the local school board. In Poughkeepsie, New York, students' participation in their schools' budgetary decisions saved their local district thousands of dollars, while keeping programs in line with student needs and expectations. In Anne Arundel County, Maryland, students have had a full-voting member of the school board, where they modified the bus schedule during high school mid-term and final exams. This move saved the district $100,000 (Fletcher, 2009).

The students' participation in school management was used by principals in USA to improve the academic performance of secondary level students because the students were not making adequate reading progress to meet the requirements of No Child Left Behind (NCLB) by 2013-2014 (Hall & Kennedy, 2006). This approach of students' participation changed the systems of thinking manner among the students, empowered them to make important decisions, and had a coherent instructional program which led to students' literacy success. In contrast to excessive numbers of unrelated, unsustained improvement initiatives in a school, instructional coherence contributes to learning by connecting to students' experiences and building on them over time (Leithwood, Louis, Anderson and Wahlstrom, 2004).

In Britain, a school called St Mary's emphasized on the involvement of students' participation in the school management. These students are known as student managers. Their major responsibilities are to regularly monitor attendance, punctuality and group mentoring programmes. That tends to focus on social skills such as verbal and non-verbal communication, anger management, self-esteem boosting and confidence-building among the students. The student managers also carry out other activities such as Individual Mentoring, Peer Mentoring, Reading Support Group and run the Homework Club. Learning is situated in contexts, and school is a context where adults as well as students learn from one another (Allen, 2010).

In Scotland, students' participation in school management has been used with different age groups. Majority of the students had expressed the greatest preference for lessons where they could work with their friends under their own leadership, and least preference for lessons where they worked alone. Strategies which involve students' participation in their own learning had built upon their preference for co-operation, practical work and discussions. This has helped to re-motivate bored and disaffected student who have changed and even improved in their academic performance. In an effective classroom, children should be involved and be leaders in the work they are doing to own part of it because they have helped to plan it (Duignan, 2006).

In Hong Kong, students' participation in school management with supervision from teachers is known as Teacher Collective Learning. With collective learning, teachers and students are able to suspend individual assumptions about their pedagogy. They also engage in a free and open dialogue about the essence, nature, challenges and operations of school management. Students learn more effectively through participation, being good examples to fellow students and responsibility, when they interact with teachers and learn together as a team (Olsen & Burges, 2006). For that reason, the schools emphasized on collective learning as more importance than individual learning. Collective learning is essential for both the school development and the students' professional development such as leadership skills and academic success. School development and collective learning depend on one another. Views on school improvement have made clear that the development and realization of policies and reforms in schools call for the collective learning of teachers and students (Verbiest, E., Ansems, E., Bakx, A., Grootswagers, A., Heijmen-Versteegen, I., Jongen, T., Uphoff, T.W., & Teurlings, C., 2005).

In Australia, students' participation in school management was used in Melbourne High School. It was the first school to establish a Student Representative Council where student had some of their own elected leaders to represent them in the board of managers of the school. The school has a compulsory students' participation, in the school management activities. Lansdown (2003) explained that the involvement of children as participants had greater enjoyment, efficiency and was more effective, whether in relation to projects that focus on issues of specific concern to the young or within processes of development in the wider community. Children's

participation is considered to lead to better decision-making and may be the most effective way of bringing out issues of concern within the community as a whole (Philiphs,2000). Its ethos encouraged investment of effort into academic, sporting, musical, leadership, and personal pursuits. Students had achieved very strong results in the Victorian Certificate of Education (VCE) examinations due to the involvement of students in the day to day activities of the school management.

In Brazil, students' participation in school management has been used in most of the Public Basic Education Schools. Here they have been creating school councils that include parents and students who have been assisting in decision making in the school. The system allows students' participation in management and policy making particularly in secondary schools, which is also referred to as Gremio Estudantil. This is very similar to the student council in schools in the United Kingdom, where the students have student leaders in the school council who are regularly consulted before the school administration makes major decisions concerning the school. The Gremio Estudantil is the main pathways to students' voice within the school and in the school administration (Ghanem, 2012).

In Nigeria, students' participation in school management is known as the democratization of the administrative machinery of institutions, where students elected their student leaders to represent them in the daily decision making of the school management. Obanya (1999) agreed that with this participatory democracy, the full involvement of the personnel of higher educational institutions and all other stakeholders in such consultations is one way of promoting ownership of higher education by the students. This view was supported by Arikewuyo (1998) who also stated that in order to ensure that the school system serves purposes consistent with a democratic society (like that of present Nigeria), control over basic educational policy should be kept close to the students. It was also a way of ensuring that the new policies that would emerge would be readily accepted and responsive as possible to the aspiration of the students.

In Kenya, each public secondary school has its own unique method of management, According to Kiprop (2012), most head teachers adopt master/servant, superior/inferior attitude in dealing with students. They rarely listen to studentsgrievances because they believe that they

have nothing to offer. This creates a lot of tension, stress and misunderstanding. In a study done by Nyamwamu (2007) on students' involvement in enhancing public secondary school discipline, she stated that school indiscipline problems are caused due to absence of dialogue between the students and the school administration. In view of this, head teachers are required to cultivate a democratic and participatory environment in the school by engaging in the students' participation and encourage regular fora (*barazas)* where teachers and students are encouraged to express their views (MOEST, 2001).

In the same vein, studies done by Jeruto & Kiprop (2011), showed that calls for inclusions of students in the decision-making structure in schools have led to various attempts by the Ministry of Education to put in place structures for inclusion. The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) formed in 2009 with a view to making secondary school governance more participatory. In this new arrangement, students would be part and parcel of school management, to ensure their interests are adopted in the administration of the secondary schools.

Public secondary schools in Kadibo division are being managed by the Board of Governors (B.O.G) with the assistance of the Parents Teachers Association (P.T.A), where there are no students' representatives, to bring forward their contribution towards the management of the schools. The Basic Education Act (2013), changed the name of Board of Governors (B.O.G) to Board of Managers (B.O.M) and among its new requirement in the education policy was to have a students' representative among the members management of the school. With this new initiative, better ideas of public secondary school management will be in practice and it will be geared towards high academic achievements of the schools in Kadibo division.

## 1.2 Statement of the Problem

For the achievement of good academic progress of public secondary schools, all stakeholders must be involved. Some reasonable degree of democratic space should be allowed, where these stakeholders especially the students can freely air their views and give suggestions where necessary. Sergiovanni (2000) stated that democracy is the guiding principle in the management of schools.

Studies done by Jeruto and Kiprop (2011) stated that over the last few years, there has been an increased call for increase in the extent of students' participation in decision making on school management in Kenya. Proponents of students' participation in decision making on school management have justified their support for the idea on premise that decisions in school affect the students in latent and manifest ways. Largely they are the recipients of the final decisions (Sushila, 2006), hence the recommendation made by students may be very constructive and if approached in the right manner, it would work positively, meeting the objectives of the school.

Recent articles in the daily newspapers, reported by Muindi (2013), showed that some secondary schools' principals had openly complained over the new requirement of the education act, to have students participating as members of the BOM. This was during the Annual Secondary Head teachers Association Conference, held in Mombasa, where the principals argued that the student member may leak confidential information discussed in the BOM meetings (Daily Nation, 18th June 2013). Resistance to change and implementation of this new education requirement by principals will lock out the students' participation in decision making on school management. Participation incorporates the accomplishment of tasks, which is an organization requirement and the satisfaction of the stakeholders, which is the human resource requirement (Okumbe, 2007).

In Kadibo Division, little attention has been paid to the influence of students' participation in school management as a motivating factor in improving academic performance. This was observed by the Kisumu East District, Staffing officer during the launch of the Kisumu East and North Joint Exam marking (Education Magazine, 22nd Sept. 2013). The education officer noted that the decline in academic performance of the secondary schools mock examinations in the district was an indicator of inadequate involvement of students in curriculum implementation and management of school affairs. He further stated that the B.E.A (2013) was anchored on the Bill of Rights which places the rights of the child as supreme, therefore nothing should be done in school without the students' involvement. The study sought to find out the role of students' participation in school management on academic performance. Public

Secondary schools in Kadibo Division have been declining in academic performance in the continuous assessment tests (CATs) with majority of the students scoring C+ grade as indicated in appendix 5. This means that many students will miss chances of going to University. Academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in the nation in general (Levin, Wasanga & Somerset, 2011).

Furthermore, from the literature review it showed that no research has been done on students' participation in school management on academic performance in Kadibo division, Kisumu County. The research gap therefore motivated the researcher to carry out an investigation on the influence of students' participation in school management on academic performance in public secondary schools in Kadibo division, Kisumu County.

## 1.3 Purpose of the Study

The purpose of the study was to examine the influence of students' participation in school management on academic performance in public secondary schools in Kadibo division, Kisumu County.

## 1.4 Objectives of the study

The study was guided by the following objectives.

1. To determine how students' involvement in discipline management influences academic performance in public secondary schools.
2. To investigate the extent to which students' involvement in academic management influences academic performance in public secondary schools.
3. To determine how students' involvement in school business management influence academic performance in public secondary schools.
4. To establish the extent to which students' involvement in co-curricular managementinfluence academic performance in public secondary schools.

## 1.5 Research Questions

1. How does the students' involvement in discipline management influence academic performance in public secondary schools in Kadibo Division, Kisumu County?
2. To what extent does the students' involvement in academic management influence academic performance in public secondary schools in Kadibo Division, Kisumu County?
3. How does the students' involvement in school business management influence academic performance in public secondary schools in Kadibo Division, Kisumu County?
4. To what extent does the students' involvement in co-curricular management influence academic performance in public secondary schools in Kadibo Division, Kisumu County?

## 1.6 Significance of the study

It was the researchers' hope that findings of the study would provide useful insights to the schools' BOM regarding better approaches to management of public secondary schools. This study sought to enlighten principals of public secondary schools to involve students' participation in the school management, in order to achieve high academic performance. The findings of the study would be useful to the MOE to formulate policies which were geared towards incorporating students' participation in the school management and enhance academic performance in public secondary schools. It was the researchers' hope that the findings of the study would add knowledge to the existing literature on the influence of students' participation in school management on academic performance in public secondary schools.

## 1.7 Basic Assumptions of the Study

The study was based on the assumption that the respondents would provide truthful and honest responses to the questionnaires and interviews schedules. The respondents would be knowledgeable about the extent of stake holders' involvement in decision-making in school.
The sample size that was chosen was a fair representation of the entire targeted population.

## 1.8 Limitations of the Study

Some secondary school students were not willing to disclose their true academic performance. It was a challenge to access the schools and teachers records of the students' academic performance due to the strict safety measures and administrative procedures to access

the records. Furthermore public secondary schools in Kadibo Division were far wide apart and some were difficult to access during the rainy season. The researcher used motorcycles to reach the selected schools and visited the schools in the morning hours, as rains fell in the afternoon. The researcher first stroke a rapport with the school administration and students, convince them that the study would strictly be for research and that all information disclosed would remain confidential.

### 1.9 Delimitations of the study

The study was delimited to Kadibo Division, Kisumu County. The study was carried out in Kadibo division, Kisumu County. A structured questionnaire and interview schedules was used as data collection tools for the study. The structured questionnaires were administered to form 2 and 3 students.

### 1.10 Definitions of Significant Terms

**Co-curricular activity**: Refers to non-academic, voluntary activities that all secondary school students participate in like sports, games, drama, clubs and societies.

**Education policy:** Refers to written form of purposeful activities providing major guidelines in the education sector.

**Public secondary school:** Refers to a four year post primary school which is developed, equipped and provided with teachers from TSC and staff from public funds by the government, parents and the community.

**School Business:** Refers to the day to day administrative activities of the School.

**School management**: This is the process in which the different school activities are coordinated to meet the objectives of the school.

**Students' academic performance:** This is the overall grades that the student has scored over a specific period of time in continuous assessment tests and is ranked according to the Kenya National Examination Council Standards.

**Students' discipline:** Refers student initiated form of discipline, where discipline in an intrinsic value of the student. The student is not follow up all the time to maintain discipline.

**Students' Participation:** This is where the student is involved in the day to day activities of running of the school and is involved in major decision making processes in the school.

## 1.11 Organization of the Study

The study was organized in five chapters: Chapter one gave the introduction and background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumption of the study, the limitations of the study, the delimitation of the study, the definition of significant terms used in the study and the organization of the study.

Chapter two provided a review of the literature related with the study, put in thematic sections to reflect research objectives. It gave the concept of students' participation in school management, the theoretical framework, the conceptual framework, existing gaps in knowledge and a summary of the literature reviewed.

Chapter three focused on the research methodology. The chapter described in detail, the research design, target population, sample size, sample selection, research instruments, pilot testing of the instruments, validity and reliability of the research instruments, data collection procedures, data analysis techniques and ethical issues in research.

Chapter four consisted of data analysis, presentation, discussions and interpretations of data. Chapter five had the summary of the findings, conclusions and recommendations for further research and contribution to the body of knowledge.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

This Chapter reviewed literature related to the following thematic areas in the objectives as follows: Students' involvement in discipline management, students' involvement in academic management, students' involvement in school business management and students' involvement in co-curricular management on academic performance. A theory that applies to this study was discussed in detail and a theoretical framework explained the research variables.

## 2.2 The concept of Students' Participation in School Management

Before formal students' participation existed, many aspiring students developed their skills through participation in students' organizations (Scott, 2010). Askew and Price (2003) stated that students' organizations act as educational laboratories for students to practice their skills, that is skills needed to be competitive in the 21st century workforce. Since participation in students' organizations is positively associated with leadership development, making sure certain students' organizations are successful is fundamental in order to give students worthwhile opportunities to develop leadership skills (Fish, 2011; Hertig, 2010; Jastrzembski, 2007).Students can develop their leadership skills by participating in responsibility roles in their school and work together with the school administration to effectively implement the organizations' objectives.

Fletcher (2009), traditional roles for students' participation in schools can be perceived as limiting in many ways. Meaningful students' participation acknowledges the central role students have in educational reform, building the capacity of schools and being actively involved in the school management. Therefore participation is seen as a process whereby the students do something, in their own volition, neither because it is required nor because of fear or the consequences of non-compliance (Okumbe, 2000). Students' participation is the process of having students who encourage and help other students to work hard and enthusiastically towards improving their academic performance and meeting the objectives of the school.

Bass (1990), in Bass and Stodgill's handbook of leadership (1990), a good student leader will encourage participation of fellow students through the following characteristics: Capacity in term of intelligence, alertness and judgment; Achievement in terms of knowledge and accomplishment; responsibility in terms of initiative, self-confidence and desire to excel; Participation in terms of sociability, cooperation and adaptability; Status in terms of popularity and have the needs and interests of fellow students at heart. Students' participation will be a motivating factor to other students by providing an environment with the necessary guidance, clarity of direction and reward for effective performance. Students learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught (Akey, 2006).

Students' participation enables the leadership skills and talents of the student to be nurtured. Involvement of these students in the school management activities, will improve the student-teacher relationship, encourage positive academic activities and enhance effective achievement of the goals of the school. Underlying this practice of inclusion and teacher collaboration is the key idea that all learners have varying capabilities and impediments that can benefit from individualized instructional practices (Nussbaum, 2006).

Leithwood, Louis, Anderson & Wahlstrom (2004) emphasized on the students' participatory role as being directly responsible for creating a purpose or vision for the rest of the students' population. This ensures that the students remain focused on the mission and goals of the school. Developing students' building capacity, monitoring policies and regulations are three skills that a successful leader can use to directly influence students' achievement. This is especially true for administrators in the role of leading a school in education reform. (Keefe & Moore, 2004).

According to the B.E.A (2013), part of the new education reform is to have a student leader as one of the members of the school B.O.M, with the aim of involving better ideas in public secondary school management. When this is fully practiced and it will be geared towards high academic achievements of the schools, where the interests of the students are given a priority through the students' participation in the schools' top management circle. Students'

participation develops not only the school, but the whole community. Education is perceived as one of the principal motivating factors behind national economic development and it is one of the most effective ways in which individuals can ever hope to achieve better opportunities and a higher standards of living. (Benoit, 2013).

## 2.3 Students' involvement in discipline management on academic performance

Nyamu (2001) stated that the universal purpose of any form of discipline behavior in life is eventual success in various human endeavors. The success of a school may be measured by the level of discipline of its' students. When discipline is part of the student, it becomes intrinsic and becomes their guide even after school when they become citizens of the nation. According to Mwiria & Ngethe (2003), disciplinary system depends on the well-defined basic policy established by the head of an institution in consultation with the stakeholders. This policy must be enforced fairly and consistently by all persons in authority including the student.

Charles (2002), says that discipline is essential to the smooth functioning in schools and society. Sergiovanni (2000), defines discipline as a system of guiding the individual to make reasonable decisions responsibly. He further says that the goal of discipline is to make it possible for the individual or team of individuals to succeed in set goals. It is the work of the school administration to give guidance, through the student on discipline matters. The students will be able to take their own initiative, guide their fellow students to also be disciplined and focused. Okumbe (2007), indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behaviour patterns necessary for maximum performance. Discipline will enable them to concentrate on their academic work, improve on their performance in CATs and also in the final exam, K.C.S.E.

According to Kiprop (2012), discipline is about the ways in which students behave towards each other and to the school administration and the ways that the school administration, behave towards students. He points out that establishing a common set of values is not easy because the values held by school administration and which are implemented in the school behavioral policy may sometimes conflict with those held by the school administration and the students. To solve this challenge, Sushila (2004) recommends the inclusion of students at various

levels of decision-making. The involvement of students in the formulation of school discipline policies may be constructive, significant and if approached in the right manner, would work positively in meeting the objectives of the school.

The purpose of the school rules is to create a safe and warm environment (Chaplain, 2003). School rules must also relate to the stated function of education or the school process. The principle of common sense must prevail in establishing disciplinary action for breaking a rule. Students in the classroom should be involved in making rules for individual classroom behavior and should constantly be reminded of this principle. Furthermore, all students must be aware and prudent of the rules before disciplinary action can be administered (Franken, 1998). The students share the responsibility of promoting values and standards which we hope will help fellow students and the rest of the school to establish sound behavioral codes for their own benefit and the society as a whole.

This view is also shared by Latham (2003), who suggests that one strategy is to view the rule-making process as a potential learning experience, not as an administrative chore. Latham adds that instead of distributing rules as an edict, the school can encourage teachers and student to work together in the rule-making process. A student may act as the representative of the fellow students in making the rules together with the school administration. Classroom Discipline Plan (2005) also suggests that the students can be encouraged to come up with rules that could be incorporated in the old school laws. This would give them a feeling of ownership since they will view them as their own creation and thus strive to obey them. Students are far more likely to internalize and respect rules that they helped create than rules that are handed to them (Schimmel, 1997).

According to Rogers (2001), a well-run school depends on a few but clearly understood rules which students find easy to follow. Blandford (2000), suggests some guidelines that the students may consider when drafting the school rules together with the school administration: The rules should clarify its intentions; the rules should specify the persons to benefit from the rules, in this case the teachers as well as the students; the school rules should not expect discipline problems to disappear all of a sudden, but should put into consideration students

youthful immaturity; and School rules should act as a guideline and the teacher should help the student who cannot cope with the rules.

Students may use Guidance and Counseling (G & C) to control indiscipline. It is to be strengthened at peer level with the setting up of peer counseling groups in every school and the peer counselors being given necessary skills and knowledge on how to handle discipline matters at their own level, but must be guided and supported by the G & C department in the school. The G & C manual further points out that the secondary school principals should allow open air discussions in school, formal meetings, peer counselors meeting and suggestion boxes for students to air out their views (Republic of Kenya, 2002).

## 2.4 Students' involvement in academic management on academic performance

Leadership in schools should be viewed as a collaborative rather than an exclusively individual activity (Hart, 1995; Heller, 1995; Rowan, 1990; Smylie & Marks, 2002). This perspective positions school leadership not just as a function of what the principal, but the collaboration of all school stakeholders to work together, through the involvement of students in academic management for the achievement of the institutions goals. Marks and Printy (2003) stated that school leaders seeking to improve academic performance of their schools often involve teachers and students in dialogue and decision making in the day to day activities of the school. The school administration may re-distribute leadership to the students' level, to allow their active participation in the school academic management, so as to enhance organizational learning by creating opportunities for capacity-building and exploiting individual capacities of its members (Leithwood et al, 2004).

Students may be involved in academic management to assist improve the academic performance through the PALS, which is a Peer-Assisted Learning Scheme aimed at helping new students to adapt to school life and study. PALS organize small informal groups of second and third year volunteer students who offer support to first year students in a series of fortnightly meetings, answer the questions which new students feel are too awkward to put across to their teachers, provide advice on study skills, using library resources, essay writing, and other academic issues (Farrier, 2013).

There is general consensus in educational literature that teachers' instructional practices do impact students' achievement (Leithwood & Jantzis, 2000). The instructional practices are broadly categorized into learner-centered and teacher-centered approaches, the latter being referred to as the traditional approach. Learner-centered instructional practices emphasize high order skills of discovery, reasoning and collaborative learning, and draw on students' past experiences and knowledge while the traditional practices confer the onus of knowledge transmission on the teacher with students playing the passive role of memorizing and reciting concepts (Stipek, D. J., Givvin, B. K., Salmon, J. M., & MacGyvers, V. L., 2001). Learner-centered practice empowers the student to set his/her academic targets and make positive decisions to improve academically to meet the objectives of the school. Through learner centered practice, the student is able to learn from the challenges faced, find their own solutions to the challenges by being active participants in solving problems.

The Organization for Economic Cooperation and Development (2007a) terms the students' involvement as a strategy to empower students to have higher degree autonomy in different areas of decision making. In OECD countries, the students in these schools have high levels of autonomy in resource and curricular decisions. The students are given considerable responsibility on matters affecting their academic school life such as formulating the school budget, disciplinary policies, establishing student assessment policies, deciding which courses are offered, choice of textbooks and determining course content. Analysis from OECD's Programme for International Student Assessment (PISA) indicated that students' involvement which had autonomy in the school decision making process concerning academic matters were surveyed to have positively correlated with students' performance. The data suggested that in those OECD countries in which reported, on average, higher degrees of students' involvement autonomy in most of the aspects of decision making surveyed, the average performance of students tended to be higher (OECD, 2007a).

Research by Fletcher (2009) also shows that when the school administrations work together with the students, as opposed to working for them, the school improvement is positive and meaningful for everyone involved. It therefore follows that students should be involved when the school administration is making important academic decisions that affect them. This

will be possible since it provides a chance for the students to make suggestions on better ways of enhancing their academic performance.

## 2.5 Students' involvement in school business management on academic performance

According to the Republic of Kenya policy (2002), it ensured that members of the BOM have the capacity to manage schools. The MOE has ensured that BOM members are appointed from persons of integrity and who are dedicated, committed and experienced. They should have a minimum qualification of Form Four level (O- level) of education or its' equivalent (Odalo, 2004). This is to ensure that the members of the BOM are more conversant with the matters concerning secondary schools and will be efficient in the school management.

The B.E.A (2013) requires in the education policy was to have a students' representative to be among the members of the schools' BOM and to be involved in the schools' management process and decision making. With this new initiative, better ideas of public secondary school management will be in practice and it will be geared towards high academic achievements of the schools. With the appointment to the BOM, members should undergo an induction course on code of management for secondary schools (MOEST, 2003).The students should also be trained on leadership skills and management, so as to have a positive impact in their new role in the BOM.

The extent of students' involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. Basically there are three view points as stated by Tikiko and Kiprop (2011), which guide the extent of students' involvement in decision making. The first view is that students must remain passive and receive instructions from parents and teachers (Sithole, 1998). This view will mean that policies must be designed by adults and students are to follow them to the letter. The second view point suggests that students' can participate but only to a certain degree (Squelch, 1999; Magadla, 2007). In support of this view, Huddleston (2007), suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Students' involvement and decision-making is often limited to aspects of school life

that affect students only and which have no immediate relevance to other stakeholders in the school administration.

The third viewpoint suggests that students should fully participate in decision making (Magadla, 2007). This view is supported by Njozela (2010), who points out that principals and other stakeholders should not underestimate the contributions of student especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007), feels that students should be involved in all areas of school management process. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area in particular in a schools' administration; including making school rules, rewards and sanctions, election of school councilors, teaching and learning, management and development planning.

A study by Fletcher (2009) showed that students' involvement in school management was very effective, where students participated in virtually every decision in the school management such as self-evaluation, purposeful students' council, and students' representation on the local school board. The students were viewed to play very crucial roles in the success of the achievement of the goals of the learning institutions. The students should be involved in the management process and making of decisions in the school as the students are largely the recipients of the final decisions; hence decisions will affect them in latent and manifest ways. The recommendation made by the students may be constructive and significant and if approached in the right manner, it would work positively (Sushila, 2004).

Students' involvement should be seen through the election of their own student councilors. The students' council will be involved in the management process of the day to day running of the school. According to Nasibi (2003), students' involvement in the school management may be effective through the students' council, when the school administration does the following: form students' councils with representatives elected directly by the students. Such student leaders would owe their loyalty to fellow students and not the administration. At the same time, it gives the students a say on who is going to lead them: ensure that the teachers

do not abdicate their responsibilities to students' council: be clear on the role/duties of the students' council. These must be in writing: encourage student leader to give peer guidance and counseling to fellow students instead of policing over them; student leaders should treat students with respect so that they can earn the same from the students they are serving.

The student council is seen as a bridge between the school administration and the students' body and therefore an effective tool for creating understanding between fellow students and the administration (kiprop, 2012). The students therefore, can play a very important role in the management of schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadres of student leaders are appointed for effective administration. To ensure that they perform their roles effectively, they must be inducted to orient them into their roles. They should also be supported and encouraged to maturely handle issues by themselves.

### 2.6 Students' involvement in co-curricular management on academic performance

Co-curricular activities were previously known as Extra-curricular activities pertain to activities contributing to the academic learning experience; especially activities that provide students with opportunities to learn and develop skills through active participation. CCA and programs may be led by faculty or staff, or by students themselves, but they must have stated goals and measured outcomes. CCA foster the development of co-operation and establish important social negotiation skills within the peer group (Eccles & Templeton, 2002).

A study by Chege (2013), showed that there is a variety of CCAs being carried out in the schools and they are implementation are influenced by several factors. These factors are; resource allocation, pre-planning of the activities, training of students and patrons of CCA, monitoring and evaluation of the CCA. The students' perception regarding the value of CCA also affected CCA effective implementation to other students and the rest of the school. Recommendations were made to policy makers, school administrators, teachers' parents and students on the need for effective implementation of CCA which improves academic performance. Chege (2013), also stated that involvement of student leaders in decision making on CCA programmes for students may also improve academic performance, character modeling

and at the same time enhance co-curricular participation. It may also assist in setting up programmes for teacher patrons to help mentor students in the CCAs.

Astin (2000), labeled students' involvement on CCA as the amount of physical and psychological energy that the students devote to the academic experience. Astin asserted that the more time and effort students invest in the learning process of CCA, the more engaged they will be in their own education, thereby increasing the amount they learn during school. Astin's theory of involvement assumes that simply exposing students to course material or a CCA is unlikely to produce the desired learning goals; students must be active participants in the learning process. Astin's theory of students' involvement in CCA suggests that students' time is the most valuable resource. According to the theory, the extent to which students can achieve particular developmental goals is a direct function of the time and effort they devote to activities designed to produce these gains (Astin, 2000). Students must ensure the co-curricular opportunities they provide are worth their time and effort, which is there are educationally effective programs and practices aimed at fostering students' learning and development.

Students' active school life has co-curricular and curricular programs specifically designed to help develop students' skills and abilities, which continue to become important elements of the learning institutions (Haber, 2006). Many students participate in or hold leadership positions in CCA where the students participate in a number of experiences that can help contribute to the development of leadership outcomes. These outcomes can include the development of certain skills, such as communication skills, teamwork, goal setting, adaptability, problem solving skills, networking skills, public speaking skills, planning and programming skills, and supervisory skills (Daugherty & Williams, 1997; DiPaolo, 2002).

Students' involvement in CCA provides students with a network of peers and adults who have interests and talents similar to their own. Students who participate have the chance to excel individually, be part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Gatto, 2001). Students' involvement in CCA not only do better academically than students who do not but also develop other areas of their personalities in the process such as self-esteem, self-confidence, social co-operation, and

leadership skills . CCA allow students to blend aspects of their academic learning into personal actions (Allison & Adlaf, 2000). The students may use their leadership skills to organize a well-coordinated program of CCA for the school, organize inter-class competitions, coordinate the election of clubs, societies, sports and games officials and keep proper records of the clubs, societies, sports and games equipment.

## 2.7 Theoretical Framework

According to Glatthorn, Boschee & Whitehead (2006), a theory is a series of concepts organized into assumptions and generalization that tend to hypothesize about a phenomenon. This study employed the Human Relations Theory which was pioneered by the Hawthorne studies of the Western Electric Company in U.S.A. Later Mary Parker Follet (1868-1933), pioneered the Human Relations Movement, which stated that the fundamental problems in all organizations were in developing and maintaining dynamic and harmonious relationship. From the experiments carried out by the Hawthorne Studies to determine the relationship between productive work and use of incentives, the study showed that there was an increase in productivity of work when incentives such as special recognition was given to selected workers. Pegged to this research, when students are recognized and involved in the school management, it will motivate them to work harder and improve their academic performance.

The theory of Human Relations views all the stakeholders of an organization as very important members of the organization, who with their effort and inputs, however small enables efficient achievement of the objectives of the organization. This will increase the morale of the members, as their contributions will be factored in the decision making process of the organization, making them feel as part of the organization. When students are involved in making decision in the school management, they will own the decisions and implement them easily and effectively.

Elton Mayo (1880-1949) who was a member of the Hawthorne Research team stated that work performance in any organization does not depend on the achievement of one member of the organization but through a network of social relationships among the members of the organization. According to Drucker (2000), the top leadership of organizations should not force

organization policies down the throats of employees, but instead direct the attention on obtaining cooperation of the employees and help them identify more closely with the organization goals and policies. Therefore the students and the management can work together to achieve the goals of the learning institution and improve their academic performance.

Human Relations Theory enables the education administrators and school managers to recognize the human factor in educational organizations through the involvement of all the stakeholders in the school management. Each member of the school is an important component towards the achievement of the schools' objectives.

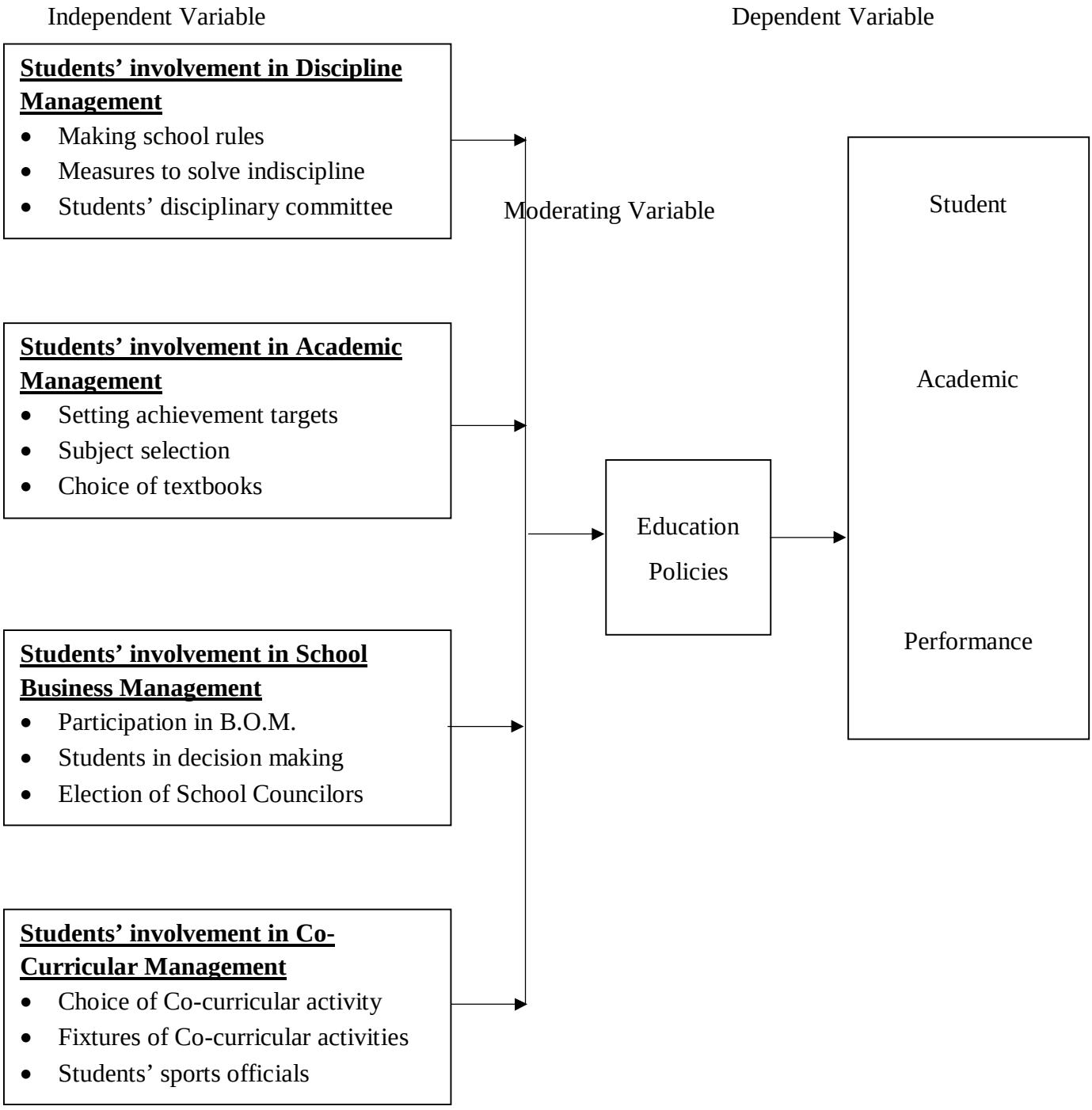
Students' participation in school management needs to be recognized as an important aspect in the schools' organization structure. The students' participation in school management becomes the important link between the students and the school administration. This therefore gives students an opportunity to contribute toward the school management process by incorporating them in decisions making. This would improve the schools' organization efficiency and effectiveness and have a positive influence on the students' academic performance.

## 2.8 Conceptual Framework

According to Ngechu (2006), a conceptual framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have identified as important in the study problem. In this study, the independent variable is the variable which is presumed to determine the dependent variable. The independent variables are; Students' involvement in discipline management, students' involvement in academic management, students' involvement in school business management and students' involvement in co-curricular management. A dependent variable is the resultant effect of the independent variable. The dependent variable is the students' academic performance. Moderating variables are those that have a strong effect on both the independent variable and the dependent variable. The moderating variable is the education policies. The conceptual framework in this study was based on the idea that students' academic performance in public secondary schools, depend on students' involvement in discipline management, students' involvement in academic

management, students' involvement in school business management and students' involvement in co-curricular management. The study was guided by the conceptual framework in Figure 3.1

**Fig 3.1 Perceived Conceptual Framework**



From the above Conceptual framework in Figure 3.1, the independent variables are; Students' involvement in discipline management, students' involvement in academic management, students' involvement in school business management and students' involvement in co-curricular management, while the dependent variable is the students' academic performance. The moderating variable is the education policies. The above Conceptual framework illustrates that when all the above parameters are positively influenced, the students' academic performance will be positive. The students' involvement in discipline management acts as a catalyst towards improving academic performance of students, where by the students are involved in making the school rules, formulating measures to solve indiscipline problems and formation of disciplinary committee of students.

When students' participation is not fully utilized and ignored in the school management process and decision making, it will create a negative perception on the students and lead to the decline in students' academic performance. On the other hand, when students are empowered with decision making opportunities, they would feel part and parcel of the school administration, employ good leadership skills and positively impact the fellow students to be focused on the schools objectives, hence perform positively.

Active students' participation, positive attitude and organized group work would have a positive performance on the students' academic performance (Onyango, 2012). When students are given responsibilities to manage their affairs such as discipline, academics, school business and co-curricular activities, it would boost their self-esteem to take active roles in their school life, hence improve their academic performance. However when most of the important decisions affecting the students directly are made for them, without their involvement or contribution, it would make the students to have low self-esteem and this would affect the performance negatively.

The students' participation therefore, played a very important role in the management, discipline, academics, school business and co-curriculum matters in schools. Their appointment should be democratic and cautiously done so as to ensure that the right cadres of students are appointed for effective administration. To ensure that student leaders perform their roles effectively, they must

be inducted to orient them into their roles. They should also be supported and encouraged by the school management to maturely handle issues by themselves.

## 2.9 Existing gaps in knowledge

This study had a lot in common with previous studies undertaken by Siwolo (2010) on factors influencing performance in Kenya Certificate of Secondary Education in public secondary schools. Her study mainly focused on the school environment such as the administration style, the type of school, availability of teaching and learning resources and its' influence on students' academic performance. However, her study did not consider the involvement of students, where students are empowered to make important administration decisions that may affect their academic performance.

Another study carried out by Misolo (2011) on the influence of participatory management on students' academic performance, where he dwelt on the participation of principals, teachers and students on their influence on the students' academic performance. His study did not focus on the empowerment of student, but students as the main recipients of instructions from the principal and teachers. Misolos' study was supported by Onyango (2012) on the influence of school based management on students' academic performance in public secondary schools. However she did not dwell on students' participation in school management where students are incorporated in the school management structure and involved in the decision making process.

Several studies have been conducted on the influence of the students' participation in school management on academic performance' and has been successful in Britain, United States of America, Australia and many others. Studies by Fletcher (2009) efficiently covered the meaningful involvement of students in school management but his findings covered USA, while the focus of this study will be Kadibo Division, Kisumu County. Their findings may not be directly applied to secondary schools in Kenya, but important aspects like democratic election of the student leaders by the student body and involvement of the students to contribute towards decision making in the school, may be adopted to positively impact the academic performance of secondary schools in Kenya.

## 2.10 Summary of Literature Review

The literature review captured the meaning and concept of student participation in school management and its influence on students' academic performance. The review was based on the thematic sections as in the stated objectives. Students' involvement in decision making in the school is very important for positive improvement, as Fletcher (2005) asserts that meaningful students' involvement evolve from growing awareness among students and educators, that young people can and should play a crucial role in the success of school improvement.

Participation is seen as a process whereby one person influences others to do something of their own volition, neither because it is required nor because of fear or the consequences of non-compliance (Okumbe, 2007). Students' participation is the process of having student leaders who encourage and help other students to work hard and enthusiastically towards improving their academic performance and meeting the objectives of the school. Sushila (2004), also agrees that an effective method of decision making is to involve students at various levels of decision making in the school, as these decisions will affect the students in latent and manifest ways.

The students' participation in school management would therefore, play a very important role in the management, discipline, academics, school business and co-curriculum matters in schools. Their appointment of student leaders should be democratic and cautiously done so as to ensure that the right cadres of students are appointed for effective administration. To ensure that students perform their roles effectively, they must be inducted to orient them into their roles. They should also be supported and encouraged by the school management to maturely handle issues by themselves.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter described the research procedure and techniques which was used in the study. It described the research design, targeted population, sample selection, the research instruments used, their reliability and validity, procedures for data collection, techniques for data analysis and ethical issues that were considered in the research.

## 3.2 Research design

Best and Khan, (2006) stated that a research design is a plan, structure and strategy of investigation used to obtain answers to research questions. Descriptive survey research design was used for this study. Descriptive survey research design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals, hence suitable for extensive research. It is an excellent vehicle for the measurement of characteristics of a large population (Orodho 2003). Descriptive survey research design was appropriate for the study as it enabled the researcher to get accurate view of responses about the attributes and attitudes of the students on the influence of their involvement on school management on academic performance.

## 3.3 Target Population

Mugenda and Mugenda (1999), defines a population as an entire group of individuals, events or objects having common observable characteristics. Target population refers to the population which a researcher wants to generalize results of a study (Mugenda, 2008). The study was conducted in public secondary schools in Kadibo division, Kisumu East District, Kisumu County. The study targeted 14 public secondary schools with 4010 students and 14 academic masters/mistresses. Out of the 14 schools, researcher used 8 public secondary schools, chosen using purposeful sampling.

## 3.4 Sample Size and Sample Selection

Sampling in research is based on selecting a proportion of a population to which one wants to generalize (Orodho, 2003). Sampling gave a representative group which enabled the researcher

to gain information about the population used in the study. This section described the sample size and sample selection that was used in the in study.

### 3.4.1 Sample Size

A desired sample size of respondents was determined based on Krejcie and Morgan (1970) table in Appendix V. The table was used to determine the sample size at 5% margin of error, (95%) confidence. For a population size of 4010 students, a sample size of 351 students was used to represent a cross-section of the population sample as shown in Table 3.1.

**Table 3.1**

*Sample size of students in selected schools in Kadibo Division*

| **Category** | **School** | **Students' population** | **Sample size** |
|---|---|---|---|
| BOYS' SCHOOLS | WITHUR BOYS | 316 | 37 |
| | OTIENO OYOO | 917 | 107 |
| GIRLS' SCHOOLS | MIGINGO GIRLS | 441 | 51 |
| | KOBURA GIRLS | 98 | 11 |
| MIXED SCHOOLS' | LELA MIXED | 615 | 72 |
| | ALENDU MIXED | 365 | 32 |
| | ONGECHE MIXED | 180 | 21 |
| | RANJERA MIXED | 87 | 10 |
| | **TOTAL** | **3018** | **351** |

**Source:** Krejce & Morgan table (1990)

### 3.4.2 Sample Procedure

The study employed a stratified random sampling technique. According to Sekaran (2009), stratified random sampling involves a process of stratification or segregation, followed by random selection of subjects from each strata. In the same vein, Orodho (2003) also recommends stratified sampling because it is accurate, easily accessible, divisible into relevant strata and enhances better comparison; hence representation across strata. In the study, the public secondary schools were stratified as purely boys' schools, purely girls' schools and mixed schools. The number of students were distributed considering the two classes under study that was form 2 and form 3 as they were more mature and informed about their school as compared to form 1. Form 4 classes were too engaged in joint examinations to participate effectively in the study.

The number of students that were sampled from each school was varied according to the total population. To arrive at the sample size of students for each school, the calculation that was used is shown:-

$$\frac{No.\,of\ students\ in\ the\ school\ selected \times desired\ sample\ size}{Total\ no.\,of\ student\ population\ selected}$$

For instance, to get the number of students selected in Alendu mixed secondary school:
Number of students in Alendu mixed = 365
Total student population = 4010
Desired sample size = 351 (from Krejcie and Morgan table)
Therefore

$$\frac{365 \times 351}{4010} = 32\ students$$

The same was applied for all the other selected schools, as shown in Appendix III for the sample size of students in selected schools in Kadibo Division. The students were selected using simple random sampling technique so that all the students had a chance of being selected.

### 3.5 Data Collection Methods

The study used structured and close ended questionnaires as the main tool of collecting data from the students and an interview schedule for the academic master/mistress of the school. According to Mugenda (2008), a questionnaire is a written set of questions to which subjects respond in writing. The questionnaire enabled the researcher to collect a lot of information from the selected population within a short period of time. Each item in the questionnaire addressed a specific objective and a research question.

A questionnaire was developed with close ended questions comprising of a list of all possible alternatives, from which the respondents selected the answers that best suited them. The questionnaire targeted the students, and was organized in five sections. Section one of the questionnaire sought to get general information about the student, for instance gender, age, academic scores, type of school and many others. The respondents were required to indicate their choice of answers by ticking (√) against the choice provided on each sub section.

Section two of the questionnaire dealt with the opinion of the student concerning their involvement in discipline management such as making school rules, measures to solve indiscipline and disciplinary committee of students. This section had closed ended questions which the respondents were required to tick (√) against their best preferred answer. Section three of the questionnaire dealt with the opinion of students concerning involvement in academic management, such setting achievement targets, subject selection and choice of textbooks and other learning materials. The respondents were required to tick (√) appropriate answers from the closed ended questions that were provided. Section four of the questionnaire dealt with the opinion of students in school business management such as student membership in the BOM, students in decision making and election of school councilors. Section five of the questionnaire dealt with the opinion of students' concerning involvement in co-curricular activities management such as choice of CCA, fixtures of CCA and students' CCA officials.

The interview schedule was used to collect data from the academic master/mistress. An interview schedule is an oral administration of questions using face to face encounters as such it

involves a set of assumptions and understanding about a situation which is not normally associated with casual conversation (Mugenda, 2008). The interview schedules had two sections, where section one sought to get general information about the academic master/mistress such as gender, age, academic qualification, experience and many others. Section two of the interview schedule dealt with the opinion of the academic master/mistress concerning how they facilitate students' participation in school management on their academic performance.

### 3.5.1 Pilot Testing

Pilot testing is an important step in research process because it reveals vague questions and unclear instructions in the instrument (Nachmias and Nachmias,1996). The pilot study guided the researcher to make adjustments on the instrument, so as to get the adequate response. This is also supported by Mugenda and Mugenda (1999), who state that pilot testing helps to refine research instruments in order to capture the intended information.

Pre testing was conducted by the researcher, in the neighboring Winam division, in St Ignatius Loyola Secondary school. The school was selected because it was a mixed secondary school and has similar conditions as the secondary schools in Kadibo Division under the study. The school was also be easily accessed as it is near the main road.

The researcher used sample size selection according to Mugenda (2008) that is 10 percent of the sample size, giving 35 participants from the sample size of 351 according to the Krejcie and Morgan (1970) table. The 35 participants were selected at random.

The researcher explained to the participants, that the objective of the pilot study was for purely research and that information that they gave would be treated as confidential. That was done to assure the participants and encourage their maximum cooperation. The researcher administered the questionnaires to the participants, which were filled and collected. The researcher then made adjustments and revised the questions in the questionnaire for the purpose of making them more understandable and valid.

### 3.5.2 Validity of the research instruments

According to Kothari (2004), validity is defined as the extent to which the study instruments capture what they supposed to measure. Its' mainly concerned with whether an instrument is reliable to yield consistent results over a period of time. Content validity of the research instrument was determined through peer review of instruments by fellow students of Masters in project planning and management as well as consulting the supervisors of this research project. Important suggestions, comments and responses were noted down by the researcher and thoroughly checked that they were in line with the objectives of the research.

### 3.5.3 Reliability of the instruments

According to Cohen, Manion & Morrisson (2007), reliability is the consistency of measurement, or degree to which an instrument measures the same way each time it is used under the same condition, with the same subjects. The study applied the Pearson's Formula also known as split half method. The items in the questionnaire split in to two, which are odd numbers and even numbers category. The odd numbered scores for all the items will be correlated with the even numbered scores using the Pearson's formula ($\gamma$) shown below:

Pearson $\gamma\ formula$

x = Odd scores

y = Even scores

$$\gamma\ (split-half) = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x^2)][n\sum y^2]}}$$

$\sum x = Sum\ of\ x\ scores$

$\sum y = Sum\ of\ y\ scores$

$\sum x^2 = Sum\ of\ square\ of\ x\ scores$

$\sum y^2 = Sum\ of\ square\ of\ y\ scores$

$\sum xy = Sum\ of\ product\ of\ x\ and\ y\ scores$

$n = Sum\ of\ period\ scores$

$\gamma = correletion\ coefficient\ of\ halves$

The researcher randomly divided one percentage of the sample size into two groups and administered the even numbers to one group of scores and the odd number to the other group of scores. The researcher then compared the results of the two groups to check the reliability of the instruments used. The researcher employed the use of the SPSS software and a correlation coefficient of 0.8 was generated, which assured the researcher that the instruments used to collect data were valid. The researcher also ensured that the instruments were reliable through adequate consultation with the supervisors of this project.

### 3.6 Data collection Procedures

After the research proposal was approved by the University panel, the researcher applied for a Research Authorization letter from the National Council for Science and Technology. Upon receiving the research permit and an introduction letter, the researcher requested for permission from the District Commissioner and the District Education Officer to carry out the research in his area of jurisdiction. After receiving the permission the researcher visited the public secondary schools, made appointments and developed a good rapport with the students and Academics in-charge.

The researcher did a pretest in a public secondary school in the neighboring Winam division in St Ignatius Loyola Secondary school, and adjusted the instruments to give the intended response. The researcher gave clear instructions and assured the respondents of confidentiality. He then administered the questionnaires to the students and interview schedules to the Academics in-charge, which will be filled in the presence of the researcher. The questionnaires will be administered with the help of two research assistants, and on completion they were collected for analysis.

### 3.7 Data Analysis Techniques

According Bogdan and Biklen, (1992) data analysis is the process of systematically searching and arranging field findings for presentation. Upon completing the data collection exercise, all the completed instruments were edited and then coding of the data was done to classify the responses into categories for analysis. The coded data was analyzed using Statistical Package for Social Sciences (SPSS) for qualitative data. The qualitative data, such as frequencies, percentages and mean was analyzed using descriptive statistics which included

distribution, measures of central tendencies and measures of dispersion. Percentages and frequencies were used to analyze the closed-ended items, whose relative response was viewed independently. The mean, mode and median was also be used to determine the central values for the interrelated responses. The number of respondents who responded to a particular option was recorded in one column and the percentage was calculated and recorded in another column provided. The more preferred responses the researcher had, the higher the percentages were. The data from the results were interpreted, organized and reported in a narrative form and with the use of tables.

### 3.8 Ethical Consideration

The researcher will sought permission from the National Council for Science and Technology, respondents and school authority to participate in the study, and assured the respondents that their participation was voluntary. The researcher informed the participants that they were not required to give their names or any form of identification. All the participants were assured of their confidentiality and that the information provided was used for the purpose of research only.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

## 4.1 Introduction

This chapter presents the study findings which have been analyzed, interpreted and discussed in line with the objectives based on the following themes; Questionnaire return rate, Demographic characteristics of the respondents, The influence of academic teachers on the student participation in school management, Students' performance in the end of term one CAT, Students' involvement in discipline management, students' involvement in academic management, students' involvement in management of school business and students' involvement in co-curricular activities management.

## 4.2 Questionnaire Return Rate

The study targeted 8 academic teachers and 351 students. Out of the 359 respondents sought by the study, 314 responded giving a questionnaire return rate of 89.46%. Table 4.1 presents the findings of the study.

**Table 4.1 Questionnaire Return Rate**

| **Category of respondents** | **Questionnaires Administered** | **Questionnaires Returned** | **Percentage** |
|---|---|---|---|
| Academic teachers | 8 | 8 | 100 |
| Students | 315 | 306 | 87.17 |
| **Total** | **359** | **314** | **87.46** |

From the findings presented in table 4.1, out of the 8 academics teachers sampled in the study, all the 8(100%) responded while 306(87.17%) of the students responded. Out of the 359 questionnaires administered to the respondents, 314 questionnaires were returned, giving a questionnaire return rate of 89.43%. A questionnaire response rate of above 75% is sufficient for

a social scientific study to proceed (Cooper and Schindler, 2005).Therefore the questionnaire response rate of 87.46% was good.

## 4.3 Demographic characteristics of the respondents

The demographic characteristics considered in this section include gender, age, academic qualification and experiences of the academics teachers and the students.

### 4.3.1 Distribution of the respondents by gender

The researcher was interested to establish whether there was any relationship between gender and academic performance. The respondents were requested to state their gender. Table 4.2 presents a summary of the study findings.

**Table 4.2 Distribution of the respondents by gender**

| **Gender** | **Academics teachers** | | **Students** | | **Total** |
|---|---|---|---|---|---|
| | **F** | **%** | **F** | **%** | |
| **Male** | 4 | 50.00 | 142 | 46.39 | 146 |
| **Female** | 4 | 50.00 | 164 | 53.61 | 168 |
| | **8** | **100** | **306** | **100** | **314** |

Table 4.2 shows that out of the 314 respondents who participated in the study, 4(50.00%) were male academic teachers, 4(50.00%) were female academic teachers. This showed that both gender had equally been represented in the division, therefore most schools had academic teachers who positively influenced both male and female students to actively participate in school management for better academic performance. Among the students, 142(46.39%) were male students while 164(53.61%) were female students. This result shows that the study had more or less the same number of male and female students and was therefore able to have a

representative view of the influence of students' participation in school management on academic performance for both male and female students in the division.

### 4.3.2 Distribution of Respondents' Age

The study sought to establish the distribution of respondents by age. This was to enable the researcher to establish whether the age of the respondents had an influence on the students' academic performance. The respondents were requested to state their age. The findings of this study were presented in Table 4.3.

**Table 4.3 Distribution of respondents by age**

| **Age category intervals** | **Academics Teachers** | | **Students** | |
|---|---|---|---|---|
| | **F** | **%** | **F** | **%** |
| 10 - 19 yrs. | - | - | 289 | 94.44 |
| 20 - 29 yrs. | 1 | 12.50 | 17 | 5.56 |
| 30 - 39 yrs. | 2 | 25.00 | - | - |
| 40 - 49 yrs. | 4 | 50.00 | - | - |
| 50 - 59 yrs. | 1 | 12.50 | - | - |
| **Total** | **8** | **100** | **306** | **100** |

Table 4.3 shows that the study had a total of 8 teachers and 306 student respondents. 289(94.44%) of the students fell in the age category of 10 - 19 years and 17(5.56%) fell in the age category of 20 - 29 years. Among the academics teachers, 1(12.50%) fell in the age category of 20-29 years, 2(25.00%) fell in the age category of 30 – 39 years, 4(50.00%) fell in the age category of 40 – 49 years and 1(12.50%) fell in the age category of 50 – 59 years. Majority of the students 289(94.44%) were in their mid and late teenage group, therefore were more mature to handle responsibilities of school management, were more radical and positive towards new methods of improving their academic performance. Majority of the teachers 4(50.00%) are in

their mid-age therefore have gained experience and can impact positively towards better academic performance of the students.

### 4.3.3 Distribution of teacher respondents by Academic Qualification

The study explored the distribution of the teacher respondents by their academic qualification. The study sought to establish whether it had any influence on the students' academic performance. The findings were presented in Table 4.4

**Table 4.4 Distribution of teacher respondents by academic qualification**

| **Academic Qualification** | **Academic Teachers** | | **Total** |
|---|---|---|---|
| | **F** | **%** | |
| Diploma | 1 | 12.50 | 1 |
| Bachelors' degree | 5 | 62.50 | 5 |
| Masters | 2 | 25.00 | 2 |
| **Total** | **8** | **100** | **8** |

Table 4.4 shows that out of the 8 teachers who participated in the study, 1(12.5%) academic teacher was a diploma holder, 5(62.50%) were Bachelors' degree holders and 2(25.00%) were masters' degree holders. The findings shows that majority of the respondents 5(62.50%) had Bachelors' degree; academics teachers were well qualified and capable of doing their job in encouraging the students in participating in school management to improve their academic performance.

### 4.3.4 Distribution of teacher respondents by Experience

The study sought to establish the work experience of the academic teachers and how they influence the students to participate in school management to improve their academic performance. The respondents were asked how long they have worked as an academic teacher. The findings of the study were presented in Table 4.5.

**Table 4.5 Distribution of academic teachers by work experience**

| Work experience | Frequency | Percentage |
|---|---|---|
| 0 – 5 yrs. | 2 | 25.00 |
| 6 – 10 yrs. | 5 | 62.50 |
| 11 – 15 yrs. | 1 | 12.50 |
| **Total** | **8** | **100** |

Table 4.5 shows that 2(25.00%) of the academic teachers had 0 – 5 years' work experience, 5(62.50%) had 6 – 10 years' work experience, 1(12.50%) had 11 – 15 years' work experience. The study findings indicated that 2(25.00%) of the academic teachers had worked for a short time of less than 5 years. These academic teachers still lacked enough practical experience in the field to guide the students to participate effectively in school management and improve their academic performance. The study also established that a high number of academic teachers 5(62.50%) had served longer and therefore had practical experience, hence capable of encouraging the students to participate in school management to improve their academic performance.

### 4.3.5 Distribution of Students' by School Category

The study sought to establish the distribution of the students by the school category in which they were learning. The findings were illustrated in Table 4.6

**Table 4.6 Distribution of students' by school category**

| School category | Frequency | Percentage |
|---|---|---|
| Boys boarding | 58 | 19.19 |
| Girls boarding | 84 | 27.32 |
| Mixed day | 164 | 53.49 |
| **Total** | **306** | **100** |

From Table 4.6, it was established that 58(19.19%) respondents were from boys boarding schools, while 84(27.32%) were from girls boarding schools. Respondents from mixed schools were 164(53.49%). This was necessary to have a fair representation of all types of schools in Kadibo Division. It was established thatmore students were learning in mixed day schools probably due to the high boarding school cost.

### 4.3.6 Distribution of Students by Class

This section sought to find the distribution of students by class, they were asked to state whether they were in form two or form three. The results were shown below in table 4.7

**Table 4.7 Distribution of students by class**

| Class | Frequency | % |
|---|---|---|
| Form 2 | 142 | 46.27 |
| Form 3 | 164 | 53.73 |
| **Total** | **306** | **100** |

From the table 4.7 above, it was established that 142(46.27%) of the students were from form two and 164(53.73%) were form three. This group of students had been selected because they were more mature to give better responses on their academic performance.

## 4.4 Students' involvement in discipline management on their academic performance

This section sought to present the role of thestudents' involvement in discipline management on their academic performance. The students are the major stakeholders in the school and aspects of discipline affect them directly. The study looked at a number of factors namely; students' involvement in making school rules, measures to solve indiscipline and the student disciplinary committee.

### 4.4.1 Students' participation in making school rules on academic performance

The study sought to establish whether students' participated in making school rules. The respondents were asked if they participated in making rules of their school. The results are presented in Table 4.8.

**Table 4.8 Student involvement in making rules of their school on academic performance**

| Response | Frequency Percentage | Percentage |
|---|---|---|
| Actively involved | 98 | 32.02 |
| Passively involved | 208 | 67.98 |
| **Total** | **306** | **100** |

Table 4.8 shows that 98(32.02%) of the students were actively involved in making rules of their school, while 208(67.98%) were passively involved in making rules of their school.

Majority of the students 208(67.98%) were passively involved in making rules of their school. It can be concluded from the study findings that since the students are not actively involved in making the school rules; they will not own the school rules and be compelled to follow the school rules. This may have led to indiscipline cases which affected their academic performance negatively. There is need for more students to be actively involved in making of the school rules compared to the few number of students 98(32.02%) who participated in making rules of their school. This concurs with the Discipline Plan (2005) which stated that students will have a sense of ownership tothe school rules, view them as their own creation and thus strive to obey them.

### 4.4.2 Students' measures to solve indiscipline cases on academic performance

The study explored the measures to solve indiscipline cases by the students. The respondents were asked to state their opinion based on the strength of factors which were their preferred measures of solving indiscipline cases in their school. The responses were placed on a four point likert scale, where respondents were asked to indicate their opinion based on the strength of factors. The reasons ranged from large extent (LE), moderate extent (ME), small extent (SE), to not applicable (N/A). The results were illustrated in Table 4.9.

**Table 4.9 Students' measure to solve indiscipline cases on academic performance**

| Statement | LE | ME | SE | N/A | Total |
|---|---|---|---|---|---|
| Suspension | 29 | 91 | 121 | 65 | 306 |
| | (9.54%) | (29.64%) | (39.69%) | (21.13%) | 100% |
| Manual work | 75 | 130 | 67 | 34 | 306 |
| | (24.36%) | (42.64%) | (21.83%) | (11.17%) | 100% |
| Exclusion | 9 | 16 | 71 | 210 | 306 |
| | (3.04%) | (5.08%) | (23.35%) | (68.53%) | 100% |
| G & C | 232 | 65 | 9 | - | 306 |
| | (75.64%) | (21.32%) | (3.04%) | (0.00%) | 100% |

Table 4.9 shows that 29(9.54%) of the respondents stated that suspension would solve indiscipline to a large extent, 91(29.64%) indicated a moderate extent, 121(39.69%) indicated a small extent while 65(21.13%) indicated not applicable. From the study findings, majority of the students 121(39.69%) were of the opinion that suspension as a measure would solve indiscipline cases among students to a small extent, meaning that sending the student to be away from the school would not address the indiscipline problem completely and only postpone the indiscipline issue, make the suspended student to miss lessons in class and therefore lead to poor academic performance. Minority of the students 29(9.54%) were of the opinion that suspension as a measure would solve indiscipline cases to a large extent, where the students would be isolated from the rest of the other students for a few days to reflect on his or her bad behavior or mistake done. The student would come back to the school after the suspension a better and changed student. However, the suspension does not cover for the time and lessons lost while away from school, therefore lead to poor academic performance.

The study findings showed that 75(24.36%) students indicated that manual work would solve indiscipline cases to a large extent, 130(42.64%) indicated a moderate extent, 65(21.13%) indicated a small extent while 34(11.17%) indicated not applicable. Majority of the students 103(42.64%) were of the opinion that manual work as a measure would solve indiscipline cases among students to a moderate extent, meaning that most of them preferred to be given manual work such as weeding flower beds, mopping their classrooms and dormitories or sweeping the compound around their classrooms. Thestudents will not consume their class time as the manual work would be done during their leisure time, making the student miss their free time while others enjoy. This measure would deter indiscipline cases to a moderate extent. Minority of the students 34(11.17%) were of the opinion that manual work as a measure would not apply in solving indiscipline cases, as the measure would not address the indiscipline issue but postpone the problem.

On the issue of exclusion as a measure to solve indiscipline cases, 9(3.04%) of the students indicated large extent, 16(5.08%) indicated a moderate extent, 71(23.35%) indicated a small extent while 210(68.53%) indicated not applicable. From the study findings, majority of the students 210(68.53%) were of the opinion that exclusion as a measure to solve indiscipline

was not applicable. This means that most of the students did not prefer to be sent home and never to return to the same school to continue to pursue their education. Exclusion would not solve the indiscipline issue in the student but transfer the indiscipline problem to another school, and this may lead to exclusion. This measure of exclusion would also mean that the student would miss lessons taught as they look for new schools to settle in and therefore lead to poor academic performance. Minority of the students 9(3.04%) were of the opinion that exclusion as a measure would solve indiscipline cases to a large extent. These few students may have seen that removing the indiscipline student from their school completely would discourage other students from engaging in the same bad behavior, due to the consequences of being sent out of school completely.

The 232(75.64%) of the students were of the opinion that G & C would solve indiscipline cases to a large extent, 65(21.32%) indicated a moderate extent, 9(3.04%) indicated a small extent while 0 (0.00%) indicated not applicable. From the study findings, majority of the students 232(75.64%) were of the opinion that G & C as a measure would solve indiscipline cases among students to a large extent, meaning that G & C solves indiscipline cases effectively as it looks at the type of indiscipline, the cause of the indiscipline and how the student with the assistance of the peer counselor would solve the issue. This would lead to behavior change and attitude to become a positive and focused student towards the goals of the school and improving academic performance. In line with the majority opinion, the school G & C manual encourages secondary school principals to allow regular open air discussions in school, formal meetings, peer counselor meeting and suggestion boxes to students to air their views (Republic of Kenya, 2002). Minority of the students 9(3.04%) indicated that G & C as a measure would solve indiscipline cases to a small extent. This means that among the secondary schools where these few students came from, G & C department was not active in selection of peer counselors and solving students problems.

### 4.4.3 Participation in students' disciplinary committee on academic performance

This section sought to present the participation of the student disciplinary committee as part of the discipline management in secondary school. The respondents were asked to indicate

their response based on strength of reason as follows; strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD).The results were summarized in Table 4.10

**Table 4.10 Students' involvement in disciplinary committee and academic performance**

| Response | SA (5) | A (4) | N (3) | D (2) | SD (1) | Mean |
|---|---|---|---|---|---|---|
| School rules are only for indiscipline students | 6 (1.96%) | 9 (2.94%) | 12 (3.93%) | 93 (30.39%) | 189 (60.78%) | 1.46 |
| Students should be left in charge of discipline | 63 (20.59%) | 83 (27.12%) | 116 (37.92%) | 26 (8.49%) | 18 (5.88%) | 3.48 |
| Students be part of the disciplinary committee | 90 (29.41%) | 107 (34.97%) | 37 (12.09%) | 40 (13.07%) | 32 (10.46%) | 3.56 |
| Discipline affects students' academic performance | 176 (57.51%) | 113 (36.93%) | 11 (3.59%) | 4 (1.32%) | 2 (0.65%) | 4.56 |
| Only school councilors should be in charge of disciplinary committee | 19 (6.21%) | 40 (13.07%) | 51 (16.67%) | 107 (34.97%) | 89 (29.08%) | 2.32 |

From the study, the findings reveal that on the statement, school rules are for the indiscipline students only, 6(1.96%) strongly agreed, 9 (2.94%) agreed, 12 (3.93%) were neutral, 93(30.39%) disagreed and 186(60.78%) strongly disagreed. The mean rate was 1.46 showing that majority 93(30.39%) of the respondents were of the opinion that school rules were not only for the indiscipline students but all the students in school.

On the statement that sought to find out whether students should be left in charge of the school discipline, 63(20.59%) of the students strongly agreed, 83(27.12%) agreed, 116(37.92%) were neutral, 26(8.49%) disagreed and 18(5.88%) strongly disagreed. The mean rate was 3.48 showing that majority 116(37.92%) of the respondents were neutral on the opinion that students should be left in charge of school discipline.

On the statement, students should be part of the school disciplinary committee, 90(29.41%) strongly agreed, 107(34.97%) agreed, 37(12.09%) were neutral, 40(13.07%) disagreed and 32(10.46%) strongly disagreed. The mean rate was 3.56 showing that majority 107(34.97%) of the respondents were of the opinion that students should be part of the school disciplinary committee.

On the statement, discipline affects the students' academic performance, 176(57.51%) strongly agreed, 113(36.93%) agreed, 11(3.59%) were neutral, 4(1.32%) disagreed and 2(0.65%) strongly disagreed. The mean rate was 4.56 showing that majority 176(57.51%) of the respondents were of the opinion that discipline affects the students' academic performance.

On the statement, only school councilors should be in charge of the disciplinary committee, 19(6.21%) strongly agreed, 40(13.07%) agreed, 51(16.67%) were neutral, 107(34.97%) disagreed and 89(29.08%) strongly disagreed. The mean rate was 2.32 showing that majority 107(34.97%) of the respondents were of the opinion that only school councilors should not be in charge of the disciplinary committee.

## 4.5 Students' involvement in academic management on their academic performance

This section sought to present the role of students' involvement in academic management on academic performance. Good academic performance is the core business of any public secondary school, where the students may be involved in setting academic achievement targets, subject selection and having a positive attitude towards academic management.

### 4.5.1 Students' involvement in setting academic achievement targets on academic performance

This study sought to establish the role of student involvement in setting their academic targets. The respondents were asked how often they were involved in setting their academic targets. The results were illustrated in Table 4.11

**Table 4.11 Students' involvement in setting academic achievement targets on academic performance**

| Level of involvement | Frequency | Percentage |
|---|---|---|
| Not at all involved | 35 | 11.56 |
| Moderately involved | 191 | 62.31 |
| Very involved | 80 | 26.13 |
| Total | 306 | 100 |

Out of the 306 students who took part in the study, 35(11.56%) stated that they were not involved at all, 191(62.31%) were moderately involved while 80(26.13%) were very involved in setting their academic achievement targets. From the findings of the study, majority 271(88.44%) of the students who comprised of those who were moderately involved 191(62.31%) and those who were very involved 80(26.13%) in setting their academic achievement targets, while 35(11.56%) of the respondents were not involved in setting their academic achievement targets. This is in line with the OECD (2007a) which confirms that when students are involved in decision making, it empowers the student to have a higher degree of autonomy in different areas in their daily activities of their school life, therefore the student can set realistic academic targets and work positively towards achieving the targets and improving academic performance.

### 4.5.2 Students' attitude towards academic management on academic performance

The study sought to establish the attitude of the students towards their involvement in academic management. The students were asked to indicate their responses based on strength of agreement on a five point Likert scale as follows; Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD).

The results were illustrated in Table 4.12

**Table 4.12 Students' attitude towards academic management on academic performance**

| Attitude of the students | SA (1) | A (2) | N (3) | D (4) | SD (5) | Mean |
|---|---|---|---|---|---|---|
| Students should set academic targets for individual subjects | 198(64.68%) | 88(28.86%) | 11(3.48%) | 6 (1.98%) | 3 (1.00%) | 4.54 |
| Teachers should set academic target for students | 20 (6.67%) | 49 (15.90%) | 63 (20.51%) | 83 (27.18%) | 91 (29.74%) | 2.42 |
| Students should be involved in selection of school text books | 109 (35.71%) | 153 (50.00%) | 30 (9.82%) | 11 (3.58%) | 3 (0.89%) | 4.15 |
| All subjects are important for good academic performance | 186 (60.52%) | 72 (23.64%) | 25 (8.21%) | 17 (5.61%) | 6 (2.02%) | 4.55 |
| Students should use group work to improve their grades | 231 (75.38%) | 60 (19.51%) | 7 (2.56%) | 5 (1.53%) | 3 (1.02%) | 4.60 |
| Only subject teachers should be involved in selection of school text books | 11 (3.52%) | 18 (6.03%) | 43 (14.07%) | 158 (51.76%) | 76 (24.62%) | 2.12 |

From the study findings, on the statement students should set their academic achievement targets for individual subjects, 198(64.68%) of the respondents strongly agreed, 88(28.86%) agreed, 11(3.48%) were neutral, 6(1.98%) disagreed and 3(1.00%) strongly disagreed. The mean rate was 4.50 giving an indication that majority of the respondents 198(64.68%) strongly agreed with the statement.

On the statement, teachers should set academic achievement targets for students, 20(6.67%) of the respondents strongly agreed, 49(15.90%) agreed, 63(20.51%) were neutral,

83(27.18%) disagreed and 91(29.74%) strongly disagreed. The mean rate was 2.42 giving an indication that majority of the respondents 83(27.18%) disagreed with the statement while the minority of the respondents 20(6.67%) strongly agreed with the statement.

On the statement, students should be involved in selection of school textbooks bought by the school, 109(35.71%) of the respondents strongly agreed, 153(50.00%) agreed, 30(9.82%) were neutral, 11(3.58%) disagreed and 3(0.89%) strongly disagreed. The mean rate was 4.15 giving an indication that majority of the respondents 153(50.00%) strongly agreed with the statement.

On the statement, all subjects are important for good academic performance, 186(60.52%) of the respondents strongly agreed, 72(23.64%) agreed, 25(8.21%) were neutral, 17(5.61%) disagreed and 6(2.02%) strongly disagreed. The mean rate was 4.55 giving an indication that majority of the respondents 186(60.51%) strongly agreed with the statement that all subjects are important for good academic performance.

On the statement, students should use group work to improve their grades, 231(75.38%) of the respondents strongly agreed, 60(19.51%) agreed, 7(2.56%) were neutral, 5(1.53%) disagreed and 3(1.02%) strongly disagreed. The mean rate was 4.60 giving an indication that majority of the respondents 231(75.38%) strongly agreed with the statement that group work should be used to improve the students' grades.

On the statement, only subject teachers should be involved in selection of school textbooks bought by the school, 11(3.52%) of the respondents strongly agreed, 18(6.03%) agreed, 43(14.07%) were neutral, 158(51.76%) disagreed and 76(24.62%) strongly disagreed. The mean rate was 2.12 giving an indication that majority of the respondents 158(51.76%) disagreed with the statement.

The findings concur with Fletcher (2009), who stated that when school administration work together with the students instead of working for them, would result to a positive school environment and meaningful for everyone involved. By involving students in the day to day activities of the school, they would feel part of the school and work hard improve on their academic performance.

### 4.5.3 Stakeholders involvement in selection of subjects on academic performance

The study sought to establish the involvement of different stakeholders in the selection of subjects. The students were asked to indicate the extent to which stakeholders such as career teachers, class teachers, parents and students should be involved in selection of subjects. This was tested on a four point Likert scale and the respondents were to indicate the extent of involvement as follows; Large Extent (LE), Moderate Extent (ME), Small Extent (SE) and Not Applicable (N/A).

The findings were illustrated in Table 4.13

**Table 4.13 Stakeholders' involvement in selection of subjects on academic performance**

| **Stakeholders** | **LE** (4) | **ME** (3) | **SE** (2) | **N/A** (1) | **Mean** |
|---|---|---|---|---|---|
| Careers Teacher | 209 (68.32%) | 74 (24.25%) | 12 (3.96%) | 11 (3.47%) | 3.57 |
| Class Teacher | 55 (18.00%) | 133 (43.50%) | 89 (29.00%) | 29 9.50% | 2.69 |
| Parents | 67 (21.79%) | 128 (41.90%) | 60 (19.55%) | 51 (16.76%) | 2.68 |
| Students | 273 (89.45%) | 25 (8.04%) | 8 (2.51%) | - (0.00%) | 3.86 |

Out of the 306 respondents who took part in the study regarding the extent of stakeholders involvement in selection of subjects, 209(68.32%) of the students were of the

opinion that the careers teachers were involved to a large extent in the selection of subjects, 74(24.25%) were to a moderate extent, 12(3.96%) were to a small extent and 11(3.47%) stated not appropriate. The mean rate was 3.57 indicating that majority of the respondents were of the opinion that careers teachers are involved in selection of subjects to a large extent. On the involvement of class teachers, 55(18.00%) of the respondents were of the opinion that class teachers were involved to a large extent in the selection of subjects, 133(43.50%) to a moderate extent, 89(29.00%) to a small extent and 29(9.50%) stated not appropriate. The mean rate was 2.69 indicating that the majority 133(43.50%) of the respondents were of the opinion that class teachers were involved in selection of subjects to a moderate extent.

On the involvement of parents, 67(21.79%) of the respondents were of the opinion that parents were involved to a large extent in the selection of subjects, 128(41.90%) to a moderate extent, 60(16.76%) to a small extent and 51(16.76%) stated not appropriate. The mean rate was 2.68 indicating that a majority 128(41.90%) were of the opinion that parents were involved in the selection of subjects to a moderate extent. On the involvement of students, 273(89.45%) of the respondents were of the opinion that students were involved to a large extent in the selection of subjects, 25(8.04%) to a moderate extent, 8(2.51%) to a small extent. The mean rate was 3.86 indicating that majority 273(89.45%) of the respondents were involved in selection of subjects to a large extent.

## 4.6 Student involvement in school business management on academic performance

This section sought to present the involvement of the students in school business management. The study looked at a number of factors namely; students' participation in BOM, students' in decision making and students' attitude towards involvement of school business management.

### 4.6.1 Students' participation in BOM on academic performance

The study sought to establish the participation of the students in the BOM. The respondents were asked to indicate whether they thought it was their right to know how school business was being managed by the BOM.

The findings were presented in the Table 4.14

**Table 4.14 Students' participation in BOM on academic performance**

| Response | Frequency | Percentage |
|---|---|---|
| Yes | 186 | 60.80 |
| No | 120 | 39.20 |
| **Total** | **306** | **100** |

Table 4.14 shows that 186(60.80%) of the respondents had the opinion that it was their right to know how school business is managed by the BOM, while 120(39.20%) of the respondents had the opinion that it was not their right to know how school business is managed by the BOM. Majority of the students 186(60.80%) were of the opinion that it was their right to know howschool business is managed by the BOM. This concurs with the B.E.A (2013) which requires in its education policy that a students' representative should be among the members of the schools' BOM and to be involved in the schools' management process and decision making. Minority 120(39.20%) of the students were of the opinion that it was not their right to know how school business is managed by the BOM. These students may not have been aware of the B.E.A (2013) which requires the participation of students' representative in the BOM. When the students and the BOM work as a team, it would increase their self-esteem towards school work and improve their academic performance.

### 4.6.2 Academic masters and mistresses perception of students' level of involvement in decision making on academic performance

The study sought to establish the academic masters and mistress perception at students' involvement in decision making on academic performance the results were illustrated in table 4.15.

**Table 4.15 Academic Masters and Mistresses Perception of Students level of involvement in decision making on academic performance**

| Level of involvement | Frequency | Percentage |
|---|---|---|
| Not at all involved | 0 | 0% |
| Moderately involved | 2 | 25% |
| Very involved | 6 | 75% |
| **Total** | **8** | **100** |

Table 4.15 shows that out of the 8academic masters/mistresses who took part in the study, run stated that students were not to be involved, 2(25%) stated that students should be moderately involved while 6 (75%) stated that students should be very involved in decision making affecting their academic performance. This indicated that majority of the academic masters and mistress 8 (100%) were in support of involving the student in decision making on academic performance.

### 4.6.3 Students' level of involvement in decision making on academic performance

The study sought to establish the level of students' involvement in decision making in school. The students were asked how often they were involved in making decisions which affected them while in school.

The results were illustrated in Table 4.16

**Table 4.16 Students level of involvement in decision making on academic performance**

| Level of involvement | Frequency | Percentage |
|---|---|---|
| Not at all involved | 34 | 11.11% |
| Moderately involved | 196 | 64.05% |
| Very involved | 76 | 24.84% |
| **Total** | **306** | **100** |

Table 4.16 shows that out of 306 students who took part in the study, 34(11.11%) stated that they were not involved at all, 196(64.05%) were moderately involved while 76(24.84%) were very much involved in making decision that affect them while in school. From the findings of the study, majority of the students 272(88.89%) were involved in decision making that affected them while in school. This indicates that the majority of the students 272(88.89%) are involved in the day to day affairs of the school in regard to their academic affairs while 34(11.11%) were not involved. This concurs with Sushila (2004), who stated that students should be involved in the management process and making of decisions in the school as students are largely the recipients of the final decisions; hence decisions would affect them in latent and manifest ways and the best decisions would improve their academic performance.

### 4.6.4 Students' attitude towards involvement in school business management on academic performance

The student sought to establish the attitude of the students towards their involvement of school business management. The students were asked to indicate their responses based on strength of agreement on a five point likert scale as follows; Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).The results were illustrated in Table 4.17.

**Table 4.17 Students' attitude towards involvement in school business management on academic performance**

| Students' Attitude | SA (5) | A (4) | N (3) | D (2) | SD (1) | Mean |
|---|---|---|---|---|---|---|
| Students should have a say in making decisions affecting them | 226 (73.86%) | 62 (20.26%) | 12 (3.92%) | 6 (1.96%) | - (0.00%) | 4.66 |
| Students are there to be seen in school and not to be heard | 3 (1.01%) | 9 (3.02%) | 23 (7.54%) | 57 (18.59%) | 214 (69.84%) | 1.44 |
| All school councilors should be elected by students | 232 (75.82%) | 42 (13.73%) | 15 (4.90%) | 11 (3.59%) | 06 (1.96%) | 4.57 |
| Students should be members of the school BOM | 14 (4.57%) | 19 (6.09%) | 40 (13.20%) | 149 (48.73%) | 84 (27.41%) | 2.12 |
| Students' participation in school management has a positive influence on academic performance | 167 (54.58%) | 127 (41.50%) | 7 (2.29%) | 5 (1.63%) | - (0.00%) | 4.53 |

From the study findings, on the statement, students should have a say in making important decisions affecting them in school, 226(73.86%) of the respondents strongly agreed, 62(20.26%) agreed, 12(3.92%) were neutral and 6(1.96%) disagreed. The mean rate was 4.66 giving an indication that majority of the respondents 226(73.86%) strongly agreed with the statement. On the statement, students are there to be seen in school and not to be heard, 3(1.01%) of the respondents strongly agreed, 9(3.02%) agreed, 23(7.54%) were neutral, 57(18.59%) disagreed and 214(69.84%) strongly disagreed with the statement. The mean rate was 1.44

giving an indication that majority of the respondents 214(69.84%) strongly disagreed with the statement.

On the statement, all school councilors should be elected by students, 232(75.82%) of the respondents strongly agreed, 42(13.73%) agreed, 15(4.90%) were neutral, 11(3.59%) disagreed and 6(1.96%) strongly disagreed. The mean rate was 4.57 giving an indication that majority of the respondents 232(75.82%) strongly agreed with the statement. On the statement, students should be members of the schools' BOM, 14(4.57%) of the respondents strongly agreed, 19(6.09%) agreed, 40(13.20%) were neutral, 149(48.73%) disagreed and 84(27.41%) strongly disagreed. The mean rate was 2.12 giving an indication that majority of the respondents 149(48.73%) disagreed with the statement.

On the statement, students' participation in school management has a positive influence on academic performance, 167(54.58%) of the respondents strongly agreed, 127(41.50%) agreed, 7(2.29%) were neutral and 5(1.63%) disagreed. The mean rate was 4.57 giving an indication that majority of the respondents 167(54.58%) strongly agreed with the statement.

These findings are in line with Fletcher (2009) who stated that when the school management works with the students in schools as opposed to working for the students, school improvement is positive and meaningful for everyone, therefore involvement of students in school management will make them work harder and improve their academic performance.

## 4.7 Students' involvement in co- curricular activities on academic performance

This section sought to present the involvement of the students in CCA. The study looked at a number of factors namely; students' participation in CCA, level of students' involvement in CCA and students' attitude towards involvement in CCA.

### 4.7.1 Students' participation in CCA on academic performance

The study sought to establish the participation of students' in CCA. The respondents were asked to indicate whether they participated in any CCA in their school. The findings were presented in Table 4.18

**Table 4.18 Students' level of participation in CCA on academic performance**

| Response | Frequency | Percentage |
|---|---|---|
| Active participant | 272 | 88.78 |
| Passive participant | 34 | 11.22 |
| **Total** | **306** | **100** |

Table4.18 shows that 272(88.78%) of the respondents actively participated in the in CCA while 34(11.22%) where passive participants in CCA. Majority of the students 272(88.78%) actively participated in CCA, therefore have had experience in decision making, teamwork and co-operation, which concurs with Chege (2013) who stated that involvement of students in CCA programs may also improve their academic performance, character modeling and at the same time enhance CCA participation. Minority of the respondents 34(11.02%) who were passive participants in CCA therefore miss out on the chance to excel individually, be part of a group and gain real life lessons about the importance of team work, responsibility, commitment and hard work (Jacobs, 1995), which may also negatively affect their academic performance.

### 4.7.2 Extent of students' involvement in CCA on academic performance

The study sought to establish the extent of student involvement in CCA in school. The students were asked to indicate the extent to which they were involved in different CCA such as ball games, athletics, clubs and societies. This was tested on a four point likert scale and the respondents were to indicate the extent of involvement as follows ; Large Extent (LE), Moderate

Extent (ME), Small Extent (SE) and Not Applicable (N/A). The findings were illustrated in Table 4.19.

**Table 4.19 Level of students' involvement in CCA**

| C.C.A | LE (4) | ME (3) | SE (2) | NA (1) | Mean |
|---|---|---|---|---|---|
| **Ball games** | 228 (74.61%) | 39 (12.70%) | 29 (9.52%) | 10 (3.17%) | 3.58 |
| **Athletics** | 209 (68.30%) | 53 (17.32%) | 32 (10.46%) | 12 (3.92%) | 3.50 |
| **Clubs** | 244 (79.80%) | 39 (12.62%) | 19 (6.06%) | 4 (1.52%) | 3.7 |
| **Societies** | 245 (79.81%) | 32 (10.58%) | 19 (6.25%) | 10 (3.36%) | 3.67 |

Table 4.19 shows that 288(74.61%) were involved in ball games to a large extent, 39(12.70%) to a moderate extent, 29(9.52%) to a small extent and 10(3.17%) did not participate in ball games as a CCA. The mean rate was 3.58 indicating that majority of the respondents participated in ball games as a CCA to a large extent. On athletics, 209(68.30%) were involved to a large extent, 53(17.32%) to a moderate extent, and 12(3.92%) did not participate in athletics as a CCA. The mean rate was 3.50 indicating that majority of the respondents participated in athletics as a CCA to a large extent.

On the clubs, 244(79.80%) were involved to a large extent, 39(12.62%) to a moderate extent, 19(6.06%) to a small extent and 4(1.52%) did not participate in clubs as a CCA. The mean rate was 3.70 indicating that majority of the respondents participated in clubs as a CCA to

a large extent. On societies, 244(79.81%) were involved to a large extent, 32(10.58%) to a moderate extent, 19(6.25%) to a small extent and 10(3.36%) did not participate in societies as a CCA. The mean rate was 3.67 indicating that majority of the respondents participated in societies as a CCA to a large extent. This concurs with Haber (2006) who stated that students should have an active school life with co-curricular and curricular programs, specifically designed to help develop the students' skills and abilities, which continue to become important elements of the learning institution.

### 4.7.3 Students' attitude towards involvement in CCA on academic performance

The study sought to establish the attitude of students towards involvement in CCA. The students were asked to indicate their responses based on strength of agreement on a five point likert scale as follows; Strongly agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly disagree (SD).The results were illustrated in Table 4.20

**Table 4.20 Students' attitude towards involvement in CCA**

| Students' attitude | SA (5) | A (4) | N (3) | D (2) | SD (1) | Mean |
|---|---|---|---|---|---|---|
| Students' should choose their CCA to participate in | 227 (74.11%) | 64 (20.81%) | 8 (2.54%) | 5 (1.52%) | 2 (1.02%) | 4.66 |
| Students' should be involved in the preparation of CCA fixtures | 226 (73.86%) | 40 (13.07%) | 21 (6.86%) | 12 (3.92%) | 7 (2.29%) | 4.52 |
| Students should elect the CCA students' officials | 232 (73.86%) | 31 (10.13%) | 22 (7.19%) | 16 (5.23%) | 5 (1.63%) | 4.53 |
| Students' participation in CCA has a positive influence on academic performance | 234 (76.32%) | 39 (12.63%) | 18 (5.79%) | 11 (3.68%) | 5 (1.58%) | 4.59 |

From the study findings, on the statement, students should choose their CCA to participate in, 227(74.11%) of the respondents strongly agreed, 64(20.81%) agreed, 8(2.54%) were neutral, 5(1.52%) disagreed and 2(1.02%) strongly disagreed with the statement. The mean rate was 4.66 giving an indication that majority of the respondents 227(74.11%) strongly agreed with the statement.

On the statement, students should be involved in the preparation of CCA fixtures, 226(73.86%) of the respondents strongly agreed, 40(13.07%) agreed, 21(6.86%) were neutral, 13(3.92%) disagreed and 7(2.29%) strongly disagreed with the statement. The mean rate was 4.52 giving an indication that majority of the respondents 226(73.86%) strongly agreed with the statement. On the statement, students' should elect their CCA student officials, 232(75.82%) of the respondents strongly agreed, 31(10.13%) agreed, 22(7.19%) were neutral, 16(5.23%)

disagreed and 5(1.63%) strongly disagreed with the statement. The mean rate was 4.53 giving an indication that majority of the respondents 232(75.82%) strongly disagreed with the statement.

On the statement, students' participation in CCA had a positive influence on academic performance, 234(76.32%) of the respondents strongly agreed, 39(12.63%) agreed, 18(5.79%) were neutral, 11(3.68%) disagreed and 5(1.58%) strongly disagreed with the statement. The mean rate was 4.59 giving an indication that majority of the respondents 234(76.32%) strongly agreed with the statement.

From the study findings, it can be concluded that CCA has a positive influence on the attitude of the students and improvement of their academic performance. That is in line with Allison et al (2000) who stated that CCA allows the student to blend aspects of their academic learning into personal action and activities. In conclusion, students involved in CCA not only do better academically but also develop in other areas of their personality in the process such as self-esteem, self-confidence, social co-operation and leadership skills.

# CHAPTER FIVE

# SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the summary of the findings of the study, conclusion based on the objectives of the study, recommendations, contribution to the body of knowledge and suggestions for further research.

## 5.2 Summary of the findings

In assessing the role of academic masters and mistresses, in students' participation in making decisions that affected their academic performance, the study found that there was a positive relationship between the academics department and the involvement of students in decision making that affected their academic performance. The study found that the involvement of students in decision making that affected their academic performance was supported by 100% of the respondents. This was very good in measures to support the students' decision making and improvement of their academic performance.

Regarding the extent of student involvement in discipline management, the study revealed that there was a positive relationship between discipline and the students' academic performance; where by 32.02% of the respondents were involved in making rules of their school while 67.98% were not involved in making rules of their school. This showed that the students did not own the rules therefore were not compelled to follow them, leading to indiscipline cases which may have led to their negative academic performance. The study further established that the most preferred measure the students would use to manage indiscip0line cases was Guidance and counseling which was supported by the majority of 75.64% of the students, as compared to suspension, manual work and exclusion supported by 24.36% as measures of solving indiscipline. The study also established that 64.38% of the respondents supported students' involvement in the disciplinary committee on discipline management, 12.09% neither showed support or resistance, while 23.53% did not support. As such, a majority 79.47% of the respondents showed that students should be involved in the disciplinary committee on discipline management. On the influence of discipline on students' academic performance, the study

showed that 94.44% of the respondents supported the fact, 3.59% neither showed resistance nor support, while 1.97% of the respondents did not support the fact. A majority 98.03% of the respondents showed that discipline affects the students' academic performance.

In the extent to which the students' involvement in academic management influences their academic performance, the study revealed that there was a positive relationship. In regard to the involvement of students in setting their academic achievement targets, 88.44% of the respondents supported the fact while 11.56% of the respondents did not support. The study further revealed that regarding the involvement of students in the choice of textbooks to be bought by the school, 85.71% of the respondents supported the fact while 4.47% of the respondents did not support. A majority 95.53% of the respondents showed that students involved in the choice of textbooks to be bought by the school. In determining the involvement of students in school business management on their academic performance, the study revealed that there was a positive relationship. The study found that regarding the students' involvement in the schools' Board of Management, a majority 60.80% of the respondents supported the fact while 39.20% did not support. The study further revealed that the involvement of the students in decision making affecting them in school, 94.12% of the respondents supported the fact, 3.92% neither showed resistance nor support, while 1.96% did not support. As such, a majority 98.04% of the respondents supported the fact that students should be involved in making important decisions affecting them in school while 1.96% of the respondents did not support. The study found that regarding the students' involvement in the election of student councilors, 89.55% of the respondents supported the fact, 4.90% neither resisted nor supported, while 5.55% of the respondents did not support. A majority 94.45%of the respondents supported that students should be involved in the election of the student councilors.

In establishing the extent to which students' involvement in the management of CCA influences their academic performance, the study revealed that there was a positive relationship. Regarding the involvement of students in choosing the CCA to participate in, 94.92% of the respondents supported, and 2.54% neither supported nor resisted, while 2.54% did not support. As such, majority of 97.46% of the respondents supported that students should be involved in the choice of CCA, to participate in. The study found that regarding students' involvement in setting

of fixtures of CCA, 86.93% of the respondents supported, 6.86% neither resisted nor supported, while 6.21% of the respondents did not support. A majority of 93.79% of the respondents supported the fact that students should be involved in setting of fixtures of CCA. The study further revealed that regarding involvement of students in the election of students' sports officials, 85.95% of the respondents supported the fact, 7.19% neither resisted nor supported while 6.86% of the respondents did not support. As such, a majority 93.14% of the respondents supported that students should be involved in election of the students' sports officials.

## 5.3 Conclusion

The main purpose of the study was to examine the influence of students' participation in school management on academic performance in public secondary schools in Kadibo Division, Kisumu County. Regarding the stated research objectives, the following findings emerged from the study.

The study established that involvement of students in discipline management positively influenced their academic performance. Good discipline acts as a catalyst towards improving academic performance of the students. Students should be involved in making the school rules so that they own the rules and will be compelled to follow their rules which they made. That would lead to good discipline resulting to improved academic performance. The study also revealed that the most preferred measure in dealing with indiscipline cases was G&C through peer counselors, with the support of the schools' G&C department. The students also should be involved in the students' disciplinary committee whereby they would handle discipline matters at their own level but under the guidance and support of the schools' G&C department. This would reduce indiscipline cases and improve the students' academic performance.

The study established that students' involvement in academic management on academic performance showed a positive relationship. The study established that when students set their academic achievement targets, they are focused and are more involved in improving their academic performance. The study established that students are the major stakeholders in the selection of subjects. This is because they are the recipients of most final decisions which in turn affect them in latent and manifest ways (Fletcher 2009). This would have a positive impact on

their final examination at the end of their four years in secondary school. The students would select subjects according to their best ability and this would improve their academic performance. The students would participate actively with their own set targets, as this creates more opportunities for the building and exploiting their individual capacity. The study revealed that students should be involved in the selection of textbooks to be bought by the school. This enables the students' centered learning, where by the students' choice of textbooks enables them to be able to do extra work, revision of work done, learn from challenges faced and find their own solution, being active participants in solving problems and improve their academic performance.

The study established that students' involvement in school business management has a positive relationship with academic performance. The students should be involved in their schools' business management by being members of the schools' BOM, where they can bring in new initiatives and ideas to the schools' management on ways to improve their academic performance. The study established that students' participation in decision making on matters that affect them while they are in school had a great influence on their academic performance. Decisions and recommendations made by the students would be constructive, significant and would work positively towards their academic performance. The study also established that students should be involved in the elections of students' school counselors, as these councilors would owe their loyalty to their fellow students who elected them. This would encourage the student leaders to give peer guidance both on behavior and academic matters. By extension, this peer guidance would improve their academic performance.

Finally, the study revealed that students' involvement in CCA management had a positive relationship with their academic performance. The students should be involved in the choice of CCA to participate in, as this gives the students opportunities to learn and develop skills through active participation. Involvement of students in decision making on CCA programs for students also shapes their character, enhances CCA participation and improved academic performance. The study established that students should be involved in the setting of fixtures of CCA, as this would enable the students to own the programs and participate actively in the CCA. That would lead to effective planning where the fixtures are put in place by the major stakeholders who are

the students. It would be set at the appropriate time where it would not coincide with their examinations and academic timetable; enabling maximum concentration on their academic work and improve in their academic performance. The study established that students should be involved in the election of the students' sports officials. These elected students would use their leadership skills to organize and coordinate program of CCA for the school like inter-class competition, coordinate the election of clubs and officials of societies. CCA allows the students to blend aspects of their academic learning into personal actions, leading to their academic performance.

## 5.4 Recommendation

The study made the following recommendations for policy action.

1. School principals should involve students in the management of discipline in their schools. This would reduce indiscipline cases in the school and improve on their academic performance.
2. The school principals should involve students in setting their own academic achievement targets. Their active participation would bring a sense of ownership and in turn improve their academic performance.
3. The school managers should involve students in the school business management by having students' representatives in the B.O.M. This can bring new initiatives and in the long run improve their academic performance.
4. School principals should involve students in the management of co-curricular activities. This allows students to blend aspects of CCA with their studies and this would translate into better academic performance of the students.

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## APPENDIX I

## STUDENTS' QUESTIONNAIRE

**Introduction**

The purpose of this questionnaire is to get the perceptions, views, opinions and insight of students on the influence of student participation in school management on academic performance. Your honesty and co-operation in responding to these questions will highly be appreciated with utmost confidentiality.

**Instructions for completion of questionnaire**

Please answer the questions honestly. You are kindly requested to tick (√) in the appropriate bracket or give brief opinion where necessary.

**SECTION 1**

1. What is your gender?

| | |
|---|---|
| **Male** | |
| **Female** | |

2. Where does your age fall?

| | |
|---|---|
| **15 years and below** | |
| **16-18** | |
| **19-21** | |
| **22-24** | |
| **25 and above** | |

3. Which form are you in?

| **Form 1** | **Form 2** | **Form 3** | **Form 4** |
|---|---|---|---|
| | | | |

4. In which type of school are you learning?

| | |
|---|---|
| **Day** | |
| **Boarding** | |

5. What is the category of your school?

| | |
|---|---|
| **Boys** | |
| **Girls** | |
| **Mixed** | |

6. What mean grade did you get in your end of term one continuous assessment test (CAT) ?

| **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **E** |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | |

**SECTION 2**

**Student involvement in Discipline management**

Tick ( √) where you think is appropriate

1. Do you know your school rules?

| | |
|---|---|
| **Yes** | |
| **No** | |

2. To what extent do you think the following stakeholders have a role to play in school discipline?

| **Stakeholders** | **Large Extent** | **Moderate Extent** | **Small Extent** | **Not Appropriate** |
|---|---|---|---|---|
| **Principal** | | | | |
| **Teachers** | | | | |
| **Parents** | | | | |

| | | | | |
|---|---|---|---|---|
| **Students** | | | | |

3. Do you agree with the following statements Tick (√) where appropriate.

   5. Strongly agree  4. Agree  3. Neutral

   2. Disagree  1. Strongly disagree

| **Student attitude** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| Student should be involved in making school rules. | | | | | |
| School rules are for indiscipline students only | | | | | |
| Students should be left to be in-charge of school discipline | | | | | |
| Students should be part of the school disciplinary committee | | | | | |
| Discipline affects the students' academic performance | | | | | |

**SECTION 3**

**Student involvement in academic management**

Tick (√) where appropriate.

4. Does your school have an Academics Department?

| | |
|---|---|
| **Yes** | |
| **No** | |

5. How frequent are you involved in setting your academic achievement targets?

| | |
|---|---|
| **Not at all** | |
| **Moderately** | |
| **Very** | |

6. Do you agree with the following statements Tick (√) where appropriate.

5. Strongly agree 4. Agree 3. Neutral

2. Disagree 1. Strongly disagree

| **Student attitude** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| Students should set academic targets for individual subjects | | | | | |
| Students should set academic target for the mean grade only | | | | | |
| Teachers should set academic targets for students | | | | | |
| Students should be involved in selection of textbooks bought by the school | | | | | |
| All subjects are important for good academic performance | | | | | |
| Students should use group work to improve their grades | | | | | |

7. The following stakeholders should be involved in the selection of subjects in school?

Tick (√) where appropriate.

| **Stakeholders** | **Large Extent** | **Moderate Extent** | **Small Extent** | **Not Appropriate** |
|---|---|---|---|---|
| **Principal** | | | | |
| **Teachers** | | | | |
| **Parents** | | | | |
| **Students** | | | | |

**SECTION 4**

**Student involvement in school business management**

8. How frequent are you involved in making decisions which affect you in school?

| | |
|---|---|
| **Not at all** | |
| **Moderately** | |
| **Very** | |

9. Do you think it is your right to know how school business are managed by the Board of Managers (BOM)?

| | |
|---|---|
| **Yes** | |
| **No** | |

10. Do you agree with the following statements? Tick (√) where appropriate.

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

| **STUDENTS ATTITUDE** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| Students should have a say in making important decisions affecting them in school | | | | | |
| Students should have a say in making important decisions affecting them in school | | | | | |
| Students are there to be seen in school and not heard | | | | | |
| All school councilors should be elected by students | | | | | |
| Students should be members of the schools' B.O.M | | | | | |
| Student participation in school management has a positive impact on academic performance | | | | | |

## SECTION 5

**Student involvement in co-curricular activity**

1. To what extent are you involved in taking part in the following co-curricular activities in your school? (Tick where appropriate).

| **Co-curricular Activity** | **Large extent** | **Moderate extent** | **Small extent** | **Not applicable** |
|---|---|---|---|---|
| Games & Sports | | | | |
| Clubs | | | | |
| Societies | | | | |

2. Do you hold any leadership responsibility in your co-curricular activity? Tick (√) where appropriate.

| **Position** | **Response** |
|---|---|
| Chairperson/Captain | |
| Vice Chairperson/Captain | |
| Treasure | |
| Secretary | |
| Member/Player | |

3. Do you agree with the following statements? (Tick (√) where appropriate).

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

| **Statements** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|
| Students should choose the co-curricular activity to participate in | | | | | |
| Students should be involved in the preparation of co-curricular fixtures | | | | | |
| Students should elect the co-curricular activities student officials | | | | | |
| Students' participation in co-curricular activities has a positive impact on academic performance | | | | | |

## APPENDIX II

## INTERVIEW SCHEDULE FOR ACADEMIC MASTER/MISTRESS

**Introduction**

The purpose of the interview is to establish how the academics master/mistress facilitates students' participation in school management and their academic performance.

**Instructions of completion of the interview schedule.**

Kindly complete the structured questions in the spaces provided by putting a tick (√) against your opinion.

**SECTION A**

1. What is your gender?

| | |
|---|---|
| **Male** | |
| **Female** | |

2. What age bracket do you fall?

| | |
|---|---|
| **Less than 25 yrs.** | |
| **26 – 35 yrs.** | |
| **36 – 46 yrs.** | |
| **46 – 55 yrs.** | |
| **More than 55 yrs.** | |

3. How long have you served as an academic master/mistress?

| | |
|---|---|
| **1 – 5 yrs.** | |
| **6 – 10 yrs.** | |
| **11 – 15 yrs.** | |
| **16 – 20 yrs.** | |
| **21 yrs. and above** | |

4. What is your academic qualification?

| | |
|---|---|
| **Diploma** | |
| **Bachelors' Degree** | |
| **Masters' Degree** | |
| **PhD** | |

5. What is your professional qualification?

| | |
|---|---|
| **Diploma teacher** | |
| **ATS II / Job group K** | |
| **ATS I / Job group L** | |
| **Job group M** | |
| **Job group N** | |

**SECTION B**

1. Indicate the performance of your school in the Kadibo Division joint examinations in the last three (3) years.

| **Year** | **Nos. of students** | **Mean grade** |
|---|---|---|
| **2011** | | |
| **2012** | | |
| **2013** | | |

2. Indicate the performance of the following classes in their end of term one (1) continuous assessment test (CAT).

| **Class** | **Nos. of students** | **Mean grade** |
|---|---|---|
| **Form 2** | | |
| **Form 3** | | |

3. In your opinion, is it necessary to involve students in making decisions that affect their academic performance?

| | |
|---|---|
| **Yes** | |
| **No** | |

If your answer is yes, please tick where they can be involved.

| | **Areas of involvement** | **Yes** | **No** |
|---|---|---|---|
| **i** | **Setting their academic achievement targets** | | |
| **ii** | **Selection of textbooks bought by the school** | | |
| **iii** | **Selection of subjects to be done** | | |
| **iv** | **Determine the course content to be assessed on.** | | |
| **v** | **Set their own assessment test** | | |

## APPENDIX III

## POPULATION OF SCHOOLS IN KADIBO DIVISION

| SCHOOL | CATEGORY | NO. OF STUDENTS |
|---|---|---|
| ONGECHE | MIXED | 180 |
| WITHUR | BOYS | 316 |
| ALENDU | MIXED | 365 |
| MIGINGO | GIRLS | 441 |
| NYAKAKANA | MIXED | 167 |
| MASOGO | MIXED | 200 |
| LELA | MIXED | 615 |
| OTIENO OYOO | BOYS | 917 |
| KOBURA | GIRLS | 98 |
| NDURU | MIXED | 268 |
| ODIENYA | MIXED | 54 |
| AROMBO | MIXED | 145 |
| KANYAGWAL | MIXED | 200 |
| RANJIRA | MIXED | 75 |
| **TOTAL** | | **4010** |

**Table 4.1** POPULATIONS OF SCHOOLS IN KADIBO DIVISION

**Source:** MOEST, KISUMU EAST DISTRICT 2012

## APPENDIX IV

## TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

| N | S | N | S | N | S |
|---|---|---|---|---|---|
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 100000 | 384 |

N is the population size.

S is the sample size.

Determining sample size (Adopted from Krejcie and Morgan, 1970)

## APPENDIX V

## MEAN SCORE FOR FORM 2 AND 3 CATS

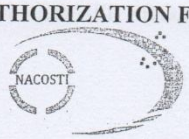
| Mean Scores for Form 2 CATs in 2013 – 2014 | | | |
|---|---|---|---|
| **SCHOOL** | **2013** | | **2014** |
| | **Term 2** | **Term 3** | **Term 1** |
| Withur Boys | 7.147 – B- | 6.218 – C+ | 6.349 – C+ |
| Otieno Oyoo | 7.736 – B- | 6.919 – C+ | 5.873 – C |
| Migingo Girls | 6.295 – C+ | 5.430 – C | 6.314 – C+ |
| Kobura Girls | 5.41 – C | 5.214 – C | 5.871 – C |
| Lela Mixed | 5. 317 – C | 5.941 – C | 6.131 – C+ |
| Alendu Mixed | 5.419 – C | 5.851 – C | 5.904 – C |
| Ongeche Mixed | 6.35 – C+ | 6.293 – C+ | 5.43 – C |
| Ranjera Mixed | 7.24 – B- | 6.372 – C+ | 5.561 – C |

| Mean Scores for Form 3 CATs in 2013 – 2014 | | | |
|---|---|---|---|
| **SCHOOL** | **CATs 2013** | | **CATs 2014** |
| | **Term 2** | **Term 3** | **Term 1** |
| Withur Boys | 5.398 - C | 5.245 - C | 5.345 - C |
| Otieno Oyoo | 5.32 - C | 5.13 - C | 5.31 - C |
| Migingo Girls | 4.321– C- | 4.511– C- | 5.632 - C |
| Kobura Girls | 4.981 - C- | 5.211 - C | 5.1132 - C |
| Lela Mixed | 5.311 - C | 6.712–B- | 5.891– C+ |
| Alendu Mixed | 5.419 - C | 5.851 - C | 5.904 - C |
| Ongeche Mixed | 5.218 - C | 5.245 - C | 5.244 - C |
| Ranjera Mixed | 4.91– C- | 3.376 - C | 3.987–D+ |

**Source:** Academic Departments of Selected Secondary Schools in Kadibo Division

## APPENDIX VII

## RESEARCH AUTHORIZATION FROM NACOSTI




**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

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P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

7th August, 2015

**NACOSTI/P/15/1539/6439**

Onginjo Victor Kariuki
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' involvement in school management and academic performance,"*** I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **4th December, 2015.**

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

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

**DR. S. K. LANGAT, OGW**
**FOR:DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

**UNIVERSITY OF NAIROBI**
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
KISUMU CAMPUS

The Secretary
National Council for Science and Technology
P.O Box 30623-00100
**NAIROBI, KENYA**

09th July, 2014

Dear Sir/Madam,

**RE: ONG'INJO VICTOR KARIUKI- REG NO: L50/84295/2012**

This is to inform you that **Ong'injo Victor Kariuki** named above is a student in the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Kisumu Campus.

The purpose of this letter is to inform you that **Victor** has successfully completed his course work and Examinations in the programme; he has developed Research Thesis Proposal and submitted before the School Board of Examiners which he successfully defended and made corrections as required by the School Board of Examiners.

The research title approved by the School Board of Examiners is*: **"Influence of Students' Participation in School Management on Academic Performance in Public Secondary Schools in Kadibo Division, Kisumu County, Kenya".*** The research project is part of the pre-requisite of the course and therefore, we would appreciate if the student is issued with a research permit to enable him collect data and write a report. Research thesis reflects integration of practice and demonstrates writing skills and publishing ability. It also demonstrates the learners' readiness to advance knowledge and practice in the world of business.

We hope to receive positive response so that the student can move to the field to collect data as soon as he gets the permit.

Yours Faithfully

UNIVERSITY OF NAIROBI
17 JUL 2014
TEL: 057 - 2021534
KISUMU CAMPUS

**Dr. Raphael O. Nyonje, PhD**
RESIDENT LECTURER
DEPARTMENT OF EXTRA-MURAL STUDIES
KISUMU CAMPUS

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6032

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
*MR.ONGINJO VICTOR KARIUKI*
of UNIVERSITY OF NAIROBI, 0-40100 kisumu,has been permitted to conduct research in *Kisumu County*

on the topic: *INFLUENCE OF STUDENTS INVOLVEMENT IN SCHOOL MANAGEMENT AND ACADEMIC PERFORMANCE*

for the period ending:
*4th December,2015*

Permit No : NACOSTI/P/15/1539/6439
Date Of Issue : 7th August,2015
Fee Recieved :Ksh 1,000

Applicant's Signature

Director General
National Commission for Science, Technology & Innovation