

**STUDENTS PARTICIPATION IN DECISION MAKING AND ITS
IMPLICATION IN SECONDARY SCHOOL DISCIPLINE IN TURKANA EAST
SUB COUNTY, TURKANA COUNTY-KENYA**

By

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**A Research Project Submitted to the School of Education in Partial Fulfillment of
the Requirements for the Award of Master of Education in Comparative Issues in
Education Degree.**

University of Nairobi

2017

DECLARATION

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

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DEDICATION

This research project is dedicated to my mother Sarah Ngasike and my father Aukot Tarkus (RIP)

ACKNOWLEDGEMENT

There are a number of people that I owe immensely for the completion of this work. First and foremost, I am very grateful to my supervisor Dr. Musembi Nungu and Mr. Ejore Paul who have been mentors to me, their professional advice and encouragement kept me working even when things were tricky. They worked with me patiently to develop the study and always encouraged me to keep focused. Without their guidance and generous support this work would never have been completed.

I am grateful to all the other lecturers in the Department of Educational Foundations, School of Education, for their direct and indirect professional support in making my masters degree and this work a success.

Most importantly, I would like to extend my sincere gratitude to all my family members: especially my mother who taught me from the tender age that nothing meaningful comes easy, but only through hard work, honesty and determination and believing in one's abilities. It's through her sacrifice and constant reminder that I must not give up on my studies so as to attend to other family needs that inspired me most to work even harder to complete this work.

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LIST OF ABBREVIATIONS

CDE	County Director of Education
KICD	Kenya Institute of Curriculum Development
KSSSC	Kenya Secondary Schools Student Council
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council of Science of Technology Institute
NGOs	Non Governmental Organizations
SPSS	Statistical Programme for Social Science

ABSTRACT

The purpose of the study was to investigate the students' participation in decision making and its implication in secondary school discipline in Turkana east Sub County, Turkana county-Kenya. The study was guided by three research objectives which are: To determine the effects of students active participation in decision making and its implication in school discipline in Turkana East Sub County; to investigate the effects of students decisions in administration of the school and its implication in school discipline in Turkana East Sub County and to examine the effects of curriculum in decision making and its implication in school discipline in Turkana East Sub County. The target population was 296 respondents and sample size of 96 respondents was used. Data was collected by use of interviews and questionnaires which were analyzed using the Statistical Package for Social Sciences (SPSS). Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments. The study recommends that Firstly, the teachers should engage the students in open discussions, debates, assignment presentations and classroom instructions in order to build their social skills. By doing this, the students will be provided with opportunities for open interaction between them and their fellow students and even with their teachers without fear of intimidation from anyone. And that the head teachers should ask the teachers to use suitable teaching methodologies in

their classes since teaching methods have negative and positive influence on students' discipline.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

A free society requires vibrant citizens who have strong sense of justice (Canetti-Nisim, Perliger, and Pedahzur, 2006, Soder, 1996). For this Endeavour schools play a key role for the realization of societies which are free, fair and transparent (Buchholz, 2013, Vinterek, 2010). Researchers have activated much on the policies that would lead students to become active citizens of their countries by creating a concept of active classroom participation (Thornburgh, 2010).

According to Kubow and Kinney (2002) a classroom learning environment is an environment in which a learner's personality is built in a social-psychological context. Kubow and Kinney (2000) add that the teacher highly contributes to students' active engagement in classroom as they manipulate the learning and teaching process in the classroom. According to Imran, (2006), the student academic performance is determined by the level of the student teacher engagement in the classroom and the kind of atmosphere developed with these two-way interaction. Hence, suggestions have been made that the student teacher relationship must be based on partnership (Dash, 2004; Hall, 2000). Scholars have also suggested that a conducive classroom atmosphere must be created by the teachers to help in building students confidences and share their ideas openly without fear of intimidation. (Leenders and Veugelers, 2006).

Depending on the background and different world view the extent of student participation in decision making is debatable with conflicting viewpoints aired by different educational stakeholders. The first view point is that students must only listen to and receive

instructions from parents and teachers (Sithole, 1998). This means that student should follow to the letter policies designed by the adults. The second viewpoint suggests that students are only engaged to some extent (Magadla, 2007, Squelch, 1999). Huddleston (2007) suggests that the school leaders and teachers tend to define issues that affect students narrowly. Aggrawal, (2004) suggests that student consultation and engagement is limited to the extent that they have say in matters immediately relevant to them for example sanitary matters and playground matters in the school.

Owing to the frequent incidences of student unrest in public secondary schools in Kenya in the past few years, an increased call for students participation in schools have been called for in the learning institutions (Buhere, 2008; Kamuhanda, 2003; Kindiki 2009 and Ogot, 2003). Student inclusion has been justified by the ambassadors of student engagement for the fact that the student are affected in many different ways by the decisions made on their behalf in schools. In most cases the students are the recipients of final verdicts made in school (Sushila, 2006) therefore the suggestions and voices voiced by the learners might be very useful to their schools if tackled appropriately and with care.

Student disengagement is one of serious problems and challenges faced in our secondary schools. The school environment is completely the opposite of the outside environment democratically in terms of student behavior, interaction and their way of thinking and critical analysis which some of the contributing factors to student disengagement. These opposing values between the students and the school as contributing factors to students' disengagement calls for a problem worth of study. (Thornburgh, 2010)

The ministry of education science and technology (MoEST) has called for the secondary learning institutions to include students decisions in their structures and the education ministry have attempted to put in place some of inclusion structures the most famous one being the creation of the Kenya Secondary School Student Council (KSSSC) in 2009 with the aim of creating all-inclusive and participatory school governance to ensure that the students' interests are considered in the administration of schools.

Teachers in Kenya have a significant task in supporting the democratic values not only in schools and classes but also in the community at large. Education holds a key role to the achievement of the ambitions of both the global and national goals of democracy. On the other hand, Kenya's curriculum in particular primary and secondary pays less attention to the development of active participation, which is clear evidence from the bad relationships between the citizens and the governing institutions (Ongeri, 2012).

In Turkana County, the issue of active participation is a problem which is widely faced; we find that the Ladies don't have a say, only and maybe in special forums like in reconciliation. Once a lady is married they have no say! The boys are also given more priority at homes than the girls but at the school settings the boys and girls have equal opportunities. The women have no say in terms of political leaderships since the community does not allow for women to be leaders unlike now that we have women representatives in as much as the students participate in their schools to elect their students representatives but when they come to the larger community gender equality is not exercised which is contrary to the democratic values taught in school. (MOEST, 2016)

Student unrest has also been experienced in the secondary schools in Turkana County and the most recent case sited in katilia boys where the students went on strike demanding their views to be heard by the headteacher on feeding. It is in this light therefore that this study aims to investigate on students' participation in decision making and its implication on secondary schools discipline in Turkana east sub county, Turkana County, Kenya

1.2 Statement of the Problem

Despite the MOEST having put in place broad policy to ensure student inclusion in administrative decisions in secondary schools in Kenya there has been a number of student unrest and riots in various parts of the country many of them pointing out at student disengagement by the school administrators as the chief reason for the unrest.

Another factor is the disconnect between what the student learn in school and what happens in the larger community, student see cases of corruption, cases of rigged elections, violence, and tribalism, all pointing to intolerance, selfishness, and exclusionary practices.

Secondary schools in Turkana County is not an exemption since the county has been facing many challenges of students unrest whereby some schools in the recent past have been closed due to student riots due to disengagement in schools decisions. It is in this light the study is carried out to investigate on students' participation in decision making and its implication on secondary schools discipline in Turkana east sub county, Turkana County-Kenya

1.3 Purpose of the study

The purpose of the study is to investigate on student's participation in decision making and its implication in secondary school discipline in Turkana East Sub County.

1.4 Objectives of the study

- i. To determine the effects of students active participation in decision making and its implication in school discipline in Turkana East Sub County.
- ii. To investigate the effects of students decisions in administration of the school and its implication in school discipline in Turkana East Sub County.
- iii. To examine the effects of curriculum in decision making and its implication in school discipline in Turkana East Sub County.

1.5 Research Questions

- i. How does student's active participation affect decision making and its implication in school discipline in Turkana East Sub County?
- ii. To what extent do students' decisions influence administration of the school and its implication in school discipline in Turkana East Sub County?
- iii. To what extent do the curriculum influence decision making and its implication in school discipline in Turkana East Sub County?

1.6 Significance of the study

The proposed study is significant in a number of ways. The findings of the study may be of use to a number of Education stakeholders such as principals to enable them to identify

the factors that mitigate against active participation in secondary schools. The study may also help classroom teachers to cushion the impact and influence active participation during content delivery. Policy makers such as the (MOEST) Ministry of Education Science and Technology and (KICD) Kenya institute of Curriculum Development may use these findings and recommendations to execute appropriate administrative strategies aimed at improving democratic environment in Kenyan schools. The findings of this study will also provide light on the challenges facing citizenship education in Kenya.

1.7 Limitation of the study

The study was limited by the fact that it was not possible for the researcher to study all facets of students' active participation and school discipline in the entire targeted population due to high level of insecurity in some parts of Turkana East Sub County.

1.8 Delimitation of the study

The scope of the study was Turkana East Sub County and the study was confined to investigating student's participation in decision making and its implication in secondary school discipline. Head teachers, teachers and students from the various schools in Turkana East Sub County will be the respondents of the study.

1.9 Assumption of the study

- i. The resources and constraints in Turkana East County are similar to those of any other rural setting.

- ii. All the secondary schools participating in the study are challenged with student inclusion and active participation.
- iii. The researcher assumes that the respondents will be honest with their responses.

1.10 Definition of terms

Active participation:	Refers to allowing every individual to have a say on decisions made affecting them indirectly or directly.
Administration:	Refers to a method of managing the affairs of people in a group
Curriculum:	Refers to a course of academic studies
Democratic citizen:	Refers to someone who has knowledge of democratic processes, possesses skills for civic engagement and democratic values of respect for individual and group identities and concern for the greater well.
Decision Making:	Refers to the cognitive process of reaching a decision
Discipline:	Refers to the traits of being well behaved
Engagement:	Refers to the act of sharing the activities of a group
Education for active participation:	Type of education that impart democratic ideals in the classroom characterized by discussion, deliberation, debate and decision making.

1.11 Organization of the study

The research report was expected to contain Introduction, Literature review, Research methodology, Findings and Discussions, Summary and Recommendations upon completion. Each chapter contained the following; Chapter one: Background to the study, Statement of the problem, Purpose of the study, Research objectives, Research questions, Significance of the study, Limitation of the study, Delimitation of the study, Basic assumption and definition of key terms. Chapter two: Literature Review and Theoretical Framework. Chapter three; Research Methodology which consisted of; Research design, Target population, Sample procedure and sample size, Instruments, Validity and reliability, procedure for data collection and Data analysis. Chapter four contained data analysis and interpretation, Chapter five; was the Summary, Conclusion, Recommendations and Suggestions of the study. Lastly, References and the various Appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consisted of review of related literature, under the following subtopics, students' active participation in decision making and its implication in school discipline, students' decision's in administration of the school and its implications in school discipline, curriculum influence in decision making and its implication in school discipline in Turkana East Sub County.

2.2 Students' active participation in decision making and its implication in school discipline

According to Kubow and Kinney (2002) a classroom learning environment is an environment in which a learner's personality is built in a social-psychological context. Kubow and Kinney (2000) add that the teacher highly contributes to students' active engagement in classroom as they manipulate the learning and teaching process in the classroom. Teachers also pay attention towards quality and quantity of intercommunication between the learners and the teacher in the (Allodi, 2002). Research on the factors influencing students inclusion and engagement in learning institutions have been conducted in different studies Parsons, (2002) majority of them being conducted in the developed world (Beck, 2001).

In the United States, Morgan and Keeves (1997) in a study found that there is a positive relationship between student's engagement and the general development. The study further found that the teachers' personality and the general classroom learning

atmosphere contribute majorly on a student's development democratically. Sylvester (2003) also conducted a study on the different perceptions students in urban and rural setting have regarding their classroom environment.

In a study conducted by Gutherie and Cox (2001) on teaching methods implored by teachers, they found out that the learners in an open and two-way learning classroom environment have positive attitude towards the community at large. The students portrayed that, by having a strong interest in trying to solve the challenges faced by the community at large.

According to Imran, (2006), the student academic performance is determined by the level of the student teacher engagement in the classroom and the kind of atmosphere developed with these two-way interaction. Hence, suggestions have been made that the student teacher relationship must be based on partnership (Dash, 2004; Hall, 2000). Scholars have also suggested that a conducive classroom atmosphere must be created by the teachers to help in building students confidences and share their ideas openly without fear of intimidation. (Leenders and Veugelers, 2006).

According to Abbas, (2002) in his study indicated that the class should be a place in which student feel at home and a place where they are able to express themselves freely. Open classroom environment create room for open and free discussion between the teachers and students (Bafile, 2005).

According to Cushman, (1994) Students engagement is not only limited and restricted to the outside environment but the socialization process is required even at the school level. He further says that the class is the most ideal place to nature many social habits in students including respecting the beliefs and views of other students, respecting other

students and inviting other students to participate in free and open discussions. In Other studies carried out by (Hall and Barrett, 2000; Crawford, 2003) have shown that it is the classroom where a student's personality is being molded and reshaped. This process takes place when the students interact with their teachers and peers and provides students with the ability to critically study the behaviours and attitudes of other people in the surrounding environment (Quinn, Challahan, and Switzer, 1999).

According to Oakes and Lipton, (2003) The teachers should engage the students in open discussions, debates, assignment presentations and classroom instructions in order to build their social skills. By doing this, the students will be provided with opportunities for open interaction between them and their fellow students and even with their teachers without fear of intimidation from anyone. The scope of social development is enlarged through the experience of working together as a team (Oakes and Lipton, 2003).

In a study carried out by Feinberg and Toress, (2001) it was found out that participative individuals are created through supportive classrooms. Dean, (2005) in his study on classroom engagement among students in Pakistan schools revealed that Pakistani schools still use the old school methods of teaching whereby the students are only there to be seen or rather listen while the teacher is to speak. No form of classroom interaction (Dean, 2005). In this way, the student find no chance to openly interact and participate in classroom environment since the teachers act know it all and their word in any given subject is final. This know it all attitude of the teachers has produced individuals who lack necessary skills such as excellent communication skills (Siddiqi, 2002).

On the other hand, studies by other scholars like Mulji, (2004) have shown through their studies on active classroom participation that student find room for meaningful

engagement and learning in a democratic classroom environment which provides them with room to openly discuss and share ideas with their teachers and fellow students. This can be achieved by the teacher manipulating the process. The student gain meaningful experiences like behavioural engagement, emotional engagement and cognitive engagement through classroom active participation (Mulji, 2004).

2.3 students' decisions in administration of the school and its implication in school discipline

According to Huddleston, (2007) Student participation refers to the inclusion of student representative bodies such as school prefects and student councils. The inclusion school is often viewed as problematic by educational stakeholders such as teachers and parents due to the fact that students should only be there to be seen but not to heard in the matters of conducting and running the school. Hence, the students' inclusion is always limited to issues concerned with student welfare and not in administrative issues. (Huddleston, 2007)

Depending on the background and different world view the extent of student participation in decision making is debatable with conflicting viewpoints aired by different educational stakeholders. The first view point is that students must only listen to and receive instructions from parents and teachers (Sithole, 1998). This means that student should follow to the letter policies designed by the adults. The second viewpoint suggests that students are only engaged to some extent (Magadla, 2007, Squelch, 1999). Huddleston (2007) suggests that the school leaders and teachers tend to define issues that affect students narrowly. Aggrawal, (2004) suggests that student consultation and engagement

is limited to the extent that they have say in matters immediately relevant to them for example sanitary matters and playground matters in the school.

According to Christie (1998) Students constitute the larger percentage of stakeholders in active participation but their inclusion in decision making is viewed as a problem because of how different opponents of active participation perceive the inclusion of students in decision making process. Most of these opponents of student inclusion in decision making base their arguments that learners should only be there to receive instructions and act in accordance with instructions from the authority. This means that the learners are not to be included anywhere in policy making yet they also form part of the decision making body.

Magadla, (2006) presents another viewpoint that prohibits student participation. These opponents suggest that students can only participate to a certain level. They argue that student inclusion is undesirable in certain issues like disciplinary issues. This is also supported by Squelch (1999) who argues that you don't have to participate in every decision making as a stakeholder and feels that some disciplinary decisions are best left in the hands of parents and teachers. Sithole, (1998) concurs with this and argues that students' participation is limited because they are regarded to as minors by law even though they have a stake in school governance.

The foregoing arguments are therefore aimed at limiting student inclusion in decision making to minor issues. Proponents of the above theories are supported by a number of studies done on student engagement in governance. Magadla (2007) points a number of challenges faced with students' inclusion in decision making. The first is that they have insufficient knowledge to contribute to certain matters concerning finance. The second

one is that other stakeholders do not have trust to the students when it comes to discussing other sensitive issues. Furthermore students rarely ask any question if not make comments when they are in the meetings with other educational stakeholders. Finally, the students are too young and not responsible enough to be on equal terms with adults (Magdala, 2007).

According to a study carried out in Czech Republic by Huddleston (2007) it was found one of the main factors that mitigate students inclusion are traditional parent and teachers who cannot allow students to air their views. In general, this is also faced by students in private and semi-private schools as well. Fear of losing control, poor information – student not aware in activities to free participates in, lack of professional development to mention but a few are some of the factors which militate against more effective involvement. Davies (2005) also seems to blame institutional hurdles to student participation. He says that student face a number of challenges in participation namely: existing attitudes and orientations by teachers and the motives for introducing participation (i.e. whether it is seen primarily as a way to control pupils rather than empower them).

2.4 curriculum influence in decision making and its implication in school discipline

According to Huddleston (2007) in a study aimed at knowing if the students had a say in curriculum and learning methods. The students interviewed felt that they had no voice to influence the curriculum content and learning methods. A number said that it was always a bad experience to air your views since no one listened and if someone listened the teachers' reaction is always negative. So the student become passive as they think that

they can't influence anything at all as far as education and curriculum is concerned. The curriculum and learning method is an individual issue and not a general issue for student inclusion and participation (Huddleston, 2007).

In a report by Martin (1997) primary teachers in Ireland thought that the curriculum was irrelevant hence high rate of school indiscipline this was due to curriculum change and overload Nearly 60percent said that they believed that certain curricular areas contributed to school discipline. (Cook, 2002)

Another factor listed in Martin Report (1997) was that unsuitable teaching methodologies contributed to school indiscipline. In his study, two thirds of teachers expressed agreement with the view that teaching methods had influence on students' discipline. Only 47percent in the study indicated that preservice and in-service would solve most classroom management problems. However, only three – quarters in Martins report believed that improved classroom management reduced minor disciplinary problems.

According to Martin (1997) the teachers referred to the significant of class size in adapting their teaching methods and styles since some strategies only applied to small classes. The importance of teachers' attitudes towards the learners was also emphasized and they said that it needs, effort, strategy and more thought to maintain discipline in a learner (Cook, 2002).

Most of the studies conducted in the above literature on the influence of curriculum on school disciplined was conducted in schools in developed countries hence the researcher aims at

2.5 Theoretical frame work

This Study was be based on Dewey, (1938) *Critical democratic engagement theory*: an idea that recognizes the ideal democratic society - and the education system within it - as a dynamic process of informed citizens actively participating in an evaluative dialogue that prioritizes the substantive democratic concerns of equity, inclusion and social justice. By positioning their view of engagement in this broader sociological context, McMahon and Portelli (2004) and other critical-democratic theorists argue that the afore-mentioned limitations of oppositional thinking must be re-conceptualized to encompass these substantive concerns, most crucially within the *shared engagement* of educators and students.

The key aspect of this understanding is that the learning experiences of teachers and students are positioned not as opposites within a fixed institution that merely perpetuates a stratified and oppressive social order, but together as participants within a broader democratic process of societal change. In this study the researcher will outline the origins and strengths of the critical-democratic conception as a framework for thinking about engagement pedagogy as the shared responsibility of all present within the classroom, as well as the benefits gained from such a broad conception by bringing in to this learning space an understanding of the ‘hidden curriculum’ - the multifarious nature of both student and teacher communities beyond the classroom dynamic.

The inclusion and recognition of the students organized bodies such as the prefect body and the Kenya Secondary School Student organizations in schools (KSSSC) by the educational stakeholders was aimed at having students voices to some extent in the matters pertaining education. The students involvement is only limited to a few issues

excluding them to academic matters such as exam setting and even staff employment which to some degree the students should be involve in teachers employment and even their academic assessment. Hence a lot of indiscipline case experienced in our Kenyan secondary learning institutions and to some extent tertiary education institutions.

2.6 Summary of Literature Review

Student can openly share ideas with ease without fear of intimidation in democratic classroom and increase their self esteem. The students should be able to express themselves freely without fear of intimidations. Students should be encouraged to share their views openly and to achieve this aim; schools need to promote a culture of sharing and caring.

Student's participation on decision making in schools is also a major influence on active participation in the society. Students can participate to a certain degree on which student inclusion is undesirable example cited is disciplinary matters of professional issues. Some decisions are best left in the hands of parents and professionals. Although students have a stake in the governance of schools; their participation is limited because they are regarded by law as minors, which means that there are duties that they cannot perform owing to their status.

Curriculum integration has an influence on political attitudes which is not derived from instruction in civics or active participation oriented curricula. Rather, political attitudes are shaped through what is termed the 'latent' curriculum. This includes the level of self-expression and critical thinking that is promoted in the classrooms as well as the larger climate of school governance.

2.7 Research gaps

Most of the studies on the literature review above were carried out in the developed countries. The findings can also be applied to Petroleum management unit in Kenya to ascertain if customers' satisfaction can influence compliance of petroleum management unit in Kenya.

While the literature on student participation in decision making is plenty, most of it is based on research conducted in developed countries. Therefore most of the models and theories on student engagement and inclusion are based on those countries educational system. This makes it difficult for the developing countries to fully adopt such models and theories in their disadvantaged situations, an insight to the reason why there has been sluggish adoption of such policy.

Despite the hurdles to student participation highlighted in the foregoing literature, this study maintained that students were one of the key components of democratic school governance.

2.9 Conceptual framework

Based on the literature review, the researcher developed the below model for this study.

The conceptual framework explained the relationships between the dependent variable (School discipline) and independent variables (student active participation, student's decisions, and curriculum)

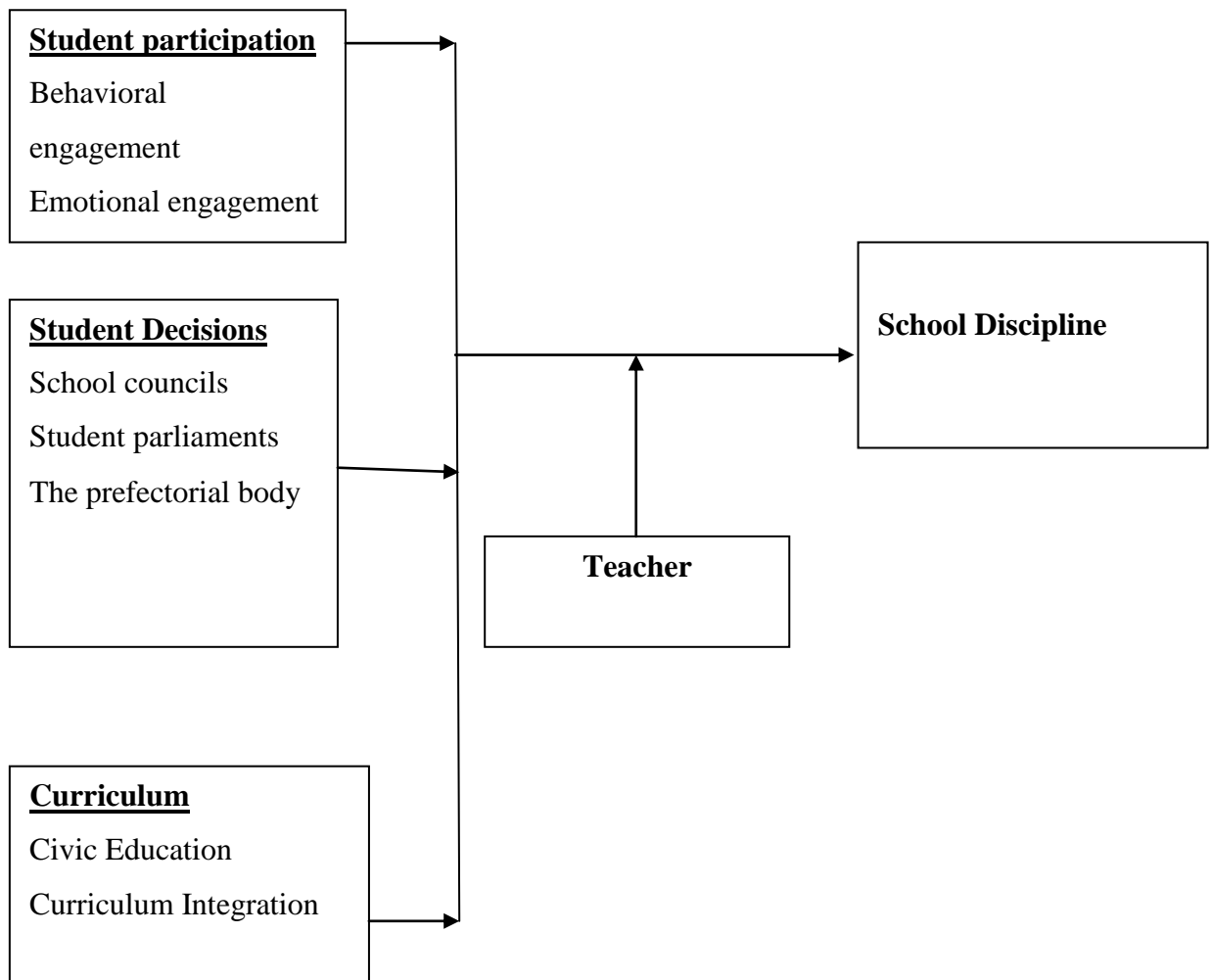
The conceptual framework indicates that in order to attain a certain level of students discipline in a school the dependent variable (school discipline) depends on the students' involvement in active participation, student decisions in school's administration and curriculum integration.

The diagram further shows that the teacher (intervening variable) has to involve and include students matters relating to decisions and school administration for high discipline to be achieved.

Figure 2.1 Conceptual Framework

**Independent variable
variable**

Dependent



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of the methods and techniques of research that were used to conduct this study. It is made up of; research design, target population, sample size and sampling procedure, research instruments, validity of instruments, data collection instruments and data analysis techniques.

3.2 Research Design

This study employed a descriptive research design which is a suitable method to collect data concerning the current status of the subjects in the study. Mugenda and Mugenda (2012) states that a descriptive design attempts to illustrate possible outcomes and characteristics of the object under study. The researcher will use this design to investigate on students participation in decision making on secondary school discipline in Turkana East, Sub County. Turkana County, Kenya, since it will allow the research to elaborate descriptively on the study.

3.3 Target Population

Gay and Airasian (1996) define a population as the object of interest to the researcher whose overall results would be generalizable to the entire population. A target population represents objects to which the researcher wishes to generalize the results of the study. (Borg and Gall 1989)

The target population of the study comprised of teachers, head teachers, and students of the 10 secondary schools in Turkana East Sub County.

3.4 Sample and sampling procedure

According to Orodho and Kombo (2008), sampling is the process of collecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Sampling is done in order to give the research a more manageable group for the purpose of the study. The study used simple random sampling. 45.71% of the Target population which comprised of 96 respondents, 6 headteachers, 30 teachers from the schools that were represented as well as 60, (50percent) of the students in the sampled secondary schools in Turkana East Sub County.

A sample population of 30% percent and above of the entire population is considered as a good representative of the target population.

Table 3.1 Target population and sample size

Respondents	Target population	Sample population	percent
Head teachers	10	6	60
Teachers	80	30	38
Students	120	60	50

3.5 Research instruments

The study used Questionnaires and interview schedules as the main research instruments. Information from teachers and students were sought using open and closed ended questionnaires whereas in depth interviews schedule were used to get information from head teachers. Orodho and Kombo (2003) states that the researcher gets response from the questionnaires by the respondents filling in the questionnaires and the researchers filling in and recording in a tape the interview schedule , and the researcher collects the forms with the completed information. The research instruments contained the items that were in line with objectives of the study.

3.6 Piloting

The researcher conducted a pilot study before the main research, the researcher pre-tested the questionnaires using two schools (i.e. one boarding school and one day school); these schools selected randomly from those that were not included in the final research sample. The purpose of the pilot study was to enable the researcher to ascertain the validity and reliability of the instrument and familiarize himself with its administration.

3.7 Instrument Validity

Validity as defined by Orodho (2009) is the resourcefulness and accurateness of conclusions based on the study findings. In this study the validity of the research instrument was done through expert judgment by the assigned supervisors to verify the accuracy of the research instruments. The tested feasibility of the study techniques.

Convergent and discriminatory validity was estimated in order to test if the questionnaire measured what it intended to measure.

3.7 Instrument reliability

Reliability is as a measure of the degree to which a research instrument yields the same results after repeated tests Orodho (2009). The stability of questionnaires was determined using test-retest reliability by distributing the questionnaires twice to the same respondents. The second round of questionnaires were issued after two weeks to the respondents to check if the respondents would still give the same responds as in the previous questionnaires.

The relationship between the two tests in the pilot study was calculated using the Pearson product moment correlation coefficient to test on the consistency of the responses every time the questionnaires were issued. The correlation coefficient formula was as shown below:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where, r is the covariance, n is no of subjects, XY being variables being measured and \sum is the sum. A correlation coefficient of +1 was achieved for the questionnaire. This instrument was deemed reliable as according to (Mugenda and Mugenda, 2003) an instrument that achieves a coefficient of above 0.5 is deemed to be reliable. From the results it was found that the two variables under comparison had a perfect positive relationship; since both variables moved towards the same direction with the same magnitude.

3.8 Data collection procedures

Data Collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. An introductory letter from the University of Nairobi and a research permit from the National Council of Science and Technology were obtained by the researcher before going to the field to conduct the study. The permit was presented to the Makueni County Director of Education to allow the study to be carried out by the researcher. The researcher booked appointments with the principals, teachers and students to conduct interviews and distribute the questionnaires. The researcher personally interviewed the headteachers and distributed questionnaires to all the teachers and students who took part in the study and collected the filled in questionnaires later.

3.9 Data analysis procedure

After the questionnaires were collected there was a cross-examination to ascertain data accuracy, competence and identify those questions that wrongly tackled. The research instruments were generated both qualitative and quantitative data from the open ended and closed ended items respectively. The data was then entered and analyzed using SPSS software application for data analysis.

3.10 Ethical considerations

Despite having authority over subjects of study by virtue of training and legal authority Creswell, (2010) the researcher did not take advantage of powers given to him by

undermining the respondents. The researcher consulted the respondents and asked them to participate in the study out of their free will. The key ethical principles that guided this research study included voluntary participation and consent to eliminate any confusion and possibility of negative consequence to the respondents.

Any issue that the researcher thought would lead to abuse or embarrassment to any respondent participating in the study was dealt away with which made it easy for the researcher to elucidate the research objectives verbally and in writing so that they were clearly understood. The Respondents were assured of anonymity and confidentiality by not writing their names on the questionnaires. Reports and interpretation were issued to the participants upon the completion of the report to avoid doubts about the study by the researcher.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter covers the analysis of data and presentation of results for the study. The data presented covers respondent's demographic data that includes grade, gender, age, academic qualifications and the number of years the teachers have served in their various schools. The chapter also presents the results and discussion of the study objectives.

4.2 Questionnaires Return Rate

The researcher distributed the questionnaires to the respondents and the response rate is shown by the data on Table 4.1 below.

Table 4.1 Questionnaire Return Rate

Respondents	Sampled respondents	Returned questionnaires	Interviewed headteachers	Achieved return rate (percent)
Head teachers	6	6	6	100
Teacher	30	30	0	100
Students	60	60	0	100

The information on table 4.1 above shows that the study was popular among the respondents owing to the fact that all (100percent) of the respondents returned the questionnaires, the data further shows that all (100percent) of the head teachers were interviewed.

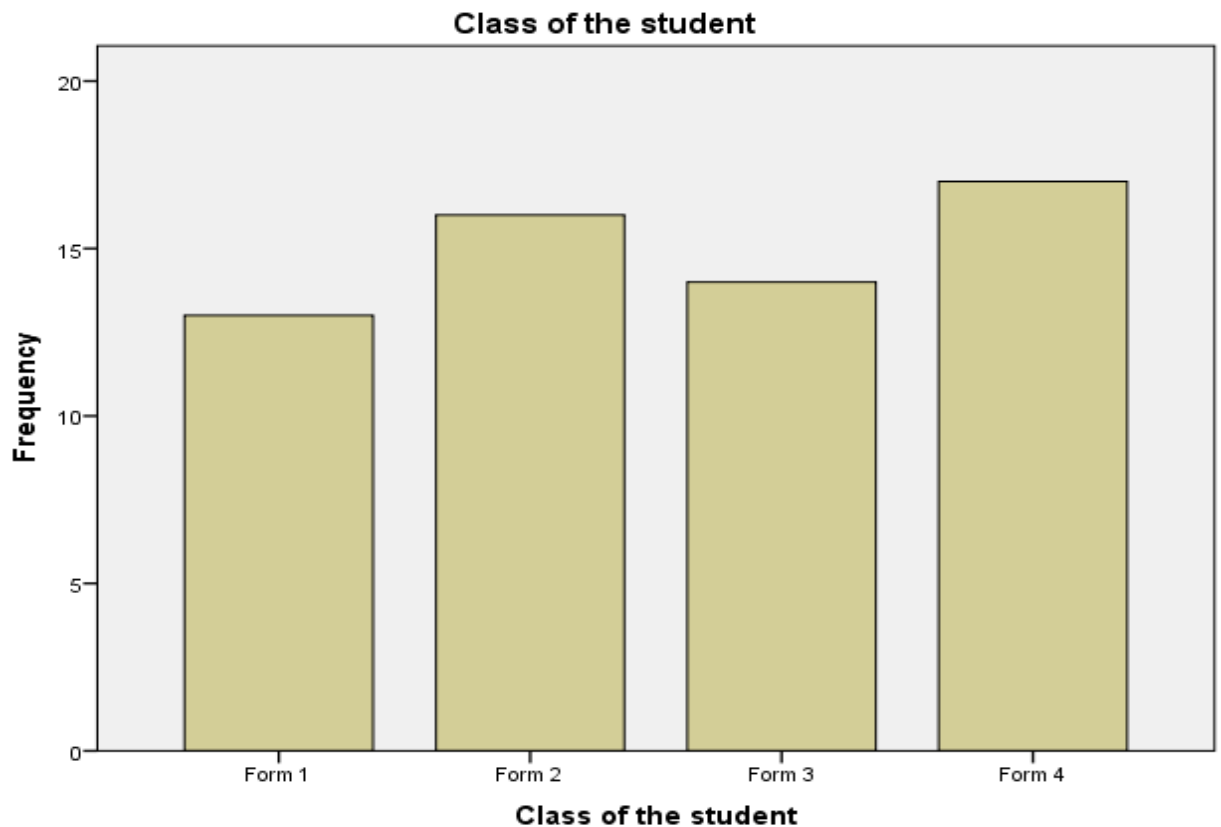
4.3 Demographic Data of Respondents

The demographic data provides information about the sampled population structure. In this study, the researcher investigated the subjects' characteristics by establishing their class/grade, gender, age, academic qualification and experience.

4.3.1 Class of students

The study was carried out among students across the various schools. The findings were as shown in figure 4.1 below.

Figure 4.1 Class of students

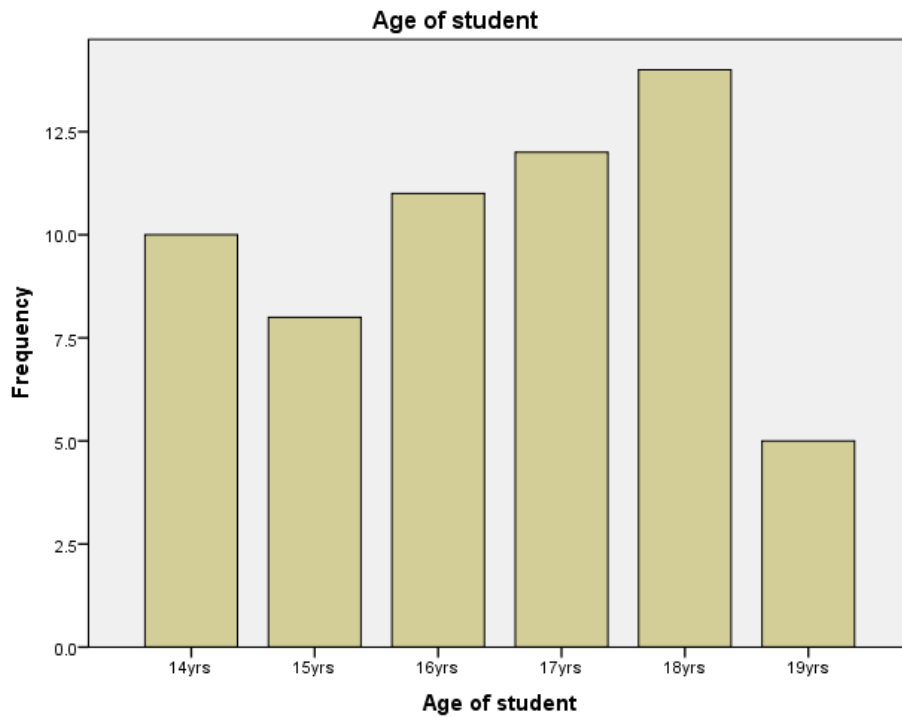


From figure 4.1 above, it is evident that the study was well distributed among the students. Out of the 60 students, the majority 17 (28.3percent) were form four students

and 13 (21.7percent) representing the form one students from the various schools represented. This shows that the study was evenly distributed among the students. The figure further shows that the study was not class biased since views from various class representations were equally represented with form twos having a representation of 16 students and form threes a representation of 14 students. It is evident that student indiscipline is a factor affecting students in the whole school including the form ones.

4.3.2 Age of Respondents

Figure 4.2 Age of students



The figure 4.2 above shows that out of the 60 students under study, the majority 45 (75 percent) were aged in between and including 15-18 years. 10 (16percent) were below 15 years while 5 (8.3percent) were above 18 years.

Figure 4.2 further shows that out of the 60 students used as respondents, some were too young while others were actually young adults of both sexes. This is explained by the fact that above 19(31.6percent) were 18 and above years of age while 10(16.7percent) were below 15 years. These findings indicate that the information they provided is reliable since competent reasoning is expected of students with such level of maturity.

Table 4.2 Age of Teachers

	Frequency	Percent
20-30years	15	50.0
31-45 years	11	36.7
Valid over 45 years	4	13.3
Total	30	100.0

From Table 4.2 above majority (50percent) of the teacher are youths between the age of 20-30. While only 13.3percent are above 45 years. This clearly explains why most students are indiscipline. They perceive these young teachers as their age mates. It can also be deduced that the young teachers are not so experienced in the teaching field and they are not able to deal or curb the indiscipline incidences from their students.

4.3.3 Gender of Respondents

The study sought to establish how the sample population was distributed by gender. Table 4.5 below reveals how the respondents were distributed by gender.

Table 4.3 Gender of student

	Frequency	Percent
Male	36	60.0
Valid Female	24	40.0
Total	60	100.0

The data on table 4.3 above reveals that majority (60percent) of the students were boys as compared to (33.3percent) who were girls. From the results it can be deduced that the study having being conducted in a Bandit prone area the girl child does not have an equal platform to education like the boy child due to insecurity around the area and even due to their cultural practices.

Table 4.4: Gender of Teachers

	Frequency	Percent
Male	23	76.7
Valid Female	7	23.3
Total	30	100.0

The data on table 4.4 above indicates that majority (76.7percent) of the teachers were male as compared to their female counterparts at (23.3percent). From the results it can be concluded that all genders were not fairly represented in the study. This was also an indication that majority of the teachers in Turkana East sub county are males.

4.3.4 Professional Qualification

The study sought to establish the academic qualification of the respondents. The results obtained are revealed in figure below.

Table 4.5 Highest level of Education

	Frequency	Percent
Diploma	7	23.3
Valid bachelors degree	22	73.3
Total	29	96.7
Missing 99.00	1	3.3
Total	30	100.0

Table 4.5 above shows that the professional qualification attained by most of the teachers is Bachelors Degree at 73.3percent of the respondents, followed by Diploma holders at 23.3percent. No other qualifications were recorded. From the result there is a missing value at 3.3percent indicating that 1 respondent was not able to share their professional qualification. The study showed that most of the teachers have the necessary qualifications to teach and address the challenges students face in relation to school administration and academic performance.

4.3.5 Length of Service as a Teacher

The study sought to establish the length of service the teachers had served. The results obtained are shown on Table 4.6 below.

Table 4.6 Years of experience

	Frequency	Percent
Valid 1-3 years	12	40.0
4-6 years	16	53.3
over 12 years	2	6.7
Total	30	100.0

The data on table 4.6 above indicates that the majority (60.0percent) of the teachers had served for less than 12 years, while the other (6.7percent) had served for over 12 years. This information implies that the majority of the teachers who took part in this study, had some experience in their careers of which and are equipped with enough experience to cope up with the challenges resulting from the field of teaching and education as a whole.

4.4 Effects of students' active participation in decision making and its implication in school discipline in Turkana East Sub County.

Based on the first objective of the study, the researcher sought to find out; if the students are often encouraged to actively participate in class lessons by their teachers, if the teachers solved all problems raised by the students during class periods, if the students were able to freely express themselves in the lessons without fear of criticism from their classmates or teacher, the study also sought out to find the preferred learning styles used by the teachers. The results are as presented in the Tables and figures below.

Table 4.7: Student involvement during learning periods (Teachers perspective)

	Frequency	Percent
Always	20	66.7
Valid very often	8	26.7
Sometimes	2	6.7
Total	30	100.0

From Table 4.7 above, majority (94.4percent) confirmed that they actively engage their students during the class hours only 6.7 percent said that they don't engage the students during the teaching period. This concurred with Kinney (2000) that the teacher manipulates the learning and teaching process in the classroom as they play a an important role in students classroom involvement.

The study further sought to find out from the students if the teachers actively involved them during the teaching lessons and the results were as shown in table 4.8 below.

Table 4.8: Student involvement during learning periods (Students' perspective)

	Frequency	Percent
Yes	57	95.0
Valid No	3	5.0
Total	60	100.0

From table 4.8 above, the student were in agreement with the teachers response since majority at 95.0percent felt that the teachers encouraged active involvement and

participation from the students. It was evident that the learning environment was conducive due to teacher student interaction. This is in line with Morgenstern and Keeves (1997) who through their study found out that the class atmosphere and the personality of a teacher contributes a lot to a learner’s personality and classroom development.

Table 4.9 clarity of problems raised by the students (Teachers perspective)

	Frequency	Percent
Partially	1	3.3
Valid Completely	19	63.3
Sometimes	10	33.3
Total	30	100.0

From table 4.9 above the majority (63.3percent) of the teachers felt that they completely clarified questions and issues raised by the students in class. Only 1 teacher felt that they did not expound the touching issues to the students. This indicated that the teachers engaged the students in the lessons, hence boosting the students’ academic performance and discipline. This is backed by Siddiqi, (2002) that they know it all attitude of the teachers has produced graduates who lack necessary recommended skills such as tolerance and communication skills.

The teachers were further asked if their students were able to freely express their opinions and ideas in class without being afraid of the criticism from their counterparts or being worried of being wrong. The results was as shown in table 4.10 below.

Table 4.10: freedom of expression of ideas and opinions during lessons. (Teachers perspective)

	Frequency	Percent
Yes	24	80.0
Valid No	6	20.0
Total	30	100.0

From Table 4.10 above majority (80percent)of the teachers felt that the students have the freedom to openly express themselves during the learning lessons only 20percent of the respondents felt that the students do no freely express themselves. It is clear from the results that the students do not have any fear of intimidation due to the conducive learning environment created by the teachers. This is in agreement with Dash, (2005) that favorable classroom atmosphere must be created by the teachers to help in building students confidences and share their ideas openly without fear of intimidation.

The researcher also sought to know if the students were able to freely expresses their ideas in class without fear of criticisms from their counterparts. The result is as shown in table 4.11 below.

Table 4.11: freedom of expression without fear of intimidation

	Frequency	Percent
Valid Yes	60	100.0

According to the results from table 4.11 above all (100percent) all the students responded that they are free to air their voices whenever they feel like without fear of intimidation. enabling the students to contribute during class lessons. This is in line with (Leenders and Veugelers, 2006) such privileges make students contributing members of the classroom environemnt. According to Abbas, (2002) in his study indicated that a class should be a place in which student feel at home and are able to express themselves freely. Open classroom environment create room for open and free discussion between the teachers and students (Bafile, 2005).

The respondents were also asked if the teaching methods they used in classroom influenced students' discipline. The results were as shown in table 4.12 below.

Table 4.12 Teaching methods

Do you think teaching methods influence students' indiscipline?

	Frequency	Percent
Strongly Agree	14	23.3
Agree	13	21.7
Disagree	8	13.3
Valid Strongly Disagree	18	30.0
Not Sure	7	11.7
Total	60	100.0

From table 4.12 above majority (14) of the teachers felt that the teaching methods influenced students discipline in schools 3 teachers were not sure if the teaching methods influenced students discipline. According to Oakes and Lipton, (2003) the teachers should engage the students in open discussions, debates, assignment presentations and classroom instructions in order to build their social skills. By doing this, the students will be provided with opportunities for open interaction between them and their fellow students and even with their teachers without fear of intimidation from anyone. The scope of social development is enlarged through the experience of working together as a team (Oakes and Lipton, 2003).

4.5 effects of students decisions in administration of the school and its implication in school discipline in Turkana East Sub County.

Based on the second objective of the study, the study sought to find out if both the teachers and students involved in choosing class prefects, if the students participate directly or indirectly in decision making and how often does the teacher explain to the students about their challenges.

Table 4.13 Election of prefects

Are both the teachers and students involved in choosing class prefects

		Frequency	Percent
	Yes	27	90.0
Valid	No	2	6.7
	Total	29	96.7
Missing	System	1	3.3
Total		30	100.0

Table 4.13 above shows that the students and teachers are both involved in choosing classroom prefects. This is evidenced by the fact that majority (83.3percent) of the students responded that they are involved in selection of class prefects. Only (16.7percent) said that they are not involved.

Table 4.14 student's participation in decision making (Teachers perspective)

Do the students participate directly or indirectly in decision making?

		Frequency	Percent
	Yes	21	70.0
Valid	No	9	30.0
Total		30	100.0

The results from table 4.14 above show that majority (70.0percent) of the teachers felt that the students are directly involved in decision making. This influence the students

discipline. This is in contrast with (Huddleston, 2007) who says that learners inclusion in decisions in school is often perceived as problematic by the educational stakeholders such as teachers and parents due to the fact that students should only be there to be seen but not to be heard in the matters of conducting and running the school. Hence, the learners inclusion in decision making majorly restricted to issues concerned with student welfare and not in issues related to heading the school.

Table 4.15: student’s participation in decision making (Teachers perspective)

Do students participate directly or indirectly in decision making?

	Frequency	Percent
Yes	55	91.7
Valid No	5	8.3
Total	60	100.0

Table 4.15 above show that the students participate in decision making processes in their schools. As majority (91.7percent) of the students responded that they are included in making decisions in their learning institutions. This is also confirmed by the teachers response from table 4.19 above that they do involve their students on matters pertaining administration matters. The results can be attributed to the mere fact that most of the teachers in the school are youths and young adults and it concurs with a study carried out in Czech Republic by Huddleston (2007) which found out that one of the main factors that mitigate students inclusion is nineteenth century parents and teachers who feel that students are only there to be seen. In general, this is also faced by students in private and

semi-private schools as well. Fear of losing control, poor information – student not aware in activities to free participates in, lack of professional development to mention but a few are some of the factors which militate against more effective involvement and hence leading to school indiscipline.

Table 4.16: Students Affiliation to organizations

Are you a member of an organization or group?

	Frequency	Percent
No	7	11.7
Yes, Student Council	8	13.3
Yes, Student Council and Red Cross Member	6	10.0
Yes, Student Council and Christian Union	7	11.7
Valid Yes, Christian Union	7	11.7
Yes, Environmental Club	5	8.3
Yes, Others	13	21.7
Yes, YCS and Mathematics	6	10.0
Yes, Christian Union and Other	1	1.7
Total	60	100.0

From table 4.16 above, majority (51) out of 60 respondents were affiliated to various organizations within the school. Only 7 students were not included. From that results it

can be concluded that the students molded and shaped their characters from this organizations hence presence of discipline among the students.

4.6 Effects of curriculum in decision making and its implication in school discipline in Turkana East Sub County.

The final objective of the study was to find out the effects on curriculum in decision making and its implications in school in Turkana East Sub County. To come up with the results the researcher sought to find out how the teacher were going to improve their teaching skills, if the teachers think that the current curriculum influences students discipline in their schools, and the teachers view on the current curriculum and curriculum implementation. The results was as shown and represented in the tables and figures below.

Table 4.17: Enhancing teaching skills

How are you going to improve your teaching skills?

	Frequency	Percent
student teacher interaction	12	40.0
attending seminars	12	40.0
Valid TSC rules and guidelines	3	10.0
Other	3	10.0
Total	30	100.0

From table 4.17 above half 40percent of the teachers feel that they will improve their teaching skills by including teacher student interaction in their lessons, 40percent responded that they will attend seminars to improve their teaching skills, 10percent of the respondents felt that they will apply TSC and teaching guidelines in their classrooms while another 10percent felt that they will use other methods like eliminating student engagement in their lessons. According to Martin Report (1997), unsuitable teaching methodologies contributed to school indiscipline. In his study, two thirds of teachers agreed that teaching methods had influence on students’ discipline. Only 47percent in the study indicated that preservice and in-service would solve most classroom administration problems. However, only three – quarters in Martins report believed that improved classroom management reduced minor disciplinary problems.

Table 4.18: Influence of curriculum on students’ discipline.

Do you think that the current curriculum influences students discipline in your school?

	Frequency	Percent
strongly agree	4	13.3
Agree	16	53.3
Not sure	1	3.3
Disagree	8	26.7
Strongly disagree	1	3.3
Total	30	100.0

From table 4.18 majority (66.6percent) of the teachers felt that that the curriculum influenced students' discipline. While only (3.3percent) of the teachers strongly disagreed that the curriculum did actually influence the students' discipline. From the results it is clear that the long school hours and strict school curriculum influence the students' behavior. According to Huddleston (2007) in a study aimed at knowing if the students had a say in curriculum and learning methods. The students interviewed felt that they had no voice to influence the curriculum content and learning methods. Some said that it was always a bad experience to air your views since no one listened and if someone listened the teachers' reaction is always negative. So the student become passive as they think that they can't influence anything at all as far as education and curriculum is concerned. The curriculum and learning method is an individual issue and not a general issue for student inclusion and participation (Huddleston, 2007).

Table 4.19: Student inclusion in curriculum implementation

Are you involved in curriculum implementation?

	Frequency	Percent
Yes	55	91.7
Valid No	5	8.3
Total	60	100.0

From table 4.19 above, majority (91.7percent) ascertained that they are involved in curriculum implementation only 5 out of the 60 students felt that they were not involved in curriculum implementation. The result do not agree with a study conducted by

Huddleston (2007) aiming at knowing if the students had a say in curriculum and learning methods. In his study, the students interviewed felt that they had no voice to influence the curriculum content and learning methods. A number said that it was always a bad experience to air their views since no one listened and if someone listened the teachers' reaction is always negative. So the student become passive as they think that they can't influence anything at all as far as education and curriculum is concerned.

Table 4.20: influence of teaching methods on student indiscipline

As a teacher do you think that the teaching methods influence students' indiscipline?

	Frequency	Percent
strongly agree	4	13.3
Agree	10	33.3
not sure	3	10.0
Disagree	6	20.0
strongly disagree	7	23.3
Total	30	100.0

According to table 4.20 above, majority of the respondents agreed to disagree that the school discipline was influenced by their teaching methodologies. 46.3percent of the teachers agreed that students discipline was influenced by the teaching methodologies, another 43.3percent disagreed that the curriculum influenced student discipline. From the results it can be confirmed that the teaching methodologies influence students' discipline.

This is similar to Martin Report (1997) that unsuitable teaching methodologies contributed to school indiscipline. In his study, two thirds of teachers expressed agreement with the view that teaching methods had influence on students’ discipline. Only 47percent in the study indicated that preservice and in-service would solve most classroom management problems. However, only three quarters in the Martins report believed that improved classroom management reduced minor disciplinary problems.

Table 4.21 curriculum influence on student discipline

Do you think the curriculum influences students’ discipline?

	Frequency	Percent
Strongly Agree	32	53.3
Agree	14	23.3
Disagree	5	8.3
Strongly Disagree	3	5.0
Not Sure	6	10.0
Total	60	100.0

From table 4.21 above, majority (76.6percent) of the students felt that the curriculum influences students’ discipline. Only 10percent of the respondents were not sure. Some of this student attributed their responses to curriculum overload and long school hours. This is in line with a study conducted in Ireland by Martin (1997). In his report primary teachers in Ireland felt that “curriculum” was one of the contributing factors to school indiscipline due to overload and irrelevancy. The difference between the survey

conducted in 1993 and 2000 is that of curriculum change. The 2000 survey was carried out to investigate on how curriculum change had affected teachers' attitude to school discipline. Where almost 90percent of the respondents stated either that they agreed or disagreed strongly "that curriculum has an impact on school discipline" Nearly 60percent said that they believed that certain curricular areas contributed to school discipline. (Cook, 2002).

Table 4.22: Students inclusion to make decision for indiscipline cases

Are you given a chance to make decisions for indiscipline cases in your school?

	Frequency	Percent
Yes	44	73.3
Valid No	16	26.7
Total	60	100.0

From Table 4.22 above majority (73.3percent) of the students felt that they were included in the disciplinary committees. This was backed by the fact that they have their student council which is always included when decisions pertaining disciplinary action is made. From the results it can be concluded that student indiscipline is not caused by lack of inclusion in the disciplinary committees.

Table 4.23 cause of student unrest in secondary schools

What is the cause of student unrest in your school?

	Frequency	Percent
lack of inclusion	10	33.3
inadequate learning facilities	2	6.7
Indiscipline	4	13.3
Valid drug abuse	3	10.0
strict school rules and regulations	1	3.3
Other	10	33.3
Total	30	100.0

From Table 4.23 above, majority (33.3percent) of the teachers felt that lack of inclusion caused students unrest in their various school, another majority (33.3percent) felt that other factors such as peer pressure, strict parents, fear of exams and inadequate teaching resources was contributor to school unrest. This is backed by (Sithole, 1998) that students must take instructions from parents and teachers. This means that student should follow to the letter policies designed by the adults. Another viewpoint stated that students are only engaged to some extent (Magadla, 2007 and Squelch, 1999). In support of this view, Huddleston (2007) suggests that the school leaders and teachers tend to define issues that affect students narrowly. Aggrawal, (2004) suggests that student consultation and engagement is limited to the extent that they have say in matters immediately relevant to them for example sanitary matters and playground matters in the school. Aggrawal (2004) further adds that while the prefects may not be involved directly in matters

relating to examinations, students assessment and employment of teachers. Their engagement should be ensured in other aspects of academic decisions taken by the educational stakeholders.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, findings, conclusion and recommendations to students' participation in decision making and its implication in secondary school discipline in Turkana east Sub County, Turkana county-Kenya.

5.2 Summary of the Study

The purpose of the study was to investigate the students' participation in decision making and its implication in secondary school discipline in Turkana east Sub County, Turkana county-Kenya. The study was guided by three research objectives which are: To determine the effects of students active participation in decision making and its implication in school discipline in Turkana East Sub County; to investigate the effects of students decisions in administration of the school and its implication in school discipline in Turkana East Sub County and to examine the effects of curriculum in decision making and its implication in school discipline in Turkana East Sub County.

A sample size of 96 respondents was used, 6 headteachers, 30 teachers from the schools that will be represented (Orodho 2009) as well as 60, (50percent) of the students in the sampled secondary schools in Turkana East Sub County.

Data was collected by use of interviews and questionnaires which were analyzed using the Statistical Package for Social Sciences (SPSS). Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and

tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments.

5.3 Summary of major findings

5.3.1 Effects of student's active participation in decision making and its implication in school discipline in Turkana East Sub County.

Based on the findings of the first objective, majority of the teachers confirmed that they actively engage their students during the class hours only a few responded that they don't engage the students during the teaching period. A good number of teachers and students agreed and felt that they completely clarified questions and issues raised by the students in class. This indicated that the teachers engaged the students in the lessons, hence boosting the students' academic performance and discipline. Most of the teachers and students felt that the students have the freedom to openly express themselves during the learning lessons which clearly brings out the picture that the students do not have any fear of intimidation due to the conducive learning environment created by the teachers.

5.3.2 Effects of students decisions in administration of the school and its implication in school discipline in Turkana East Sub County.

Based on the second objective of the study, the study sought to find out if. both the teachers and students involved in choosing class prefects, if the students participate directly or indirectly in decision making and how often does your teacher explain to you about your challenges or achievements.

The findings showed that the students and teachers are both involved in choosing classroom prefects. This was evidenced by the fact that majority of the teachers and students responded that they are involved in selection of class prefects. This led the majority of teachers to feel that the students are directly involved in decision making. Which was in contrast to some other researchers who share the view that student participation in decisions in school is often viewed as problematic by the educational stakeholders such as teachers and parents due to the fact that students should only be there to be seen but not to heard in the matters of conducting and running the school. Hence, the student participation in decision making is often confined to issues concerned with student welfare and not in administrative issues. The results can be attributed to the mere fact that most of the teachers in the school that participated in the study were youths and young adults hence the good bond between the students and teachers. Since most of the students felt that they are relating to their age mates unlike when they are dealing with teachers who are forty years and above.

5.3.3 Effects of curriculum in decision making and its implication in school discipline in Turkana East Sub County.

The final objective of the study was to find out the effects on curriculum in decision making and its implications in school in Turkana East Sub County. To come up with the results the researcher sought to find out how the teacher were going to improve their teaching skills, if the teachers think that the current curriculum influences students discipline in their schools, and the teachers view on the current curriculum and curriculum implementation.

From the findings some of the teachers felt that they will improve their teaching skills by including teacher student interaction in their lessons, some felt that they will apply TSC and teaching guidelines in their classrooms while others felt that they will use other methods like eliminating student engagement in their lessons.

It was also clear from the findings that student consultation and engagement is limited to the extent that they have no say in matters immediately relevant to them for example sanitary matters and playground matters in the school.

5.3 Conclusion

From the study it can be concluded that students who study in an open and two way learning classroom environments develop more positive attitude towards the school, community and their peer relations. The conducive learning environment and teacher student interaction greatly contributes to the school discipline. It is also critical to note that it is in the classroom where a student's personality is being molded and reshaped.

Furthermore, student inclusion in decision making can also influence students' discipline. The educational stakeholders usually view students' involvement in administrative decisions as problematic. Some of the teachers and parents think that the students are only there to be seen and not heard when it comes to matters of administration. Hence, limiting the student participation in decision making only to students welfare and not in issues dealing with running the schools.

The curriculum also has a great influence on students' discipline, as most students feel that they don't have any influence on the curriculum which they think that is too book oriented. The teachers should also check on their teaching methodologies and choose on

the teaching methods that are students inclusive. Methodologies that will make student feel that they are part and parcel of the classroom environment.

5.4 Recommendations

Based on the findings, the researcher recommends the following:

- i. Firstly, the teachers should engage the students in open discussions, debates, assignment presentations and classroom instructions in order to build their social skills. By doing this, the students will be provided with opportunities for open interaction between them and their fellow students and even with their teachers without fear of intimidation from anyone.
- ii. Secondly, the head teachers should ask the teachers to use suitable teaching methodologies in their classes since teaching methods have negative and positive influence on students' discipline.
- iii. Thirdly, there is need for the government to employ more teachers in order to increase teacher student ratio. Since limited teaching learning materials is another factor that can lead to student unrest.
- iv. Fourthly, The Schools should also strive to provide adequate educational resources like textbooks to enhance syllabus coverage. At the same time syllabus content need to be reduced to allow students develop their talents and have time for leisure.
- v. Finally, Supervision of teaching in schools by the Directorate of Quality Assurance and Standards should be enhanced to make principals and teachers

more accountable. This will minimize time wastage and teachers will be able to cover syllabus content on time.

5.5 Suggestions for further studies

- i. This study was only carried out in Turkana East Sub County. It is therefore important that other studies be carried out in other Counties.
- ii. Since the study was carried out in rural setting, there is need to conduct a similar study in Town settlement so as to compare the results.
- iii. The study was based on secondary schools level it can also be carried out in primary school to examine if student indiscipline is influenced by students participation.

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APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

School of Education

P. O. Box 30197

Nairobi.

The Head teacher,

_____ Secondary school.

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student at the University of Nairobi pursuing a course leading to the award of a masters' degree in Comparative Issues in Education. As part of fulfillment of the award, I wish to conduct a study on Effects of intergrating Active participation in Secondary Schools in Turkana East, Sub County. Turkana County, Kenya.

Your school has been identified to participate in the study. I request for your assistance and cooperation to enable the study come up with accurate findings.

Be assured that utmost confidentiality will be maintained concerning any information gathered from the institution.

Thanks in advance.

Yours faithfully,

Aukot Joseph Tikaye

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS

1. What actually is active participation in the school context and how can it best be achieved?
2. Does your school provide opportunities for democratic learning; to open up suitable areas or fields for active participation and co-responsibility in the school environment?
3. Do you encourage Student to actively participate in social life in the larger community and to exercise their rights?
4. How far should the active participation of student in classroom environment be allowed?
5. Are both the teachers and students involved in choosing class prefects?
6. Do the students participate directly or indirectly in decision making?
7. What comes into your mind when active participation in class is mentioned?
8. What is the impact of Social ethics on the Development of students in Active participation?
9. Do you empower students for their future role as citizens?

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

The aim of this research study is to establish students' participation in decision making and its implications in school discipline in secondary schools in Turkana East, Sub County. Turkana County, Kenya

Please tick (✓) the appropriate answers.

SECTION A

1. What is your Gender? Male [] Female []

2. What is your Age?

20-30 years [] 31-45 years [] Over 45 years []

3. For how long have you been a teacher?

1 – 3 years [] 4 – 6 years []

7 –12years [] Over 12 years []

4. What are your highest professional qualifications?

Masters Degree[] Bachelors Degree[]

Diploma [] others specify.....

5. What subjects do you teach?

Languages [] Technical []

Sciences [] Humanities []

SECTION B

6. How often do you encourage your students' active participation during the lessons?

(Select and tick the most appropriate answer)

1 = always [] 2 = very often [] 3 = sometimes []

4 = rarely [] 5 = never []

7. Do you clarify all the questions and issues raised by the students during the lessons?

(Select and tick the most appropriate answer)

1 = partially [] 2 = completely []

3 = sometimes [] 4 = never []

8. Do you clarify all the questions and issues raised by the students after the lessons?

(Select and tick the most appropriate answer)

1 = partially [] 2 = completely []

3 = sometimes [] 4 = never []

9. Are your students able to freely express their opinions and ideas during the lessons without being afraid of the criticism from their classmates or teacher or being wrong or other circumstances? *(Select and tick the most appropriate answer)*

Yes [] No []

10. How often do you explain to your students about their achievements and challenges?

1 = always [] 2 = very often [] 3 = sometimes []

4 = rarely [] 5 = never []

11. Are both the teachers and students involved in choosing class prefects?

Yes [] No []

12. Do the students participate directly or indirectly in decision making?

Yes [] No []

13. Does the Social ethics course help your students to get connected to their community, understand the problems facing the community, finding out solutions to those problems and propose corresponding alternatives? *(Select and tick the most appropriate answer)*

Yes [] No []

14. How are you going to improve your teaching skills?

15. What is your stake about the curriculum in your school?

.....

.....

.....

16. Are your students included in curriculum and learning decisions in your school?

Yes [] No []

On a scale of 1-5 please tick the appropriate answer where:

1- Strongly Agree, 2- Agree, 3-disagree, 4 – strongly disagree and 5-not sure

17. Do you think that the current curriculum influences students discipline in your school?

1 [] 2 [] 3 [] 4 [] 5 []

18. As a teacher do you think that the teaching methods influence students' indiscipline?

1 [] 2 [] 3 [] 4 [] 5 []

19. What is the cause of student unrest in your school?

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

20. Are you given a chance to make decisions for indiscipline cases in your school?

Yes [] No []

THE END

Thanks for your participation

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS:

The aim of this research study is to establish students’ participation in decision making and its implications in school discipline in secondary schools in Turkana East, Sub County. Turkana County, Kenya

Please tick (✓) the appropriate answers.

SECTION A

1. What grade/class are you currently in? (Check one)

Form 1 [] From 2 []

Form 3 [] Form 4 []

2. Gender Male [] Female []

3. Your age in years Yrs

SECTION B

4. Does your teacher encourage your active participation during the lessons?

Yes [] No []

5. Does your teacher clarify all your questions and issues raised during the lessons?

Partially [] Completely []

Sometimes [] Never []

6. Are you able to express freely your opinions and ideas during the lessons without being afraid of the criticism from your classmates or teacher or being wrong or other circumstances?

Yes [] No []

7. What are your preferred learning styles? (*Rank from 1 to 6, where one is the most preferred style and 6 is the least preferred learning style*)

_____ Lecturing _____ Discussion/ group work

_____ Individual assignment in the classroom

_____ Work with computers

_____ Role play, simulations, games

_____ Other interactive methods

8. Are both the teachers and students involved in choosing class prefects?

Yes [] No []

9. Do the students participate directly or indirectly in decision making?

Yes [] No []

10. What were your expectations from the Social Ethics course when you were first involved in the lesson?

11. Are you a member of an organization or group? (Please, list them. For example: Student Council)

12. Have you ever participated in a community service, volunteer job? *(For example in your schools, community, region, country, etc.)*

Yes [] No []

13. Has the education curriculum helped you to get connected to your community, understand the problems facing the community, solutions to those problems and propose corresponding alternatives? *(Select and tick the most appropriate answer)*

Yes [] No []

14. How often does your teacher explain to you about your achievements and challenges?

Always [] very often [] sometimes []

rarely [] never []

15. What do you think about the curriculum in your school?

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

16. Are you involved in curriculum implementation in your school?

Yes [] No []

16. Are your students included in curriculum and learning decisions in your school?

Yes [] No []

On a scale of 1-5 please tick the appropriate answer where:

1- Strongly Agree, 2- Agree, 3-disagree, 4 – strongly disagree and 5-not sure

17. Do you think that the current curriculum influences students discipline in your school?

1 [] 2 [] 3 [] 4 [] 5 []

18. As a teacher do you think that the teaching methods influence students' indiscipline?

1 []

2 []

3 []

4 []

5 []

20. Are you given a chance to make decisions for indiscipline cases in your school?

Yes []

No []

THE END

Thanks for your participation

APPENDIX V: RESEARCH SCHEDULE

	November 2015	December 2015	January 2016	February 2016
Preparation of proposal				
Submission of proposal				
Data collection				
Writing research project				
Submission of project				

APPENDIX VI: RESEARCH BUDGET

Particulars	Amount
Secretarial Services	15,000
Photocopying	5,000
Binding (hardcover)	4,000
Binding (Spiral)	3,000
Printing	5,000
Transport	15,000
Subsistence	7,000
Total	59,000

APPENDIX VII: RESEARCH APPLICATION LETTER



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION**

Telegram: "CEES"
Telephone: 020-2701902

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

25 May 2017

The National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


**RE: APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN KENYA FOR
AUKOT JOSEPH TIKAYE – E56/67269/2013**

This is to certify that the above named person is a student of the University of Nairobi, Department of Educational Foundations.

He has completed his coursework and is ready to embark on his research work. His project proposal has been approved by the department.

Please assist him acquire the Research Permit to enable him continue towards completion of his work.

Yours faithfully,


CHAIRMAN
DEPT. OF EDUCATIONAL FOUNDATIONS
SCHOOL OF EDUCATION
CEES - UON
P.O. Box 30197 - 00100, NAIROBI


ISAAC W. MUASYA
CHAIRMAN
DEPT. OF EDUCATIONAL FOUNDATIONS


IWM/swm

APPENDIX VIII: RESEARCH PERMIT

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.


REPUBLIC OF KENYA


NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 14504
CONDITIONS: see back page


THIS IS TO CERTIFY THAT:


MR. JOSEPH TIKAYE AUKOT
of UNIVERSITY OF NAIROBI, 0-30403
MARIGAT, has been permitted to
conduct research in Turkana County

on the topic: STUDENTS PARTICIPATION
IN DECISION MAKING AND ITS
IMPLICATION IN SECONDARY SCHOOL
DISCIPLINE IN TURKANA EAST SUB
COUNTY, TURKANA COUNTY-KENYA

for the period ending:
19th June,2018

Permit No : NACOSTI/P/17/27437/17494
Date Of Issue : 21st June,2017
Fee Received :Ksh 1000


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

