PERCEPTION OF STUDENTS' PARTICIPATION IN GOVERNANCE ON ACADEMIC PERFORMANCE IN PUBLIC MIDDLE LEVEL COLLEGES IN MACHAKOS COUNTY, KENYA

Josiah Maanzo Kimolo

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DECLARATION

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

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Josiah Maanzo Kimolo

E55/78709/2015

This project has been submitted for examination with our approval as university supervisors.

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Dr. Reuben Mutegi
Lecturer
Department of Educational Administration and Planning
University of Nairobi

_____

Dr. Susan Chepkonga
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This project work is dedicated to my wife, Irene and children: Purity, Baraka and Kyle.

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ABBREVIATION AND ACRONYMES

CEO   County Education Officer

KMTC   Kenya Medical Training College

MATTC   Machakos Technical Training College

MICINN   Spanish Ministry for Science and Innovation

MOE   Ministry of Education

NACOSTI   National Commission for Science Technology and Innovations

SPSS   Statistical Package for Social Scientist

TTC   Technical Training colleges

ABSTRACT

The purpose of this study was to investigate the influence of students' participation in college governance on academic performance in public middle level Colleges in Machakos County. The objectives of the study were students' participation in curriculum implementation management, students' participation in management of physical facilities, students' participation in discipline management and students' involvement in co-curricular activities management and their influence on academic performance in public middle level colleges in Machakos County. The study target population was 2914.The study sample comprised of 86 students, 20 lecturers, 2 principals and 2 deans of curriculum. The study used test-retest technique to ascertain the instrument reliability. The value of the reliability coefficient obtained was 0.72 which meant that the instruments were considered reliable. Questionnaire instrument was used to collect the data. Qualitative data was analyzed thematically while quantitatively collected data was analyzed using descriptive statistics. Data was analyzed using frequencies and correlation statistics. The findings on student involvement in curriculum implementation management show that majority respondents strongly agreed that students should set academic targets for individual subjects. The study findings on students' involvement in management of physical facilities revealed that majority of the respondents indicated that they agreed with the statement that students should have a say in making important decisions affecting them in college physical facilities. The findings also revealed a correlation coefficient of 0.678 amongst students' academic performance and curriculum implementation management. Further findings also revealed that there was a strong positive relationship by a coefficient of 0.860 between student involvement in management of discipline and Students' academic performance. The findings also indicated that there was a positive relationship by a coefficient of 0.540 between student involvement in management of discipline and Students' academic performance. The study suggested a research to be done on socio-economic factors influencing students' participation in middle level colleges in other counties of Kenya to compare the findings to those of this study

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education institutions have progressively transformed from the traditional approach of leadership to a more accommodative and modern form styles where students are given a chance of representation, hence taking part in institution's administrative matters (Mahlalela & Makhandane, 2017)). According to Krista (2014), higher education institutions are increasingly viewing college students' leadership as an important outcome. While leadership is more positional, positional leadership has several benefits for the students and their college communities, which include civic responsibility, teamwork and decision-making skills among others. Trowler (2010) found healthy associations among student involvement in a subgroup of 'academically aimed actions', and positive results of student achievement and progress, including gratification, perseverance, educational accomplishment and social engagement.

Students' participation in college governance provides them with an opportunity to prepare for future responsibilities, a chance to exercise their own skills and an arena to practice expression of their skills. The participation in institutional management by students gives them power to take responsibility of college welfare. According to Kouzer and Posner (2013), students' participation in governance experience enables them to find solutions in challenging situations

that require giving a worthy example to others, eyeing forward to prospect, captivating creativity to adjust status quo, creating collaboration, trust and inspiring others to prosper. What is required of them in this condition is to look forward and develop to be the finest students they can be.

Due to increasing strikes in schools and colleges in Kenya in late 1990s, the Ministry of Education Science and Technology in Kenya was forced to form a taskforce in 2012 to investigate factors that contributed to unrest in learning institutions. The taskforce recommended that all stakeholders be involved in schools and colleges, and that the formulated rules be formulated time to time. Through this, the taskforce recommended that democracy in learning institutions would be enhanced. Leadership in democratic style helps to motivate, to elate subordinates and improve their performance by letting them to participate in decision making hence making them feel committed to achieve goals and aspirations of an organization (Howard, 2006). Whenever students participate in college governance, there is a chance of improved academic performance. This participation includes management of curriculum, physical facilities, discipline and co-curriculum activities.

Students' participation in college management can be cultured. It is a noticeable arrangement of activities and behavior and a definable set of abilities and talents. A little skill can be cultured, reinforced, enhanced and improved, granted the

inspiration and yearning, alongside with rehearsal, response, mentors and training. The fact is that the greatest particpants are the finest students (Ericsson, 2006), and this encourages quality education services among the learning institutions. Students' participation in college 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 college by according a say and decision taking authority to the students, who are very aware of their academic ability and needs, than does, the essential policy makers. Devolution of governance can increase education results and increase students' contentment (Cummings & William, 2005). Prevailing literature confirms that colleges in diverse places of the world fluctuate on the degree to which they embroil learners in governance.

Student participates in leadership in terms of unions at Canadian colleges, which are run by the students for the students. For example, at the University of Alberta, students own and operate their building and run the budget of more than ten million dollars (University website). Overall, Canadian universities have a long history of student involvement in campus life and governance. However, there is not much data available about students' roles, especially women's roles, and how they are involved and having an impact on the governance process (Fatema, 2015). One of concern of student participation was that, student governance was becoming prominent along with the rise of the entrepreneurial or enterprise

university and that was what would be the students' role, or how much, or to what extent they should participate in the decision- making or other acts of governance processes. As the clients, customers or consumers, the students' role and relationship with their education institutions also changed and related more to consumer rights which mainly focused on student satisfaction (Fatema, 2015).

Scholars are not only clients of higher education, but also substantial constituents inside it. Clients are not entangled in the administration of course, nonetheless learners are co-accountable for higher education administration, as higher education is established for learners. Scholars are the key recipients of improving the excellence of advanced education. Learners ought to have further influence in decision-making and control of higher education, which need to be a community of scholars and lecturers who are correspondingly liable for its eminence (Budapest Affirmation: Governance and Student Contribution. 21st European Student Resolution – February 2011).

In Spain, learner involvement in the university structure is likewise the purpose of discussion. Firstly, the Spanish Ministry of Science and Innovation (MICINN) provided, on 22nd January 2009, the Draft university learners decree, with the purpose of changing students' privileges and responsibilities. Article 8 of this article clearly mentions the right to lively involvement on the governing and administration bodies of the university. In other parts like Article 13 of the

document, specified, among other things is students' duty to partake actively and maturely at the conferences of the bodies they have been chosen to be part of.

In Africa, there exists numerous academic standpoints and judgments around the ways distant learners should be included in their education institutions' administration. According to Sithole (1998), learners ought to remain receptive, obedient and obtain directions from specialists, that is, the parents and the teachers. This view should not be the case because, since students are the major consumers of the services in the universities, they should be fully involved in all matters of the university to a larger extent. On the other hand, Squelch (1999) and Magadla (2007), assert that, learners can get entangled in their learning organizations' control though merely to a partial scope. In his argument, on the same issue, Aggarwal (2004), postulated that, although learners may not be included in matters interrelated to the management of examinations, employment of lecturers and teachers, valuation of learner achievements and additional institutional control affairs, their obligation ought to spread out to the entire domains touching their wellbeing, equally educational and administrative. Nevertheless this outlook seems to maintain learner participation in decision making, it however limits student participation in decision making to precise parts of university.

In Nigeria, Akomolafe and Ibijola (2011) carried out a study on learners' involvement in university administration and the managerial success. The study employed a descriptive survey research strategy with data being gathered from 500 learners and 200 lecturers by means of a questionnaire. The research findings proved a substantial association between students' involvement in governance and managerial success in the university structure. These investigators determined that learners' involvement in governance is a significant aspect in administrative success.

Ongondo (2005) discerns that in Kenya, the monitor classification and the learner's congress are the chief structures adopted in learners' involvement in the upkeep of correction and policymaking. The level at which they are involved is mainly consultative. This means that the administration does this just to show compliance to the outside world, or "to try to keep up with country's set law. However, in his study on student participation, he suggests that there is a need for more inclusion of students in institutions' decision making. If the administration adopted this approach, the decision-making process will be more meaningful hence making the students' community feel that they are a part and parcel of the whole process. Sergiovanni (2000) stated that democracy is the guiding principle in the management of learning institutions.

Students' role is important (as mentioned earlier) to supply relevant information on the expertise and to legitimize the college decisions and their outcome in college governance (Klemencic, 2014). However, the available literature is scanty on the level to which learners' in colleges are included in college administration and exactly how such level of participation influence students' academic performance. Following the clamor for the realization of vision 2030 through quality education and impacting students with skills knowledge and attitude on order to produce 21^{St} graduate teachers, there is need to find out the degree to which students are involves in college control matters and its influence on students' performance.

1.2 Statement of the Problem

The governance of educational institutions has not been smooth since its inception all over the world. Tertiary institutions management or running has undergone change to offer acknowledgement to all players involved in its life. To achieve its goals, every institution must involve its stakeholders (Trowler, 2011). In this case, Education institutions are no an exception. For the achievement of good academic progress of middle level colleges, all stakeholders must be involved in decision making. 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. The introduction of the Fresh Public Administration presented into university and college management recognized the

assertions other concerned people create about advanced education. The institutions are comprised of various constituencies such as the administrators, the teaching and non-teaching staff, faculty and the students, who interact in everyday activities. But their voices are not usually heard at the same level (Kisango, 2016). Student involvement in the governance of the middle-level colleges is very important. The decision-making organs of the colleges should include all stakeholders especially the students. This is called the shareholder culture, de Boer & Goedegebuure, (2003); Enders, (2002); Neave, (2002); and Van der Wende, (2002). The new system public middle level colleges have also been adopted for students to be given an opportunity to have a say in the decision made about them. The study therefore investigated the influence of students' involvement in governance of public middle level colleges on their academic performance.

1.3 Purpose of the Study

The purpose of this research was to examine the influence of students' participation in college governance on academic performance in public middle level Colleges in Machakos County, Kenya.

1.4 Objectives of the study

The study was steered by the next objectives.

i. To determine the extent to which students' participation in curriculum implementation management influences academic performance in public middle level colleges in Machakos County, Kenya.

ii. To investigate the extent to which students' participation in management of physical facilities influence academic performance in public middle level colleges in Machakos County, Kenya.

iii. To determine the influence of students' participation in discipline management influence on academic achievement in public middle level colleges in Machakos County, Kenya.

iv. To establish the degree to which learners' involvement in co-curricular activities management influence academic performance in public middle level colleges in Machakos County, Kenya.

1.5 Research Questions

To investigate the research problem and achieve the purpose of the study the main questions were as follows:

i. How does the students' participation in curriculum implementation management influence academic performance in public middle level colleges in Machakos County, Kenya?

ii. To what extent does the students' participation in management of physical facilities influence students' academic performance in public middle level colleges in Machakos County, Kenya?

iii. How does the students' involvement in college discipline management influence academic performance in public middle level colleges in Machakos County, Kenya?

iv. To what degree does the students' involvement in co-curricular undertakings management influence students' academic achievements in public middle level schools in Machakos County, Kenya?

1.6 Significance of the Study

The results of this research may help the managements of public middle colleges in Machakos County to come up with effective ways of student participation with the aim of increasing student academic performance as well reducing conflicts between the administrators and the students.

In addition, the findings may help improve on existing literature and contribute to the pool of knowledge on the appropriate levels of student participation in college governance. The findings could also form a base for future research such that it could be replicated in a different context at a later date. The findings may also guide the policy makers in education industry by giving them hard data on which they can base their decisions. They may therefore make informed and well-balanced decision through their understanding of the influence of students' participation in college governance on academic performance which would in turn lead to overall development in the education industry.

1.7 Limitations of the study

One of the precincts of this study was that the study relied on respondents' perceptions. These perceptions could have been influenced by their characteristics and hence affect the validity of the study. However, the researcher will ask respondents to be as truthful as possible. Another limitation is that the respondents may withhold some information for fear of exposing the situation of students in the college. This however was alleviated by clarifying to the study respondents the purpose of the research.

1.8 Delimitations of the study

The research was only done in KMTC and MATTC in Machakos County where views from students, college principals and students' deans were sought. The study also focused on public middle level colleges because they are strictly required to adhere to educational policies in Kenya.

1.9 Definitions of Significant Terms

Governance refers to administration of all activities in the college**.**

Co-curricular activities refers to non-academic, voluntary activities that all college students participate in like sports, games, drama, clubs and societies.

College management refers to the process in which the different school activities are coordinated to meet the objectives of the college.

Students' academic performance refers to 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 refers to the process where the student is involved in the day to day activities of running of the college and is involved in major decision-making processes in the college.

1.10 Organization of the Study

The study was organized in five chapters: Chapter one entailed 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 provides a review of the literature related with the study, put in thematic sections to reflect research objectives. It also gives the theoretical framework, the conceptual framework, existing gaps in knowledge and a summary of the literature reviewed. Chapter three focuses on the research methodology. The chapter will describe in detail, the research design, target population, sample size, sample selection, research instruments, validity and

reliability of the research instruments, data collection procedures, data analysis techniques and ethical issues in research. Chapter four consists of data analysis, presentation, interpretations of data and discussions. Chapter five gives the summary of the findings, conclusions, recommendations for further research and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review of literature examines abstract and observed sources relevant to the study. In this chapter, literature and philosophies related to students' participation and academic performance will be level of students' involvement on governance matters such as management of students' discipline, physical facilities, implementation of curriculum and students' involvement in co-curricular management was reviewed. The chapter further discusses theory under which the study is grounded and the conceptual framework.

2.2 The concept of college governance

Governance in its basic theme is relational concept whose meaning depend on the context in which it is applied. Governance is therefore a broad notion, which generally refers to state governance and its act of controlling over the country, society or institutions (Patton, 2008). To Peters (2001), governance is the hard work of a management to affect (control, direct, and coordinate) the behavior of inhabitants and organizations in the culture for which it ought to be granted obligation. However, the meaning of governance is different from state control or state regulation in the context of this study. This study defines governance as an action or a procedure of taking decisions, which is understood clearly by the questions: 'Who takes whatever resolutions?' or 'Who decides? In what way do

they decide? What do they decide?' (Amaral, et al. 2002, p. 279; Toma, 2007, p. 58). The essence of these queries is that governance is an action or a procedure of decision-taking by involving diverse participants.

In Universities and Colleges, the meaning of governance frequently relies on the extent of examination: nationwide, native, institutional, sub-unit or chastisement smooth (Reed et.al, 2002). At institutional level, Marginson and Considine (2000) interpret governance as a system of decision making. The notion of university governance is much more relevant at the overall institutional or university level. As outlined by Bonaccorsi and Daraio (2007), in many universities, key tactical resolutions are done and sanctioned at the formal level. The college decision-making process includes various stages: programme setting, conscripting, decision-taking, enactment and checking established resolutions (Klemenc□ic□, 2011). College governance involves various stakeholders to make decisions on academic and administrative areas. A university or a college is then governed based on the decisions. This interpretation is the basis for the way in which the concept of governance is used in this study.

2.3 Students involvement in Curriculum Implementation Management

Wiggins and Mc Tighe (2006) highlight the significance of fashioning education aims that are charming to learners and planning undertakings that withstand learner concentration. Only once learners are involved in learning will they

acquire understanding and keep important knowledge over time. Wiggins and Mc Tighe bid propositions for upsetting learner awareness and planning queries that are fundamentally inspiring. Nevertheless, in examining for methods to inspire and involve learners, curriculum planners frequently opinions learners as the beneficiaries of the envisioned curriculum, rather than as probable assessors and criticizers of the curriculum. Co-generative discourse (Roth, Lawless, & Tobin, 2000; Roth, Tobin, & Zimmerman, 2002) ought to be recommended as a way of involvement where learners, along with scholars, overseers, and lecturers contribute in discussions to increase training and learning through discussion. This procedure is "envisioned as an exercise for creating fresh accomplishment prospect" (Roth, Lawless, & Tobin, 2000, p. 5). In subsequent discussion, learners play a vivacious and vigorous role in the teaching and learning procedure by for giving their viewpoints in the critique and revision of curriculum content.

Educational accomplishment and contentment institutes a third class of positive impact through scholar inclusion in governance. The positive impression on educational triumph, learning perseverance, and achievement and also by way of general learner contentment, from involvement in management on college campuses has been extensively revealed (Kuh, 1995; Pascarella & Terenzini, 2005; Tinto, 1993). Learners who are betrothed in campus governance responsibilities are more probably to persevere and have a more sustaining

cloistered undertaking than those who are not included (Pascarella & Terenzini, 2005).

Robinson (2004) discovered the familiarity of apprentice students who were selected to be student leaders in top management positions at Canadian university-wide learner memories. The study identified four themes which included: considerations on why the learners wanted the management spots; the problem of time restrictions; struggle; a sense of accountability and individual growth. Students were inspired to look for designated management spots in the student bodies by positive goals such as cultivating student life, creating society, improving multiplicity or additional administrative goals.

The researches done by Robinson (2004) and Janc (2004) are linked to the current study in that they try to find and advance a heightened comprehension of the insights of student leaders, precisely, the insights and comprehensions of those entangled in student leadership-related activities concerning their practices and interests in academic performance. Nonetheless, the contributors of those studies were not restricted to a particular governance locus in a student government organization. Robinson's study concentrated on learners who were decision-making board affiliates, whereas Janc concentrated on students who partook in a university-system advice-giving panel. The current study concentrated explicitly on the learner management premiership.

2.4 Students' involvement in management of physical facilities

Fenker (2004) identified that amenities management is a practice that guarantees that structures and other methodological structures support the procedures of an institute. The Worldwide Services Management Association (2002) designated amenities management as the rehearsal of co-ordination of the somatic place of work with the persons and the effort of the association; it assimilates the ideologies of commercial management, structural design and the behavioral and engineering sciences.

Institute amenities management is the use of systematic approaches in the preparation, consolidating, policymaking, co-ordination and monitoring of the somatic surroundings of education for the actualization of the learning aims and purposes. This includes among supplementary things, combined decision making in relation to mixture of site for establishing of fresh departments, plan and erection of new institute plants including surroundings, face-lift and transformation of ancient plants, establishment of tools for educational and non-educational accomplishments, upkeep of all amenities and appraisal of administration aspects and procedures (Fenker, 2004).

Educational institutions amenities upkeep is apprehensive around additional than just reserve management. It is about availing spotless and nontoxic surroundings for school kids. It also is about generating a somatic scenery that is suitable and

satisfactory for knowledge. A teaching space with shattered openings and unfriendly swigs doesn't substitute operative learner knowledge. Nonetheless, neither ensures an illusorily advanced classroom that is beleaguered with uncontainable swipes in interior hotness, which can deleteriously disturb learner and teacher watchfulness, appearance, and even fitness. Institution amenities upkeep distresses the corporeal, scholastic, and monetarist underpinnings of the institute association and ought to, consequently, be the center of equally its everyday processes and long distant administration primacies (Asiabaka, 2008).

Amenities management is a process of ensuring that buildings and other technical systems support the operations of an organization (Fenker, 2004). The International Facilities Management Association (2002) described facilities management as the practice of coordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioral and engineering sciences (Asiabaka, 2008). Classroom/School facilities management is the application of scientific methods in the planning, organizing, decision-making, coordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives.

2.5 Student Involvement in discipline Management.

According to Goleman D. (2000), issues of disciplining the college students or determining curriculum activities or their welfare are weighty to the colleges' management and may sometimes impact heavily on the students' lives, hence the need to include their representatives in such panel meetings. Cole continues to clarify that the more analysis that is conducted about the decision situation, the more varied the options proposed and the more thorough the assessment of the consequences and the better will be the final decision.

Studies conducted by Taylor and Dunnette (1974) revealed that there is a correlation between certain characteristics of decision maker such as age, level of intelligence, experience, aptitude for creativity and level of motivation and such variables as decision accuracy, confidence in the decision and time spent in studying the problem and reaching the decision. It is therefore apparent that although college administrators may well know that these dynamics influence the decision-making process, they cannot be filtered in democratically elected student councils. Consequently, college administrators must familiarize themselves with such group dynamics amongst student council members and marshal all of them towards attaining the common goals of the college. This is because as noted by the MOE's Task Force on student discipline and unrest (2001), where students are not involved in the formulation of school rules, there is lack of ownership of decisions and institutional policies by the students resulting in resentment and

ultimately open defiance. College administrators, therefore, should strive to involve students in formulation and implementation of policies.

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

As empirical evidence has shown (Pascarella and Terenzini, 2005), if students are included in their institutions decision making process on disciplinary matters, their rejectionist tendencies of decisions imposed upon them by school administrators would change to ownership and acceptance of decisions arrived at with their participation (Tikoko & Kiprop, 2011). Furthermore, the viewpoint of responsibility among learners and teachers swings the problem of school

amendment from resting exclusively upon educators' shoulders, and segments the obligation of department enhancement with students. It develops transparency which is the deliberate attempt to move from a secretive or opaque organization to one that inspires open entrance to evidence, contribution, and decision making, and which ultimately generates a greater degree of confidence among shareholders (Meyer, 2003). Student leadership involvement on disciplinary issues requires to be publicized by many readings as having positive impacts on individual growth, learning accomplishment, and the expansion of administrative abilities. Individual expansion is improved through participation in management roles because management activities reach into a learner's self-consciousness, self-image, and self-esteem.

2.6 Students involvement in Management of Co-curriculum activities

A study conducted by Kuh and Lund (1994) exploring the significance of student involvement in campus leadership and argued out the implications for student matters specialists. Kuh and Lund set out to scrutinize the individual alterations that students accredited to their involvement in learner leadership. The study purpose was also that of improving the understanding of learner erudition and growth that happen by way of participation in campus management. Contributors comprised 149 elders at 12 associations who self-reported student management understandings in appraisal with other supplementary proficiencies encompassing aristocracies, networks, faculty collaboration, habitation rooms, exercises, and

abstract programs. Of those who participated in the study, "26 held some form of student government position, such as student body president, elected student representative to the campus governing council, or another position in student government" (Kuh & Lund, 1994).

Gong J, et al (2009) states that, another group where learner management participation has revealed a positive influence is in the expansion of administrative abilities. Studies have revealed that through their participation in management responsibilities co-curricular in college and university grounds, learners cultivate and improve their time-management, task-management, and development skills. Readings likewise demonstrate that scholars improve their communication, interacting, engagement- management, and relational talents. In general, scholars who are entangled in management responsibilities on school campuses acquire skills on how to cultivate or build-up their capabilities to accomplish themselves and their missions. They pick up skills on how to encounter numerous time limits and fulfill abundant accountabilities and requirements. They similarly acquire skills on how to deal with and work with numerous persons and responsibilities at the same spell.

Schuh and Laverty established that "having a learner-management post benefits scholars to improve a number of abilities, but that future life accomplishments are swayed only in restricted methods by learner governance involvements" (p. 32).

That study is similar to the current study in that it inspected the apparent impact of learner management participation. Nonetheless, the assumptions of the Schuh and Laverty study are restricted since it concentrated on what influence students' governance involvements had on prearranged lifetime accomplishments, such as matrimonial and occupational strategies, and prearranged selection of skills, such as planning, establishing, and organization. The study, consequently, did not permit the respondents to make liberated considerations and create their own connotation grounded on their understandings as learner leaders.

2.7 Summary of literature review

Literature reviewed in this section has brought out salient issues centering on the involvement of students in decision making. Students' involvement in decision making refers to the work of learner representative groups - such as college boards, scholar congresses and the monitoring body (Tikoko & Kiprop, 2011). Over the previous few centuries there have been improved demands to escalate the extent of attachment of learners in resolution taking in secondary schools in Kenya due to the common incidences of pupil turbulences in the whole Kamuhanda, (2003); Ogot (2003); Buhere (2008); Kindiki (2009). Cole (1995) justifies joint decision making by saying that the issues of disciplining the college students are weighty to the colleges' management, complex and may sometimes impact heavily on the students' lives.

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

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

The literature shows that if firm bounds are obligatory on assemblies at the outset, learners are implausible to grow any eagerness for them (Huddleston, 2007). Hord et al. (1999) additionally add that student discussions relating to syllabus and inspection improvement is compulsory Hord et al. (1999). However, Kiumi et al. (2009) caution that it requires to be comprehended that even though a

sophisticated level of comprehensiveness is prospective to upsurge superiority of students' penalizing the conflicting was the circumstance in great conservatories. This has the insinuation that a dissimilar influence strength be compulsory to maintain punishment in these conservatories.

Mamashela et al., (2011) recommended that an detailed investigation into self-ruled best repetition of scholar enlargement in universal, and student leadership development in particular, should be steered and the conclusions obtainable in a sequences of manuals for use by apprentice development professionals. Cunningham, (2000) confirms that participation in syllabus and educational and learning approaches is regularly renowned as being one of the slightest discovered areas of student involvement. Furthermore, the effectiveness and fairness process of setting up of student governance in institutions has not been sufficiently researched on. The available researches have investigated the issues of student involvement indecision making in University of Nairobi and Kenyatta universities as well as secondary schools in central Rift valley, Nyandarua and Laikipia districts. However, the influence of Student involvement in Kenyan TT colleges and institutions in Central and Eastern Provinces on student discipline is one major area not covered by existing research.

2.8 Theoretical framework

A theoretical framework provides investigative arrangements within which to discover specific procedures of a line of thought to offer clearness and circumvent misconstruction Rensislikert (1961) The theoretical framework for this study lies within the linking pin theory approach identified and developed by Rensislikert (1961) which argues that an association is epitomized like a collection of corresponding effort components in which associates of one component are frontrunners of a different one. The theory has been used in various areas but its deployment is rampant in management sector. Therefore, the theory is termed relevant in fostering management as well as organization both corporate and educational institutions. However, the model is based on the assumption that the system at hand comprises of overlapping units. In this arrangement, the administrator has double jobs of upholding harmony and generating a sense of fitting with the cluster he/ she oversees and of representing that cluster in conventions with higher and corresponding administration workforce. These personalities are connecting bits inside the organization and consequently they turn into the center of management expansion happenings. In line with the Likert, the efficacy of an association or its constituent parts is affected by their scheme of administration.

Compassionate commanding system; likewise to an oppressive authoritative arrangement is one in which choices are taken by the workers at the highest

echelons of the association and administration. Nonetheless, workers remain encouraged by the use of prizes (for their involvement) apart from panic and intimidations. Information can move upwards from juniors to executives but it is circumscribed to "whatever administration desires to perceive". Advice-giving scheme found in this like of administration system, juniors are encouraged by recompenses and an extent of participation in process of making resolutions. Management ought to beneficially utilize their junior's concepts and attitudes. Nonetheless, participation is inadequate and chief conclusions are continuously taken by the high-ranking administration. There is a grander movement of information (as opposed to a compassionate commanding organization) from juniors to executives.

This connection pin archetypal is paramountly suitable to understand as well as deliberate the result of this research for the reason that a college is understood as a structure of intertwining clusters i.e. scholars, lecturers, managers, junior staffs, public etc. Moreover since the interconnecting clusters are associated by persons who subjugate double attachment posts consequently serving as linking pins among the clusters. For example, students' council's members ought to represent the interests of both the students and the school, while principals ought to represent the interest of students as well of other stakeholders.

However, it is worth noting that some scholars have pointed some area of weakness in this theory as they noted folks' serviceable responsibilities, all the same suiting them in terms of knowledge and proficiency for the mission at work, will not inevitably benefit as soon as it comes to the course over which a squad of individuals makes resolutions and apparatuses them. They do not benefit in substances such as the technique diverse team associates approach a problem or task, the way team members interact with one another and their style of behavior in general. In addition, the theory is does not highlight human diversity, yet complexity in a group can culminate to further stripping of units in a system rather than working with the initial setting.

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

2.9 Conceptual framework

The conceptual framework for this study consisted of curriculum implementation, management of physical facilities, discipline management and implementation of co-curricular activities as the independent variables while student performance is the dependent variable. The conceptual framework is as illustrated in figure 2.1.

Curriculum implementation Management
- Setting of academic target
- Selection of learning resources

Management of physical facilities
- Infrastructure development
- Renovation decisions

Discipline management
- Rules formulation
- Indiscipline reduction

Co-Curriculum activities management
- Preparation of co-curricular fixtures
- Participate in co-curriculum activities

Middle level colleges' governance

Students' academic performance
- Improved academic achievement
- Friendly learning environment
- Participatory decision making

- Government policies
- College rules and regulations
- Stakeholders attitude

Figure 2.1 Relationships between variables in the effects of students' participation in governance to academic performance.

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

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

The study used descriptive survey scheme. According to Orodho (2009), this design is reached at in social sciences when a researcher looks for answers in a phenomenon as it exists without manipulating any variables. The variables were obtained without manipulation and the situation was discussed. The researcher followed all steps provided by descriptive survey design in carrying out this study which included formulation of research tools, data collection and determination of the influence of students' participation in college governance on academic performance in middle level colleges.

3.3 Target Population

A target population includes all the associates of a real or supposed set of persons, events, or substances to which investigators wish to generalize the outcomes of their study (Gall & Borg 2007). Cooper and Schindler, (2006) refer to it a

population of interest from whom the distinct, contributors or objects from which the measurement is taken. The target population comprised of 2 colleges, 2 college principals, 2 dean of students, 120 lecturers, 90 student leaders and 2,700 students. The total target population was 2,914.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the procedure of choosing a subsection of circumstances in edict to draw deductions around the complete set. Qualitative research typically emphasizes on 'comparatively minor samples even solitary case designated resolutely to authorize examination into and comprehension of an occurrence in depth' (Patton, 2002, p. 46). As a purposive sampling, this study includes 5 groups from student and non-student stakeholders of each college. These include: a) Principals b) deans of students, c) Students leaders, d) Students and e) Lecturers.

Table 3.1 Informants selected for each category

No	Population Category	Institute		Sample Size
		KMTC	MATTC	
1	Principal	1	1	2
2	Dean of Students	1	1	2
3	Lecturers	10	10	20
4	Students Leaders	8	8	16
5	Students	35	35	70
Total		**55**	**55**	**110**

3.5 Research instruments

The main study instruments that were applied in this study are questionnaires and structured interviews. A questionnaire is a study instrument that collects informations from a big sample (Kombo and Tromp, 2006). The benefits of using questionnaires are: the individual overseeing the tool has a prospect to create relationship, elucidate the determination of the study and enlighten the connotation of items that may be ambiguous. Gay (1976) preserves that questionnaires bounce persons participating the liberty to give out their opinions or feelings and also to make recommendations. They remain similarly unidentified. Concealment aids to yield more straight responses than it is imaginable in a discussion. A semi-structured interview on the other hand is advantageous in that it is adaptable. This assists in following up philosophies, review replies to acquire additional particular evidence than the examinee is giving. Through interview it is possible also to examine reasons, moods and views. In addition, the use of interviews enables the investigator to possess a chance to see answers in the way of expressions made by the interviewee like the tone of the voice, facial expression, language, hesitations.

3.6 Validity of research instruments

Borg and Gall (1989), describes validity as the extent to which an instrument measures what is was predestined to measure. Content validity was enhanced by relevant objective items. Dissimilar study instruments were used for triangulation

purposes. Authentication was done by my supervisor through expert judgment to ensure that the items of the research instruments are valid and in-line with the study objectives.

3.7 Reliability of research instruments

Reliability of research instruments denotes the steadiness of marks or responses from single administration of an instrument to one more, and from one set of items to a new one (Fraenkel & Wallen, 2006). The questionnaires were tested using split half reliability. It involved recording two splits (odd against even items) of an assessment distinctly for every respondent and then computing an association coefficient for the dual cliques of marks by means of Pearson product moment correlation method.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\left[n\sum x^2 - (\sum x)^2\right]\left[n\sum y^2 - (\sum y)^2\right]}}$$

Where n= number of pairs of scores   y = sum of y scores

xy = sum of the products of paired scores x^2 = sum of squared x scores

x =sum of x scores y^2 = sum of squared y scores

The questionnaire yielded a split half reliability coefficient of 0.72 and thus was considered suitable for use based on Best and Kahn (2001) assertion that a coefficient of 0.70 or more indicates high reliability of the instrument.

3.8 Data collection procedures

The investigator sought for a study authorization from the National Commission of Science, Technology and Innovation and the County Education Officer of each sampled county prior to the start of the study. The colleges were visited with the consent of the facilitators. The investigator then openly administered the questionnaires to the students and afterwards collected them upon conclusion. The investigator also interviewed the cyber café manager, Huduma center directors, e-citizen website administrator and county education officials.

3.9 Data analysis techniques

Orodho (2009) asserts that data analysis involves searching and arranging of data collected from the study in groups or classes on the basis of common characteristics. Quantitative data was coded and keyed into the Statistical Package for Social Scientist (SPSS) computer software. It was analyzed using descriptive statistics such as occurrences, percentages and means and was reported using tables, frequency polygons bar diagrams and pie-charts. Themes derived from the objectives were used to analyze qualitative data. Qualitative data was reported in form of narrations. Content analysis and Spearman rank correlations were used to extract the key theme, concepts and arguments with the aim of having a clear understanding of the extent of student participation in middle level college governance and how it impacts on academic performance in Machakos County.

3.10   Ethical considerations

The researcher carried out the study based on all logical and ethical issues. Firstly, a research permit was pursued from the National Commission for Science Technology and Innovations (NACOSTI) also created a rapport with the respondents explaining the purpose of their participation. Respondents' identity was held with utmost confidentiality. No monetary incentives were given to respondents to partake in the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on the data analysis, presentation and interpretation. It is organized under the sub-topics of questionnaire return rate, demographic information of the respondents, data presentation and interpretation of findings. The presentation was done based on the research objectives set as: To determine the extent to which students' participation in curriculum implementation management influences academic performance in public middle level colleges in Machakos County; to investigate the extent to which students' participation in management of physical facilities influence academic performance in public middle level colleges; to determine the influence of students' participation in discipline management influence on academic performance in public middle level colleges; to establish the extent to which students' involvement in co-curricular activities management influence academic performance in public middle level colleges.

4.2 Questionnaire return rate

From the study sample of 86 students, 20 lecturers, 2 deans of students and 2 sub-county education officer, a total of 86 students' questionnaires and 2 principals' questionnaires were administered to the respective respondents. 20 and 2

interviews were conducted for the lecturers and deans of students respectively. Table 4.1 shows the study response rate.

Table 4.1: Instrument return rate

Respondent	Sample size	Response	Percent
Students	86	81	94
Lecturers	20	20	100
Deans of students	2	2	100
Principals	2	2	100
Total	110	105	95

Table 4.1 shows that a 95% response rate was recorded in this study and this was considered satisfactory for the study. According to Mugenda and Mugenda (2009), a response rate of above 70% is considered very good for social science research. Those students who didn't respond were not available at college to provide their responses.

4.3 Demographic data of respondents

The general characteristic of the respondents who participated in the study was first analyzed as follows:

4.4 Gender of the respondents

The study set out to establish the gender of the respondents. This aimed at finding out if the view of all the genders was accommodated in the study. This was in cognizant to the fact that one's age can be a pointer to their maturity and ability to respond to the formulated items in the instruments (Cappelli, 2008). The findings are presented in table 4.2.

Table 4.2: Gender of respondents

	Students		Lecturers	
	Frequency	Percent	Frequency	Percent
Male	30	37.0	11	55.0
Female	51	63.0	9	45.0
Total	81	100.0	20	100.0

The findings in Table 4.2 show that majority (51) (63%) of the students were female with 30 being male. Majority (11) (55%) of the lecturers were male and 9 were female. This finding implies that the two genders have been balanced well in terms of representation in the two sets of respondents. For the lecturers it could imply that the employers of lecturers in these colleges put into consideration the gender balance regulations in order to make sure that no one gender dominates the other.

4.5 Distribution of the students by age

The students were requested to indicate their age bracket. The age category of a person can be a baton to their competence level, skills and physical maturity rate (Chan, 2008). The findings are presented in Table 4.3.

Table 4.3: Distribution of students by age

Age bracket	F	%
20 years and below	3	3.7
21 – 23	37	45.7
24 – 26	39	48.1
27 – 29	2	2.5
Total	81	100.0

The findings in Table 4.3 shows that the majority (39) (48.1%) of the respondents indicated that they were of the age group 24 – 26 years while only 2 (2.5%) were of the age group 27-29 years. This implies that the students were mature enough and of the appropriate age to respondent to the items set in the instruments.

4.6 Distribution of lecturers by age

The lecturers were also requested to indicate their age brackets. The findings are presented in Figure 4.1.
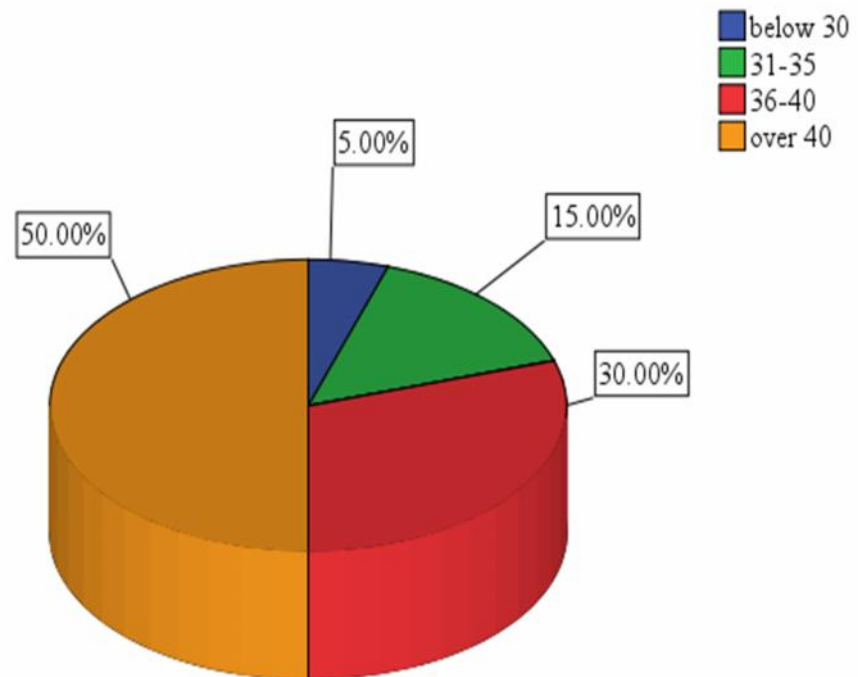
Figure 4.1: Distribution of lecturers by age

The findings in figure 4.1 show that majority (50%) of the respondents (lecturers) indicated that their age was above 40 years while only 5% had an age of below 30 years. This implies that the lecturers were of an age satisfactory for them to respond appropriately to the items in the instrument and also to understand student participation in governance affairs.

4.7 Distribution of students by the mean grade they scored in the CAT

The students were also required to indicate the mean grade they scored in their mid-term two Continuous Assessment Test (CAT). This information could be

useful in determining one's knowledge and capability in answering the questions. The findings are presented in Figure 4.2.
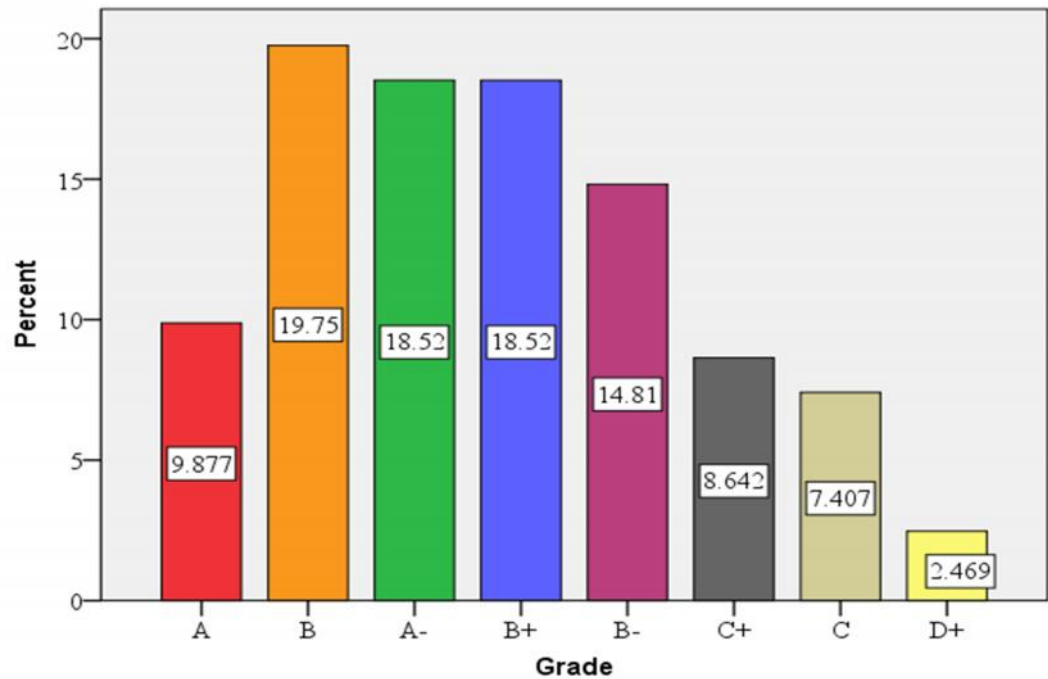
Figure 4.2: Distribution of students by the mean grade they scored in the CAT

The findings in Figure 4.2 indicate that majority (19.75%) respondents indicated that they scored a mean grade B in their mid-term two CAT, with 18.52% of the students indicating that they scored a mean grade of A- and B+ respectively. Only 2.5% respondents indicated that they scored a mean grade of D+ in the mid-term CAT. The implication therefore is that the respondents were intelligent enough to understand the factors that influence student participation.

4.8 Distribution of lecturers by experience

The lecturers were asked to specify the number of years they had served as college lecturers. One's experience can be a pointer to their ability to understand the subject and the issues regarding student participation in college governance. The findings are presented in Figure 4.3.
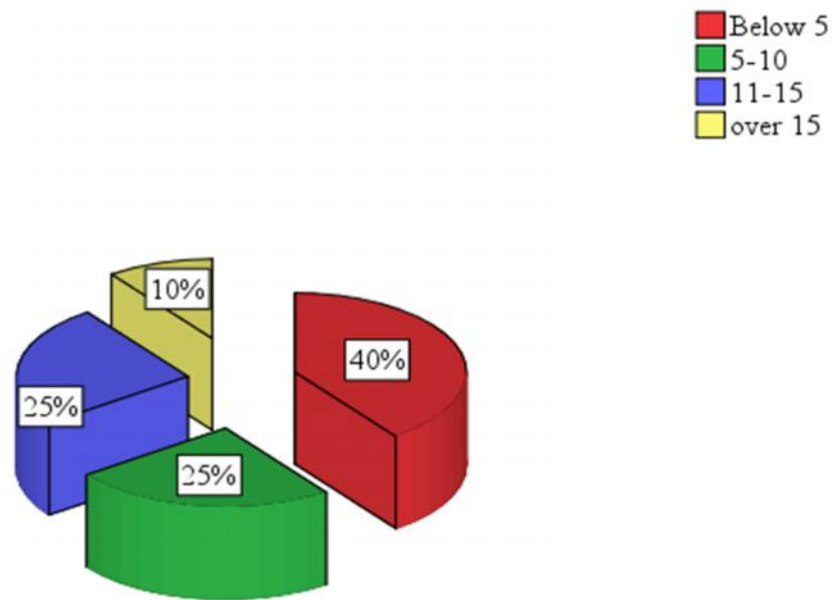
Figure 4.3: Distribution of lecturers by experience

The findings of Figure 4.3 show that majority (40%) of the respondents indicated that they had an experience of below 5 years while only 10 % of the respondents had an experience of over 15 years. The implication of this finding is that the respondents had the necessary experience to understand the factors influencing the participation of students in the governance of middle level colleges.

4.9 Perception of students' participation in governance on academic performance in public middle level colleges

The first objective of this study was to determine the extent to which students' participation in curriculum implementation management influences academic performance in public middle level colleges in Machakos County. To respond to the question under this objective, the researcher used 9 items in the students' questionnaire.

4.10 Presence of an academic department at the college

The respondents were required to indicate whether there was an academic department in their college. This information on the presence or absence of an academic department would assist the researcher in knowing how matters curricula were being taken seriously in the college level. The findings on this aspect are presented in Table 4.4.

Table 4.4: Responses on presence of an academic department at the college

Response	Frequency	Percent	Cumulative Percent
Yes	79	97.5	97.5
No	2	2.5	100.0
Total	81	100.0	

The results in Table 4.4 indicate that a majority (79) (97.5%) of the students indicated that their colleges had an academic department while only 2 (2.5%) of the respondents indicated that their colleges had no academic departments. The implication thereof is that matters curriculum are taken with utmost seriousness in the middle level colleges. This finding is in agreement with that of Makenga (2012) who found that most middle level colleges had academic departments.

4.11 Involvement of students in setting targets

The respondents were also asked to indicate how frequent they were being involved in setting their academic achievement targets. The findings are presented in Figure 4.4.
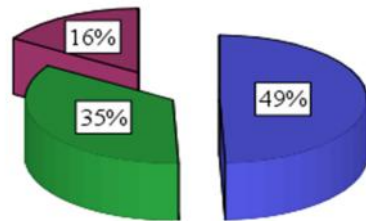
Figure 4.4: Involvement of students in setting targets

The findings in Figure 4.4 show that majority (49%) of the respondents indicated that they were rarely involved in setting their own academic achievement targets while only 16% of the respondents indicated that they were never involved in setting their academic achievement targets. This finding agrees with that of Magadla (2007) who found that majority (50%) students were involved directly in setting their academic achievement targets. The implication of this finding is that involvement of students in setting their own academic achievement targets and those of the colleges is an important aspect of student participation in curriculum implementation management. This was also supported by the responses from the 2 deans during an interview who indicated that students in their colleges were involved in setting their academic targets.

4.12. Student involvement in governance

The lecturers were asked if the students in their colleges were adequately involved in the curriculum implementation management activities in their colleges. The data would assist the researcher to get a view of the lecturers on the same subject and use the same to check the answers from the students. The findings are presented in Figure 4.5.
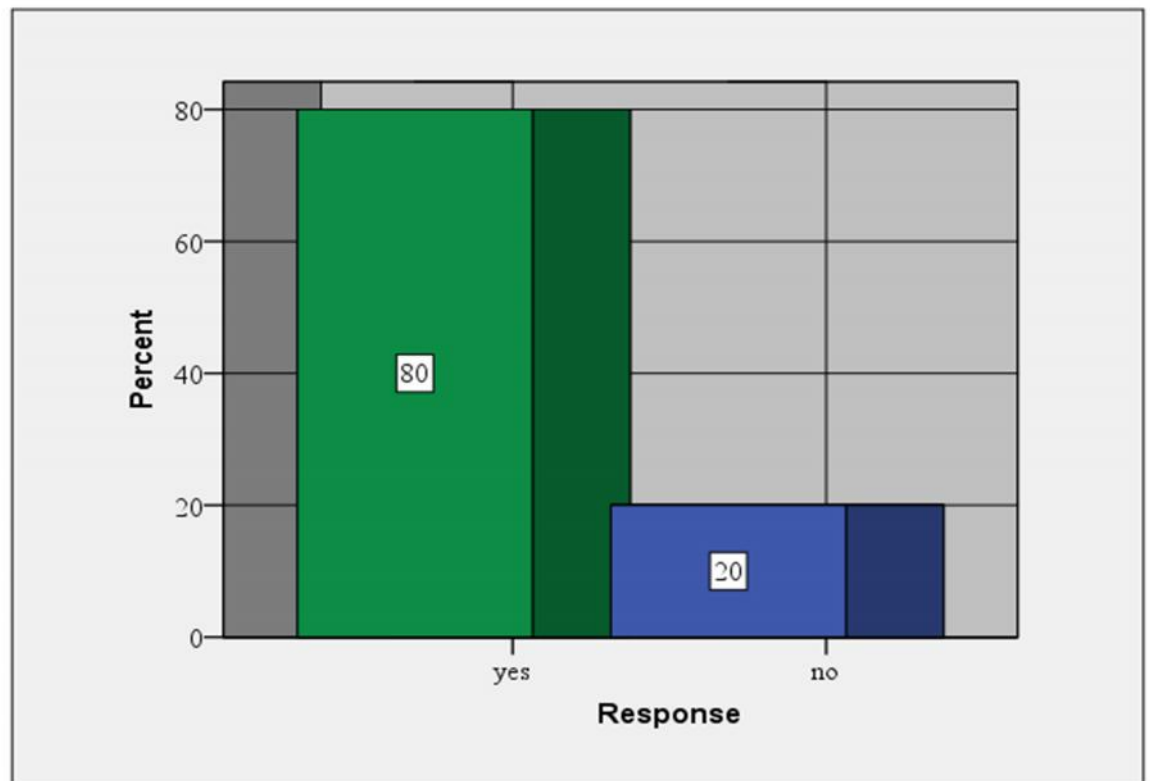
Figure 4.5: Responses on student involvement in governance

The findings in Figure 4.5 shows that majority (80%) of the respondents indicated that students in their colleges were involved in the governance affairs of their colleges. This finding was also consistent with that of the students themselves who in their majority indicated that they were involved in curriculum implementation management practices in their colleges. This finding was in agreement with that from the two principals who in their questionnaire indicated that students in their colleges had an active part to play in governance affairs.

4.13 Stakeholder participation in the selection of subjects

The students were asked to indicate the extent to which they feel that stakeholders like the principal, dean of studies, lectures and students should be involved in subject selection in colleges. The results are presented in Table 4.5.

Table 4.5: Stakeholder participation in the selection of subjects

Extent	Principal		Deans of studies		Lecturers		Students	
	F	%	F	%	F	%	F	%
Large	39	48.1	44	54.3	9	11.0	78	100.0
Moderate	33	40.7	36	44.4	41	52.0	0	0.0
Small	6	7.4	1	1.2	27	34.0	0	0.0
Not applicable	3	3.7	0	0.0	2	3.0	0	0.0
Total	81	100.0	81	100.0	79	100.0	78	100.0

The findings in Table 4.5 show that majority (39) (48.1%) of the respondents indicated that the principals of their colleges should be involved to a large extent I the selection of the subjects taught in their colleges. Only 3 (3.7%) of the respondents indicated that it was not applicable for principals to be involved in the selection of subjects in colleges. The majority (44)   (54.3%)respondents indicated that deans of students should be involved in selection of subjects in their colleges, while only 1 (1.2%) respondent indicated that deans of studies should be involved in selection of subjects to a small extent. Majority (41)(52.0%) of the respondents indicated that lecturers should be involved in the selection of subjects but only to a moderate extent while only (2) (3.0%) respondents indicated that it was not applicable for lecturers to be involved in the selection of subjects. Most (78) (100.0%) of the respondents who responded to this item indicated that students should be involved in the selection of subjects to a large extent. In their interviews, the deans of curriculum indicated that students in both colleges were actively involved in selecting subjects.

4.14 Extent of students' participation in curriculum implementation management

To determine the extent of student participation in curriculum implementation management, the researcher used 6 items whereby the students were required to indicate their level of agreement with the items on a scale ranging from strongly agree to strongly disagree. The results are presented in Table 4.6.

Table 4.6: Responses on extent of students' participation in curriculum implementation management

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Students should set academic targets for individual subjects	56	69.1	23	28.4	0	0.0	1	1.2	1	1.2
Students should set academic target for the mean grade only	46	56.8	30	37.0	2	2.5	3	3.7	0	0.0
Teachers should set academic targets for students	12	14.8	53	65.4	0	0.0	10	12.3	6	7.4
Students should be involved in selection of textbooks bought by the college	8	9.9	64	79.0	6	7.4	3	3.7	0	0.0
All subjects are important for good academic performance	49	60.5	32	39.5	0	0.0	0	0.0	0	0.0
Students should use group work to improve their grades	46	56.8	29	35.8	6	7.4	0.	0.0	0	0.0

The findings in Table 4.6 show that majority (56) (69.1%) respondents strongly agreed that students should set academic targets for individual subjects while only (1) (1.25) disagreed and strongly disagreed on the same. Most (46) (56.8%) respondents strongly agree that Students should set academic targets for the mean grade only while only (3) (3.7%) disagree on that. The majority (53) (65.4%) respondents indicate that Teachers should set academic targets for their students while only (6) (7.4%) respondents strongly disagree on the same. On the issue of

Students being involved in selection of textbooks bought by the college, majority (64) (79.0%) agree while only (3) (3.7%) disagree. The findings also show that majority (49) (60.5%) of the respondents indicate that they strongly agree with the statement that All subjects are important for good academic performance. Majority (46) (56.8%) also strongly agree with the statement that Students should use group work to improve their grades.

To test the level of association between the dependent and independent variable, Pearson product moment correlation analyses was computed. The correlation results are presented in Table 4.7:

Table 4.7: Correlation matrix (Pearson product moment correlation)

		Students' academic performance	Curriculum implementation management
Students' academic performance	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.000
	N		78
Curriculum implementation management	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	N	78	

** Correlation is significant at the 0.01 level (2-tailed).

The outcomes of the correlation assessment are as revealed in table 4.7, gave a correlation coefficient of 0.678 amongst students' academic performance and curriculum implementation management. The results shows that the relationship is significant at (P<0.05). This finding implies that Curriculum implementation

management has a strong influence on the Students' academic performance. This finding agree with that of Magadla (2007), who found that participation of learners in curriculum implementation administration is one of the predictors of academic performance in middle level colleges.

4.15 Student Participation in college physical facilities management

Objective two of the study set out to investigate the degree to which students' involvement in management of corporeal amenities impacts educational enactment in public middle level colleges in Machakos County. To investigate this, the researcher used 9 items in the students' questionnaire. The data under this objective was analyzed using frequencies and presented in Tables, Pie and Bar charts under the following sub-headings:

4.16 Frequency of involvement in decisions on physical facilities

The students were asked to indicate the frequency at which they were being involved in making decisions which affect you in college physical facilities. They were required to indicate whether it was always, rarely or never. The results if this are presented in Figure 4.6.
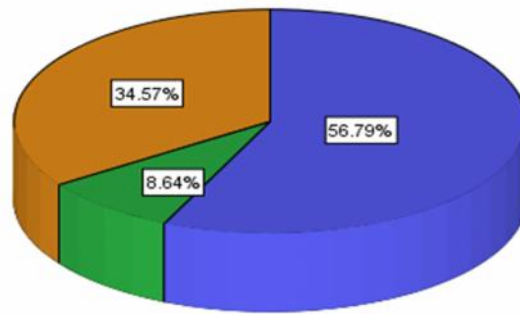
Figure 4.6: Responses on frequency of involvement in decisions on physical facilities

The findings in Figure 4.6 indicate that majority (56.79 %) of the respondents indicated that they were rarely involved in making decisions which affect you in college physical facilities, while only 8.64% of the respondents indicated that they were always involved. The implication of this finding is that the managements of the middle-level colleges do not involve the students who learn in the colleges in taking decisions that involve physical facilities in those colleges. This finding disagrees with that of Thompson (2006), who found that majority of students in colleges were being involved in decisions that regard the physical facilities in those colleges.

4.17 Management of college facilities

The students were also required to indicate if they thought that it was their right to know how college physical facilities were being managed by the administration. They were required to simply indicate by a yes or no response and the findings are presented in Figure 4.7.
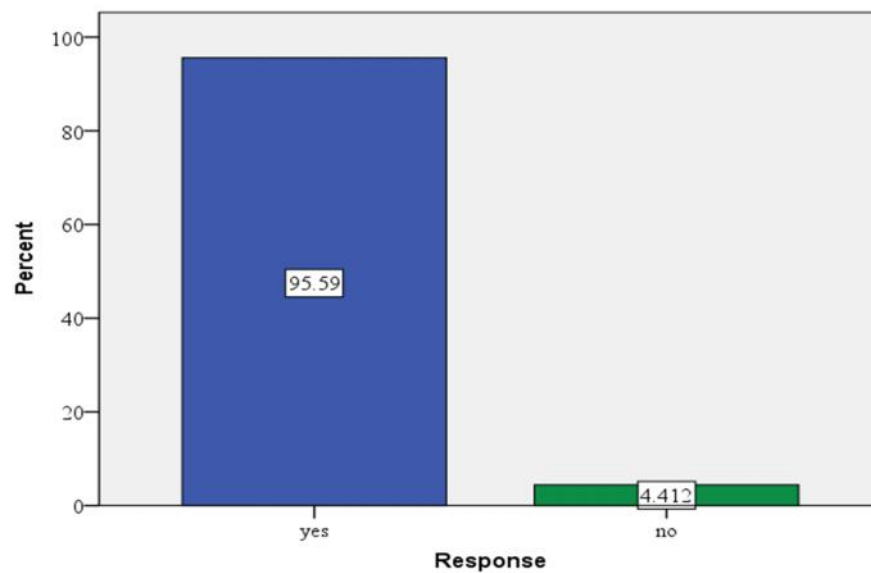
Figure 4.7: Management of college facilities

The findings in Figure 4.7 show that majority (65) students indicates that they thought that it was their right to know how college physical facilities were being managed by the administration. Only 3 respondents indicated that it was not their right to know how physical facilities were being managed. The implication of this finding is that students in the middle level college know their rights and therefore college administrations should not curtail those rights. The principals in their

55

questionnaire also indicated that the students were actively involved in the management of college facilities.

4.18 Influence of students' participation in management of physical facilities on academic performance

The influence of students' participation in management of physical facilities on their academic performance was measured using seven statements. The students were required to indicate their level of agreement with each of the statement on a scale ranging from strongly agree to strongly disagree. The findings are presented in Table 4.8.

Table 4.8: Responses on learner involvement in management of physical facilities

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Students should have a say in making important decisions affecting them in college physical facilities	35	43.2	37	45.7	3	3.7	4	4.9	2	2.5
Students should have a say in making important decisions affecting them in school	24	29.6	52	64.2	2	2.5	2	2.5	0	0.0
Students are there to be seen in college and not heard	6	7.4	46	56.8	29	35.8	0	0.0	0	0.0
All students' representatives should be elected by students	30	38.0	48	60.0	2	2.0	0	0.0	0	0.0
Students should be members of the college board of management.	13	16.0	39	48.1	17	21.0	10	12.3	2	2.5
Student participation in college physical facilities management has a positive influence on educational accomplishment	30	37.0	32	40.0	17	21.0	2	2.0	0	0.0
Students' ideas should always be incorporated in the renovation of the physical facilities	26	32.0	54	68.0	0	0.0	0	0.0	0	0.0

The findings in Table 4.8 show that majority (37) (45.7%) respondents indicated that they agree with the statement that Students should have a say in making important decisions affecting them in college physical facilities, while only (2) (2.5%) strongly disagree. The majority (52) (64.2%) respondents agree with the statement that Students should have a say in making important decisions affecting them in school, while only (2) (2.5%) strongly disagree. The findings also show that most (46) (56.8%) agree with the statement that Students are there to be seen in college and not heard. The majority (48) (60.0%) respondents indicated that they agree with the statement that All students' representatives should be elected by students, whereas only 2 (2.0%) respondents were neutral. The findings also show that most (39) (48.1%) respondents agreed with the statement that Students should be members of the college board of management, while only 2 (2.5%) strongly disagreed. Majority (32) (40.0%) respondents indicated that they agree with the statement that Student participation in college physical facilities management has a positive impact on academic performance, while only 2 (2.0%) disagreed. Finally, the findings revealed that most (54) (68.0%) respondents indicated that they agree with the statement that Students' ideas should always be incorporated in the renovation of the physical facilities.

The statement that was to be tested was to what extent does the students' participation in management of physical facilities influence students' academic performance in public middle level colleges in Machakos County? To examine

this influence, the analysis was completed by means of the Pearson correlation coefficient. The results were presented in the Table 4.9.

Table 4.9: Pearson correlation of learners' participation in management of physical facilities and students' academic performance

		Students' academic performance	students' participation in management of physical facilities
Students' academic performance	Pearson Correlation	1	. 580**
	Sig. (2-tailed)		.000
	N		81
students' participation in management of physical facilities	Pearson Correlation	. 580**	1
	Sig. (2-tailed)	.000	
	N	81	

** Correlation is significant at the 0.01 level (2-tailed).

The data shows that there was a positive association by a coefficient of 0.580 and the results shows that the relationship is significant at (P<0.05) among learners' participation in management of physical facilities and Students' academic performance. This implies that there is a statistical significant relationship between learners' participation in management of physical facilities and Students' academic performance. This finding concurs with the findings in Table 4.9 which show a majority of the students agreed with most of the statements thereof. This finding coincide with that of Thompson (2006), who found a positive relationship between participation of students in management of physical facilities and academic performance.

4.19 Students' involvement in college discipline management and academic performance

The third objective for the study was to determine the influence of students' participation in discipline management influence on academic performance in public middle level colleges in Machakos County. The researcher used 10 items in the students' questionnaire to achieve this objective. Data in this objective was presented in frequencies and analyses made using the Karl Pearson correlation coefficient. The findings were presented under the subsequent sub-sections:

4.20 College rules

The students were required to indicate whether their college had college rules or not through a simple yes or no response. The findings under this item are presented in Figure 4.8.
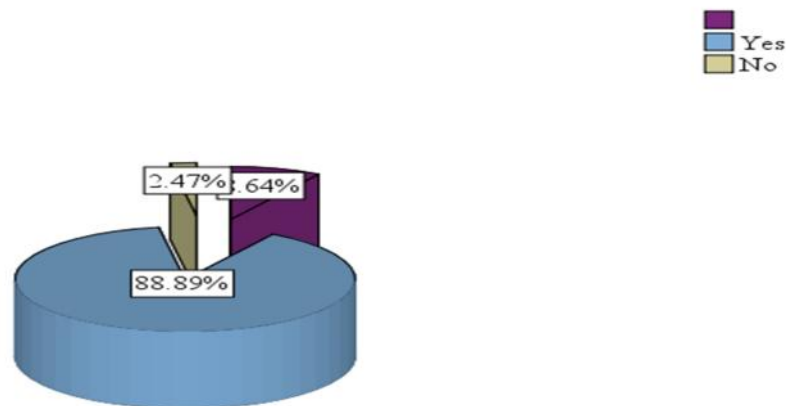
Figure 4.8: Responses on colleges with and without rules

The results in Figure 4.8 indicate that majority (88.89%) of the respondents indicated that their colleges had rules, while only 2.47% of the respondents indicated that their colleges did not have any rules. the implication of this finding is that college rules have an association with students' academic performance.

4.21 College stakeholders and discipline

The students were required to indicate the extent to which college stakeholders have roles to play in the college discipline. The learners were requisite to indicate on a rule stretching from large extent to small extent or indicate not appropriate. The findings are presented in Table 4.10.

Table 4.10: Responses on college stakeholders and discipline

Extent	Principal		Deans of studies		Lecturers		Students	
	F	%	F	%	F	%	F	%
Large	59	72.8	5	6.2	15	18.5	69	85.2
Moderate	11	13.6	42	51.9	47	58.0	7	8.6
Small	6	7.4	24	29.6	7	8.6	0	0.0
Not applicable	1	1.2	7	8.6	2	2.5	0	0.0
Missing	0	0.0	3	3.7	10	12.3	5	6.2
Total	81	100.0	81	100.0	81	100.0	81	100.0

The findings in Table 4.10 show that majority (59) (72.8%)respondents indicated that college principals should play to a large extent a role in college discipline. Majority (42) (51.9%) of the respondents indicated that deans of studies should be involved in the college discipline to a moderate extent, while only 5 (6.2%) of the respondents thought that deans should be involved to a large extent. The findings also indicate that majority (47) (58.0%) of the respondents indicated that lecturers should be involved in discipline matters but only on a moderate extent, while only 2 (2.5%) indicated that it was not applicable for lecturers to be involved in college discipline. Most (69) (85.2%) respondents indicated that students should be involved in the college discipline to a large extent.

4.22 Student involvement in discipline and academic performance

To determine the influence of learner participation in discipline management on academic performance, the researcher used 5 items whereby the students were required to point out their level of agreement with the items on a scale stretching from strongly agree to strongly disagree. The findings are presented in Table 4.11.

Table 4.11: Responses on student involvement in discipline

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Students should be involved in making college rules.	30	37.0	48	59.0	2	2.0	1	1.0	0	0.0
College rules are for indiscipline students only	6	7.0	12	15.0	5	6.0	42	52.0	16	20.0
Students should be left to be in-charge of college discipline	0	0.0	2	2.0	8	10.0	30	37.0	41	51.0
Students should be part of the college disciplinary committee	10	12.0	32	40.0	16	20.0	11	14.0	12	15.0
Discipline affects the students' academic performance	34	42.0	27	33.0	4	5.0	10	12.0	6	7.0

The findings in Table 4.11 show that majority (48) (59.0%) agree with the statement that Students should be involved in making college rules, while only 1 (1.0%) disagree. Majority (42) (52.0%) of the respondents indicated disagreement with the statement that College rules are for indiscipline students only, whereas only 6 (7.0%). The majority (41) (51.0%) indicated that they strongly disagree with the statement that Students should be left to be in-charge of college discipline, while only 2 (2.0%) agree with the statement. Most (32) (40.0%) of the respondents agree with the statement that Students should be part of the college disciplinary committee. The findings also show that majority (34) (42.0%) of the

respondents strongly agree with the statement that Discipline affects the students' academic performance, while only 6 (7.0%) strongly disagree.

The statement being tested was "how does the students' involvement in college discipline management influence academic performance in public middle level colleges in Machakos County?" The influence was established using the Pearson correlation coefficient. The results are presented in the Table 4.12.

Table 4.12: Correlation matrix

		Students' academic performance	student's involvement in management of discipline
Students' academic performance	Pearson Correlation	1	. 540**
	Sig. (2-tailed)		.000
	N		80
	Sig. (2-tailed)	.000	
	N	78	

** Correlation is significant at the 0.01 level (2-tailed).

The data in Table 4.12 shows that there was a positive relationship by a coefficient of 0.540 between student involvement in management of discipline and Students' academic performance. The relationship was statistically significant at (p<0.05). This finding concurs with the findings in Table 4.11 which show a majority of the students agreed with most of the statements thereof. This finding agree with that Makenga (2012), who found that student involvement in school discipline has a correlation with Students' academic performance.

4.23 Students participation in co-curricular activities and students' academic performance

The fourth objective for the study was to establish the degree to which learners' involvement in co-curricular undertakings management influence academic performance in public middle level colleges in Machakos County. To achieve this objective, the researcher used 12 items in the students' questionnaire. The data under this objective is presented and analyzed under the following sub-headings:

4.24. Leadership responsibility in co-curricular activity

The students were required to indicate whether they have held any leadership responsibility in their co-curricular activities. The positions identified were those of chairperson/captain, vice chairperson/captain, treasure, secretary and member/player. The responses were presented in Figure 4.9.
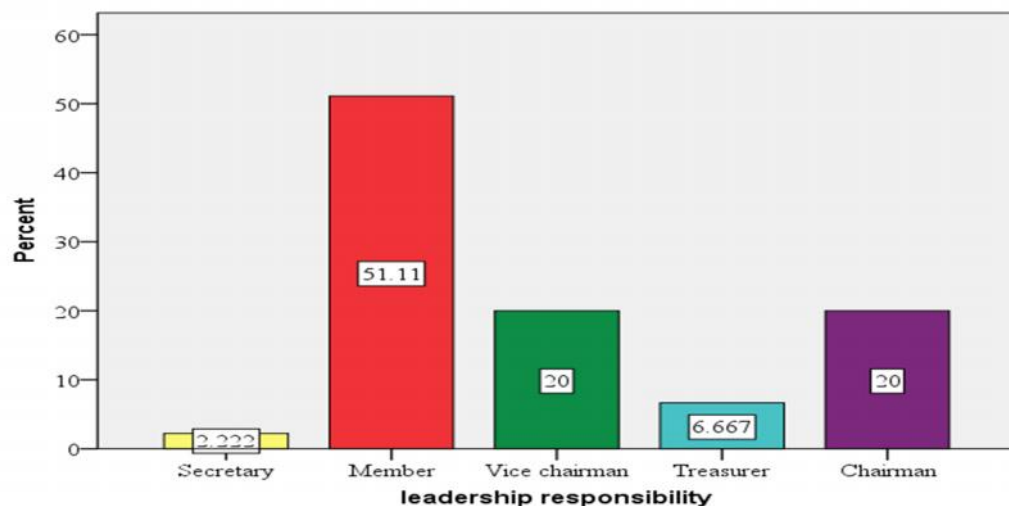
Figure 4.9: Responses on leadership responsibility in co-curricular activity

The results in Figure 4.9 show that a majority (51.11%) of the respondents showed that they had held the position of member/ player in their co-curricular activities. Only 2.22% of the respondents indicated that they had held the position of a treasurer in their co-curricular activities. The finding agrees with that of Pascarella & Terenzini (2005), who found that most students had held positions of chairman/ captain in their respective co-curricular activities.

4.25 Co-curricular activities

The students were required to indicate to what extent they were involved in taking part in co-curricular activities like games and sports, clubs and societies in their colleges. The findings are presented in Table 4.13.

Table 4.13: Responses involvement in co-curricular activities

Extent	Games and sports		Clubs		Societies	
	F	%	F	%	F	%
Large	74	94.0	68	84.0	66	81.0
Moderate	6	7.0	8	1.0	8	1.0
Small	0	0.0	2	2.0	2	2.0
Not applicable	0	0.0	0	0.0	0	0.0
Missing	1	1.0	3	4.0	5	6.0
Total	81	100.0	81	100.0	81	100.0

The findings in Table 4.13 show that majority (74) (94.0%) respondents indicated that they had been involved in the co-curricular activity of games and sports to a large extent in their school. Most (68) (84.0%) respondents also indicated that they had to a large extent been involved in the co-curricular activity of clubs in their colleges. The findings also revealed that majority (66) (81.0%) of the respondents had been involved to a large extent in the societies. The implication of this finding is that students had been involved to a large extent in the 3 main co-curricular activities in the middle-level colleges.

4.26. Involvement of students in co-curricular activities

To establish the extent of the effect of student involvement in co-curricular undertakings on their educational achievement, the researcher used 4 items whereby the students were required to specify their smooth of agreement with the items on a measure stretching from strongly agree to strongly disagree. The results are presented in Table 4.14.

Table 4.14: Responses on involvement of students in co-curricular activities

Statement	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Students should choose the co-curricular activity to participate in	42	52.0	38	47.0	1	1.0	0	0.0	0	0.0
Students should be involved in the preparation of co-curricular fixtures	30	37.0	21	26.0	22	27.0	6	7.0	2	2.0
Students should elect the co-curricular activities student officials	65	80.0	16	20.0	0	0.0	0	0.0	0	0.0
Students' involvement in co-curricular undertakings has a positive influence on scholastic enactment	46	57.0	12	15.0	2	2.0	14	17.0	7	9.0

The findings in Table 4.14 show that majority (42) (52.0%) strongly agree with the statement that Students should choose the co-curricular activity to participate in, while only1 (1.0%) neither agree nor disagree. Majority (30) (37.0%) respondents strongly agree with the statement that Students should be involved in the preparation of co-curricular fixtures. The findings also reveal that majority (65) (80.0%) of the respondents strongly agree with the statement that Students should elect the co-curricular activities student officials. Finally, the findings show that majority (46) (57.0%) students agree with the statement that students'

involvement in co-curricular accomplishments has a positive influence on educational enactment.

The statement being tested was "to what extent does the students' participation in co-curricular activities management influence students' academic performance in public middle level schools in Machakos County?" This influence was established using the Karl Pearson Product-Moment correlation coefficient. The results are presented in the Table 4.15.

Table 4.15: Correlation matrix

		Students' academic performance	Involvement of students in co-curricular activities
Students' academic performance	Pearson Correlation	1	. 860**
	Sig. (2-tailed)		.000
	N		80
Involvement of students in co-curricular activities	Pearson Correlation	. 860**	1
	Sig. (2-tailed)	.000	
	N	80	

** Correlation is significant at the 0.01 level (2-tailed).

The data in Table 4.15 shows that there was a strong positive relationship by a coefficient of 0.860 between student involvement in management of discipline and Students' academic performance. The relationship was statistically significant at ($p<0.05$). This finding concurs with the findings in Table 4.12 which show a majority of the students agreed with most of the statements thereof. This finding agree with that of Klemencic (2011), who found that student involvement in school discipline has a correlation with students' academic performance.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.1 Introduction

Chapter five is made up of five sub topics. The first sub-topic provides a summary of the study. Sub-topic two presents the main findings of the study have been discussed while sub topic three presents the conclusions from study findings. The fourth sub topic has endorsements of the study based on the results. Finally, the study has proposals for additional research.

5.2 Summary of the study

This study sought to examine the effect of scholars' participation in college governance on academic performance in public middle level Colleges in Machakos County.

Data analysis allowed the researcher to end up with the findings grounded on the set four study objectives which were: to define the degree to which students' participation in curriculum implementation management influences academic performance in public middle level colleges in Machakos County; to investigate the extent to which students' participation in management of physical facilities influence academic performance in public middle level colleges in Machakos County; to determine the influence of students' participation in discipline

management impact on educational enactment in public middle level colleges in Machakos County; and to establish the extent to which students' involvement in co-curricular activities management influence academic performance in public middle level colleges in Machakos County.

The study was steered using multi-methodology (expressive analysis correlation) research scheme. The aim populace comprised of 2 colleges, 2 college principals, 2 dean of students, 120 lecturers, 90 student leaders and 2,700 students. The study sample comprised of 86 students, 20 lecturers, 2 deans of studies and 2 college principals.

Data collection was done through questionnaires for students and principals, interview guides for lecturers and deans of studies. Instrument validation was done through expert judgment and a reliability coefficient of 0.70 attained after calculation. A 95% response rate was recorded for this study which was considered satisfactory.

Data analysis was conducted using the SPSS computer software package version 21.0. Descriptive data analyses were made to determine the frequencies and percentages of demographic characteristics. The data on objectives was analyzed using frequencies and correlation analyses computed. Data was presented in tables, pie and bar charts.

5.3 Findings of the study

The findings student involvement in curriculum implementation management show that majority (56) (69.1%) respondents strongly agreed that students should set academic targets for individual subjects while only (1) (1.25) disagreed and strongly disagreed on the same. Further findings showed that most (46) (56.8%) respondents strongly agree that students should set academic targets for the mean grade only while only (3) (3.7%) disagree on that. Majority (53) (65.4%) respondents indicated that Teachers should set academic targets for their students while only (6) (7.4%) respondents strongly disagreed on the same. The results of the correlation test gave a correlation coefficient of 0.700 between students' academic performance and curriculum implementation management when calculated at a significance level of 0.5.

Findings on students' involvement in management of physical facilities showed that majority (37) (45.7%) teachers specified that they agreed with the announcement that students should have a say in making important decisions affecting them in college physical facilities, while only (2) (2.5%) strongly disagree. The majority (52) (64.2%) respondents agreed with the statement that Students should have a say in making important decisions affecting them in school, while only (2) (2.5%) strongly disagree. The findings also showed that most (46) (56.8%) agreed with the statement that Students are there to be seen in college and not heard. The majority (48) (60.0%) teachers specified that they

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approved with the proclamation saying "all students' representatives should be elected by students", whereas only 2 (2.0%) respondents were neutral. The correlation results showed a positive relationship by a coefficient of 0.580 between students' participation in management of physical facilities and students' academic performance.

The findings on student involvement in discipline management showed that majority (48) (59.0%) agreed with the statement that students should be involved in making college rules, while only 1 (1.0%) disagreed. Majority (42) (52.0%) of the respondents indicated disagreement with the statement that College rules are for indiscipline students only. The majority (41) (51.0%) specified that they sturdily differed with the declaration that students should be left to be in charge of college discipline, while only 2 (2.0%) agreed with the statement. Most (32) (40.0%) of the respondents agreed with the statement that students should be part of the college disciplinary committee. The findings also showed that majority (34) (42.0%) of the respondents strongly agreed with the statement that discipline affects the students' academic performance, while only 6 (7.0%) strongly disagreed. The correlation results showed that there was a positive relationship by a coefficient of 0.540 between student involvement in management of discipline and students' academic performance.

The findings on students involvement in management of co-curriculum activities show that majority (42) (52.0%) sturdily approved the statement that Students should choose the co-curricular activity to participate in, while only1 (1.0%) neither agreed nor disagreed. Majority (30) (37.0%) respondents strongly agreed with the statement that students should be involved in the preparation of co-curricular fixtures. The findings also revealed that majority (65) (80.0%) of the teachers sturdily agreed with the view that students should elect the co-curricular activities student officials. Finally, the findings showed that majority (46) (57.0%) respondents agreed with the statement that students' involvement in co-curricular undertakings has an affirmative influence on educational accomplishment. The correlation results indicate that there was a resilient positive association by a coefficient of 0.860 between student involvement in management of discipline and students' academic performance.

5.4 Conclusions

The study established that students' participation in curriculum implementation management influences academic performance in middle level colleges. The correlation test gave a correlation coefficient of 0.700 between students' academic performance and curriculum implementation management when calculated at a significance level of 0.5. It can therefore be concluded that college administrators should ensure that the students are adequately involved in matters curriculum

implementation in order to make them have a sense of ownership of the courses offered at their colleges.

Student participation in management of physical facilities was found to positively influence students' academic performance in public middle level colleges. This was as a result of correlation statistics which gave a coefficient of 0.580. It can thus be concluded that middle level colleges should ensure that students are involved in the management of the physical facilities given that they are the primary beneficiaries of the same facilities. If the learners are actively involved in the management of the facilities, they will thus see the sense in protecting them and keeping them in good condition.

Student participation in discipline management was found to influence academic performance in public middle level colleges. This resulted from a 0.540 correlation coefficient result which confirmed a positive relationship between the two variables. It can be concluded thus that middle level colleges should ensure that students are involved in discipline decisions which they will consequently own and identify with.

Finally, student involvement in management of co-curriculum activities was found to be a strong predictor of academic performance in middle-level colleges. This was due to a correlation coefficient of 0.860 between the two variables as

computed. It can be concluded that curricular activities management by students has a positive relationship with academic performance in the middle-level colleges.

5.5 Recommendations

In line with the research findings, the researcher recommends that:

i. There is need to establish more middle level colleges in order to increase access to college education.

ii. The government should not upgrade middle level colleges to university status for this reduces the likelihoods of the learners with lesser marks to access college education.

iii. The middle level colleges should involve student representation in decision making processes that touch on the provision of physical facilities in the colleges.

iv. Student voice on the matters of discipline in the colleges should be emphasized in the middle level colleges.

5.6 Suggestions for further research

The next research areas were suggested for auxiliary study:

i. A research should be done on socio-economic factors influencing students' participation in middle level colleges in other counties of Kenya to compare the findings to those of this study.

ii.   A study should be carried out on the social-cultural aspects impelling learners' involvement in middle level institutions in Kenya.

iii.   A study ought to be carried out on the influence of student participation in governance on private middle and lower level colleges in Kenya.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi,

P.O Box 92, Kikuyu.

Date………………….

Dear Sir/Madam/Student,

RE: INTRODUCTORY LETTER

I am a student at University of Nairobi taking masters in Education degree course. As a requirement for the fulfillment of the Masters degree, I intend to carry out research on "**Perception of students' participation in governance on academic performance in public middle level colleges in Machakos County, Kenya"**. Kindly use some time to fill the questionnaire attached herein. The data gathered will be used with utmost confidentiality.

Yours faithfully,

Josiah Maanzo Kimolo

APPENDIXII: QUESTIONNAIRE FOR THE PRINCIPALS

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

Section A: Demographic data

1. What is your gender? (a) Male [   ]   (b) Female   [   ]

2. What is your age? (a) 20 - 30 years [   ]   (b) 31 - 40 years   [   ]   (c) Above 41 years   [   ]

3. How many years have been a principal in this college?

 (a)   Below five (5) years [ ] (b) 5 - 10 years [   ]   (c) Over 11 years [   ]

4. What is your highest academic qualification?

 (a) Diploma   [   ]   (b) Degree   [   ]   (c) M.Ed.   [   ] (d) PhD   [   ]

Section B: Involvement of students in discipline management

4. What process do you use to appoint student leaders in your college?

	QUESTION	Strongly Agree	Agree	Disagree	Strongly disagree
I	Student select their own leaders through voting				
Ii	College administration decides of suitable candidates				

5. Do students give suggestions on how to deal with indiscipline cases in the college? Yes   [ ]   No [ ]

6. Do students formulate rules and regulations pertaining discipline?

        Yes [ ]   No [ ]

7. Are student suggestions on discipline taken into consideration in the formulation of rules and regulations? Yes   [ ]   No [ ]

8. Does students' involvement in decision making influence college discipline?

Yes [ ]   No [ ]

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

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

To a great extent [ ]

To a less extent [ ]

To a least extent [ ]

Not at all [   ]

10. Do students respect decisions by the prefects on co-curricular activities?

Yes [ ]   No [ ]

11. Does students' involvement in the planning of college co-curricular activities help in development of talent and achieve learning objectives?

To a great extent [ ]

To a less extent [ ]

To a least extent [ ]

Section E: Student's involvement in physical infrastructure management

12. To what extent are students involved in the formulation of school rules and regulations governing physical infrastructure?

Termly [ ]
Yearly [ ]
When need arises [ ]
Others specify …………………………………………….
13. Do you have suggestion box in the college?   Yes [ ]   No [ ]

14. Are students actively use the suggestion box in the college?

Yes [ ]   No [ ]

15. Does involvement of students in the formulation of these rules help in curbing mishandling of physical infrastructure in the college?

Yes [ ]   No [ ]

18. What suggestions could you give for effective students' involvement in the formulation of rules and regulations?

APPENDIX III: INTERVIEW SCHEDULE FOR DEAN OF CURRICULUM

Introduction

The purpose of the interview is to establish how the Dean of curriculum involves students 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

SECTION B

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

	Year	Nos. of students	Mean grade
i	2014		
ii	2015		
ii	2017		

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

	Class	Nos. of students	Mean grade
I	Year 1		
Ii	Year 2		

3. In your opinion, is it necessary to involve students in making decisions that affect their academic performance?   Yes [ ]   No [ ]

4. 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 IV: 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 college governance 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 A: Demographic Information

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

2. Where does your age fall? 20 years and below [ ]   21 – 23 years [ ]   24 – 26 years [ ]   27 – 29 years [ ]   30 years and above [ ]

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

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

SECTION B: Student involvement in curriculum management

4. Does your college have an Academics Department? Yes [ ]   No [ ]

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

Never [ ]   Rarely [ ]   Always [ ]

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

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

	Student Perception	5	4	3	2	1
i	Students should set academic targets for individual subjects					

ii	Students should set academic target for the mean grade only					
iii	Teachers should set academic targets for students					
iv	Students should be involved in selection of textbooks bought by the college					
v	All subjects are important for good academic performance					
vi	Students should use group work to improve their grades					

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

Tick ( ) where appropriate.

	Stakeholders	Large Extent	Moderate Extent	Small Extent	Not Appropriate
I	Principal				
Ii	Dean of students				
Iii	Lecturers				
Iv	Students				

SECTION C: **Student Participation in college physical facilities management**

8. How frequent are you involved in making decisions which affect you in college physical facilities?   Never [ ]   Rarely [ ]   Always [ ]

11. Do you think it is your right to know how college physical facilities are managed by the college administration? Yes [ ]   No [ ]

12. 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
I	Students should have a say in making important decisions affecting them in college physical facilities					
Ii	Students should have a say in making important decisions affecting them in school					
Iii	Students are there to be seen in college and not heard					
Iv	All students' representatives should be elected by students.					
V	Students should be members of the college Board of Management.					
Vi	Student participation in college physical facilities management has a positive impact on academic performance.					
vii	Students' ideas should always be incorporated in the renovation of the physical facilities.					

Section D: Student involvement in Discipline management

13. Do you know your college rules? Yes [ ]   No [ ]

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

	Stakeholders	Large Extent	Moderate Extent	Small Extent	Not Appropriate
I	Principal				
Ii	Dean of students				
Iii	Lecturers				
Iv	Students				

15. 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
I	Student should be involved in making college rules.					
Ii	College rules are for indiscipline students only					
Iii	Students should be left to be in-charge of college discipline					
Iv	Students should be part of the college disciplinary committee					
V	Discipline affects the students' academic performance					

SECTION E: **Student involvement in co-curricular activity**

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

	Co-curricular Activity	Large extent	Moderate extent	Small extent	Not applicable
i	Games & Sports				
ii	Clubs				
iii	Societies				

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

	Position	Response
i	Chairperson/Captain	
ii	Vice Chairperson/Captain	
iii	Treasure	

iv	Secretary	
v	Member/Player	

18. 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
i.	Students should choose the co-curricular activity to participate in					
ii.	Students should be involved in the preparation of co-curricular fixtures					
iii.	Students should elect the co-curricular activities student officials					
iv.	Students' participation in co-curricular activities has a positive impact on academic performance					

APPENDIX V: INTERVIEW SCHEDULE FOR LECTURERS

1. What is your gender?   Male (   )   Female   (   )

2. Which age bracket do you lie in?   Below 30 years (   )   31- 35 ( ) 36- 40   (   )   above 40   (   )

3. Do you think students are involved in the curriculum implementation management practices of governance in middle-level colleges adequately?

Yes {   } no {   }

4. if yes how? ……………………………………………………………………

5. Do you think that students are adequately involved in the participation in the management of physical facilities in their colleges?

Yes (   )   No   (   )

6. How do you think that student participation in management of physical facilities in their colleges influences their academic performance?.........................

7. Do you think that students are adequately involved in the participation in the management of discipline in their colleges and how?..

8. How does students' participation in co-curricular activities in their colleges influence their academic performance?

APPENDIX VI: AUTHORIZATION LETTER

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No **NACOSTI/P/17/73896/20214**

Date: **22nd November, 2017**

Josiah Maanzo Kimolo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Perception of students' participation in governance on academic performance in middle level colleges in Machakos County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **20th November, 2018.**

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

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

GP Kalerwa

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

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

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APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JOSIAH MAANZO KIMOLO
of UNIVERSITY OF NAIROBI, 92-902
kikuyu,has been permitted to conduct
research in *Machakos County*

on the topic: *PERCEPTION OF
STUDENTS' PARTICIPATION IN
GOVERNANCE ON ACADEMIC
PERFORMANCE IN MIDDLE LEVEL
COLLEGES IN MACHAKOS COUNTY,
KENYA*

for the period ending:
20th November,2018

Permit No : NACOSTI/P/17/73896/20214
Date Of Issue : 22nd November,2017
Fee Recieved :Ksh 1000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation