

**A STUDY OF STUDENTS' DEMOCRATIZATION THROUGH
ADMINISTRATIVE AND PEDAGOGICAL PRACTICES IN
SECONDARY SCHOOLS IN BUNGOMA DISTRICT.**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF EDUCATION (M.ED) IN EDUCATIONAL ADMINISTRATION AND
PLANNING OF THE UNIVERSITY OF NAIROBI.**

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DECLARATION

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



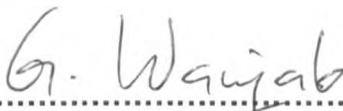
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DEDICATION

This work is dedicated to:

My father Matayo Khisa for his financial and moral support,

My mother Jane Khisa for her prayers and encouragement,

My wife Hellen Muyoka for her patience and perseverance in my almost endless sojourn for this academic achievement.

And my daughter, patience, for being such an inspiration.

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ABSTRACT

The study sought to establish how schools' administrative and pedagogical practices influence the students' development of democratic abilities. The practices covered were pedagogy, culture of dialogue, system of justice, areas of achievement and flow of information. The democratic abilities covered were influence, self-administration, self-steering, group dynamism and perseverance.

The basic assumption of this study was that democratic or child-friendly school practices develop into child liberal abilities. The practices were therefore investigated for democratization and it was then determined whether they had any influence on the development of liberal abilities among students. The study had five objectives: in order to achieve these objectives, five hypotheses were formulated.

The literature reviewed for the study centered around education and democracy. It traced the history of the school democratization movement, outlined democratic abilities, discussed democratized administrative and pedagogical school practices, as well as highlighting the studies on the influences on acquisition of democratic attitudes and valued among students. The literature was critical in defining the scope of the study, key concepts and the content of questionnaires items. It was particularly useful in formulating exhaustive questionnaires.

The research was *ex post facto*. The target population was all the secondary schools in Bungoma district. Out of the one hundred and seventeen schools in the district, a sample of ninety-two was used for the study. Questionnaires on school practices and liberal abilities were administered to students and teachers in the schools respectively. The responses were standardized and analysed using the statistical package for social sciences (SPSS). All the hypotheses were tested using the chi-square.

The study found out that indeed there is a close relationship between democratic school administrative and pedagogical practices and liberal abilities among students. Child centered pedagogy, diversified areas of achievement, system of justice and culture of dialogue have a strong influence on the students' development of democratic abilities.

Thus, the study recommends that schools be made more child friendly, and that teachers and managers be trained on child friendly teaching and management practices.

Further, this study only examined how school practices influence student's acquisition of democratic abilities. It is necessary to carry out studies to determine if the number of years in school makes a difference in the development of democratic abilities. There is also need to identify other factors that influence the acquisition of democratic abilities among students. Finally, it is important to find out if democratization of school practices has any influence on discipline and achievements of the school.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

There are numerous definitions of democracy and it has been even difficult in practice to obtain consensus as to its meaning and application in precise situations. Democracy may be used in reference to a person, people or society in general. Very often, a person who lives up to the values of liberty and equality may rightly be described as being in part; democratic (Rutto, 1994).

The philosophical foundation of democracy is popular participation and prevalence of freedoms such as of speech, association, mass media and a minimal control of social and economic spheres of life by the state (Rutter et al, 1979). Decisions made result from a decision-making process shared by all those to be affected. Problems are tackled in an open atmosphere of dialogue. While majority decisions are upheld, minority views are protected (Paisey, 1981).

Democratization is a process of developing a rational habit of mind which secures choices and decisions based on factors relevant to the issues at hand. It is learning to actualize the capacity to reason, choose and decide, and act accordingly both as individuals and members of society (Bennaars, 1994). Whether education is part of democratization or not is debatable. What is beyond doubt however is the fact that education remains the most important instrument of empowerment both for the individual and society. The school then is the single most important agent of change. (Mbae, 1994)

According to Ombaka (1994) however, the Kenyan experiences over the last thirty or so years with democracy have not been exemplary. The tendency towards increasing authoritarianism has shaped the nature and attitude of the political system which is charged with allocating values to the society at large. This in turn has dictated that the whole input process in education has been authoritarian and largely devoid of democratic considerations.

It is this rigidity that has hampered the development in the students of abilities of self-expression, self-reliance, discipline, logical thinking, critical judgment and making of competent choices. Aduda, 1998, (pg 17) notes that indeed it is this rigidity that has forced some children out of school;

“We encourage our children to be adventurous in their thinking, we praise their initiative and imagination and proudly display the fruits of their enterprise on the walls of their junior classrooms. Then we are surprised when those same children encapsulated by rigid specifications of secondary schooling become either rebellious or apathetic”.

Aduda (1998) infact attributes the high number of strikes and cases of unrest in schools, colleges and universities in Kenya between 1998 and 2000 to insensitive management in these institutions. He sees a close relationship between democratic school management and discipline among students. Kisangu (1990) also argues that where democratization is seriously taken, there will be improved discipline as all participants feel responsible for their institution.

Oeri (1999) sees a connection between good school management, discipline and performance. He attributes the riots and poor performance in Nyanza schools in the recent years to irresponsible school management. He argues that the solution to the problems lies in the open and active participation of all stakeholders in school.

Kavulundi (1998) sees a more flexible administration in schools as the solution to the high number of strikes in Eastern Province. Cheloti (1998) also singles out dictatorial tendencies in schools in Western Province as the major cause of frequent unrest in schools.

Abagi (1998) acknowledges though that there is little research available into participating outcomes of democratized practices in school and most reference is still on scattered experiences and philosophical thinking. This is in spite of the intensity of the democratization movement.

Soutendijk's (1998) observation is however important. He observed that the experiences that a child undergoes while in school are a major influence on his development, perception of life and individual disposition. Larsen (1989) concurs that democratic experiences leads to a free and more open mind.

It is time therefore; research on participating outcomes of a democratized school system was carried out. As Bennaars (1993) argues, majority of Kenyans are now schooled. Education no longer needs just to be a matter of learning basic skills to cater for basic needs but should be about basic democratic rights and duties. He infact recommends that aspects of education that are part of the culture of oppression should seriously be addressed. Uffer (1993) on his part wonders why the immense and ever increasing accumulation of knowledge produces individuals who are unable to adjust and cope within society. These in all provided the ground for this research.

1.2 STATEMENT OF THE PROBLEM

The Ministry of Education has regretted that students often go on strike and damage property because head-teachers deny them very basic rights such as right of expression and choice (Kyungu, 1998). It becomes deplorable when the students are expected to practice the same democratic ideals in the wider society once they have left school. Mbae (1994) describes the schools as very rigid with strict timetables, set uniforms and strict rules. Most of the head-teachers are authoritarian or even autocratic. They often practice tyranny in the name of discipline. The strict rules and bureaucratic controls are used to confine student behaviour and way of thinking.

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A survey by UNICEF (1997) found that punishment often administered for disrespectful and disruptive behaviour and attitudes, untidiness, learning difficulties and incomplete homework is not always consistent with the goals and rights of the child. The child is treated like he has neither feelings nor sense of right to be rationally moulded. The children are pushed all the time and have no space to do other things or even play (Okombo, 1993). They are not allowed any choices and do not therefore learn to make them (Makau, 1984). The school does not give room to the creative child, the examination does not test creativity and the community does not appreciate or reward creativity (Gakuru et al, 1982).

Because of the lack of open avenues for expression, the students resort to use of violence to make their feelings known (Oeri, 1998). In 1998, Bungoma District for instance had serious cases of unrest in schools which led to closure and expulsion of students. Almost 60% of the schools experienced unrest with five cases being particularly very bad (Bokoli, Teremi, Chesamisi, Kituni, Naitiri). In Naitiri and Teremi, the administration blocks were burnt down. In Chesamisi, the principal was severely beaten up and hospitalized for long. Bokoli and Kituni

closed for almost a whole term. While the head-teachers blamed the students for trivializing issues and lacking in critical consciousness, the parents blamed the riots on dictatorial school management (standard, July 10, 1998). Referring to the unrests during the district education day, Kyungu (1998) warned that the Ministry of Education would not tolerate head-teachers who are dictators. The head-teachers were called upon to allow more participation of students in school affairs, encourage criticism through open sessions, student councils, suggestion boxes and open door policy.

It is the assumption of this study, that democratization of the school practices is the solution to the problems of management facing schools and the inability for critical discourse among students. This is because if students are allowed to experience and experiment with democratization, they would develop ability for critical reflection (Soutendijk, 1989).

In this study, school administrative and pedagogical practices were therefore investigated for democratic features. The influence of the democratic features on the development of democratic abilities, was then determined.

1.3 PURPOSE OF STUDY

The study sought to establish democratic elements in selected school administrative and pedagogical practices (flow of information, culture of dialogue, choice of pedagogy, diversity of achievement standards and system of justice). It determined how the democratic elements influenced the development of democratic abilities among students. The abilities covered were self-administration, self-steering, perseverance, influence and group dynamism.

1.4 OBJECTIVES OF THE STUDY.

The study had the following objectives:-

1. to determine whether child-centered pedagogy influences development of democratic abilities among students.
2. to establish whether free flow of information in school influences development of democratic abilities among students.
3. to establish whether diversified areas of achievement in schools influence development of democratic abilities among students
4. to establish whether a fair and just system of justice influences development of democratic abilities among students.
5. to establish whether a culture of dialogue in the school influences development of democratic abilities among students.

1.5 HYPOTHESES OF THE STUDY.

The following are hypotheses that were tested in the study: -

1. There is no significant relationship between child-centered pedagogy and development of democratic abilities among students.
2. There is no significant relationship between free flow of information in school and development of democratic abilities among students.
3. There is no significant relationship between diversified areas of achievement in school and development of democratic abilities among students.
4. There is no significant relationship between a fair and just system of justice and development of democratic abilities among students.
5. There is no significant relationship between a culture of dialogue in the school and the development of democratic abilities among students.

1.6 JUSTIFICATION OF THE STUDY

Education being an empowering tool gives impetus to the study since it explores ways in which the school can effectively play its role. Education should empower individuals towards critical discourse, informed choices and rational decisions. Hence, issues within the school that militate against this, need to be addressed.

As the single most agent of change, the school ought to impart positive democratic processes to the students and subsequently to society.

The glamour for more democratic space in society today makes it extremely opportune to establish the exact role the school is playing in the democratization process.

1.7 SIGNIFICANCE OF THE STUDY

The study is significant since it critically examines administrative and pedagogical practices in schools at present. It uncovers enabling and disabling features in these practices in efforts towards development of students' full potentials.

It explores ways of making the practices more relevant to these times of democratization. The findings are handy to both practicing and prospective educationists in terms of evolving liberal pedagogy and administration of educational institutions.

1.8 LIMITATIONS OF THE STUDY

Since the study covered attitudes, it was limited by the voluntary nature of the respondents involved. This is because their feelings and attitudes are greatly influenced by disposition.

1.9 DELIMITATIONS

The study was restricted to secondary schools in Bungoma District. Caution must therefore be taken in inferring the results to other areas as circumstances may not be similar.

1.10 BASIC ASSUMPTIONS OF THE STUDY

1. The school practices can be democratically managed.
2. Direct democratic experience will enable students to acquire democratic abilities.
3. Stressing the democratic elements in school life, and in the organization of the school, promotes the evolution of people committed to democratic ideals.

1.11 DEFINITION OF SIGNIFICANT TERMS

The following are the significant terms of the study

Democracy – refers to the suitability of given conditions in facilitating people's enjoyment of their right of self-determination and participation in affairs affecting them.

Democratic attitudes – refer to the belief in and attachment to democratic processes such as critical discourse and self-determination.

Democratic processes – refer to critical and participative considerations made in relation to a circumstance at hand.

Democratization – refer to the growth of capacity for democratic processes.

Democratized practices – refer to the school administrative and pedagogical activities whose operations students influence through their participation, criticism and suggestions.

Group dynamism – refer to the respect of group interest and readiness to work for the good of the people.

Influence – refer to the ability to express one's opinion and determine the course of events affecting oneself.

Self-administration – refer to the ability to execute one's responsibility with minimum or no supervision at all.

Self-steering – refer to the ability to take action for both the individual and collective good.

1.12 ORGANIZATION OF THE STUDY

The study has five chapters. Chapter 1 presents background of the study. Chapter 2 constitutes literature reviewed covering Education and Democracy, the school Democratization Movement, Democratic abilities, Democratized practices and Influence of experience on value diffusion. Chapter 3 describes the methodology used in the research. Chapter 4 has data analysis and interpretation of the data collected and findings that emerged. Chapter 5 has summary, conclusion and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

The following is literature reviewed on the democratization of students through administrative and pedagogical practices in schools. It covers education and democracy, the school democratization movement, democratic abilities, democratized administrative and pedagogical practices and influence of experience on value diffusion.

2.1 EDUCATION AND DEMOCRACY

The devotion of education to democracy is a familiar theme. The superficial explanation is that a government resting upon popular suffrage cannot be successful unless those who elect and obey their governors are educated (Dewey, 1966). Thomas (1983) and Massialas (1969) argue that the relationship between politics and education is symbiotic and mutually reciprocal. The political system influences the education system through support of and access to education, control over content and procedures and checks over the latitude of social and political action permitted to the people who inhabit the school. The education system on the other hand, exercises influence on the body of politics through political socialization, legitimization, manpower production, selection of personnel for the power hierarchy, social assessment and integration, social control and stimulation of social change. It is this symbiotic relationship that determines the fate of the political and educational systems relationship to each other.

Sustaining the democratic way of life is a primary challenge to educators who have the very essential role of preparing pupils to adapt to and participate in the changing society (Barrington, 1974). The learning process should facilitate personal growth to enable the individual to function as a productive and effective member of society (Schapiro, 1995).

Human beings have potentialities and capacities to be realized. These are capacity to reason and think, the capacity to choose and decide and the capacity to act accordingly, both as individuals and members of society. These make democratization part of education (Bennaars, 1994).

One must be prepared not only to allow more room for enterprise in secondary schools and colleges, but actively encourage it by the provision of opportunities for open-minded inquiries (Barrington, 1974). Thus, the working atmosphere should be ample enough for members to feel able to express freely not only their constructive proposals but also their anxieties and reservations. Teachers ought to encourage and foster origin of thought in the students without sacrificing their sense of concern. They ought to develop a capacity for critical vigour (Dewey, 1966). Subsequently, education should take place in a climate of care and concern, hope and confidence to produce these results (Njoroge and Bennaars, 1986).

2.2 THE SCHOOL DEMOCRATIZATION MOVEMENT

The democratization of the school movement has been a major feature of the 20th century. There is a thread running through educational writings concerned with person-centeredness, dialogue in learning, creativity and celebration of awareness. The works of Montessori, Froebel, Dewey, Neill, Kohl and Freire have basically been on democratization of education (Fletcher, 1989)

The democratization movement proposes a new school management that can facilitate and reinforce democratized practices in school. The vision of democratic schooling is people with ability to make choices and decisions, capacity for action and honouring of agreements entered (Jensen and Walker, 1989). Democratization does not mean giving everybody a leeway in the decisions on what has to go on in school. It just means that those participating and doing the work take the decisions (Pat O'Shea, 1989).

It is giving the students more control over their own learning, both through offering choice and developing assessment of objectives and outcomes. Democratization of the school is not a goal in itself, but a strategy to promote personal and social development. The aim is to remove all the artificial barriers created over the years in the world of education (Wilson, 1980). Describing typical school, Mackenzie 1977 p4 observes;

"Inflexible, lacking in self-criticism, always with the assumption of righteous indignation, blaming the pupils, unable to adapt themselves to new circumstances of living..."

He adjudicates that: -

"They should be replaced with a totally different way of bringing up children, more flexible; more open-minded, kindlier".

Most industrialized countries now have new comprehensive laws incorporating fully, democratic and pluralism ideas into education.

The Portuguese revised education laws stipulate that education should further the development of democratic ideas which embody respect for others and their ideas, and a free exchange of opinion (Climaco, 1989).

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A major goal of the English education system is: -

“To help pupils develop lively, inquiring minds, the ability to question and argue rationally and to apply themselves to tasks.” Wilson, 1980 p.12

The Jomtien Conference on Education for All (1991), resolved that education should not only be a matter of learning basic skills but also basic rights and duties. It should develop capacity for full participation in development, improvement of quality of life, making of informed decisions and continuation of learning.

The Primary Education Programme (PEP) in Kenya lists among its objectives, the acquisition of manipulative skills, ability for clear, logical and critical judgement, self-discipline, self-reliance and a constructive adaptive attitude to life.

Schapiro (1995) however cautions that the very idea of egalitarian learning environments is questionable given the inevitability of unequal knowledge power relations. He argues that even practitioners of critical pedagogy find it hard to overcome entrenched power relations in which they find themselves engaged in actual practice especially when their students maintain an apparent passivity and look to them for leadership and guidance.

Barrington (1974) also warns that if the teacher has to continue to discharge his responsibility, he cannot join with his pupils in a learning situation that is completely democratic.

All the same, it is worth noting the optimistic conclusion of Schapiro (1995). He asserts that increased democratization of education albeit the right kind, will lead to creation of a more just society through a process of changing individuals and can save the world.

2.3 DEMOCRATIC ABILITIES

Jensen and Walker (1989) identify six democratic abilities paired up as essential for democratic practice.

1. Ability for expression and of opinion

As much as one should be able to express oneself, he gains nothing if others don't listen, adopt an attitude and put forward their own proposals or comments.

2. Resourcefulness and self-administration

Resourcefulness is the individual's ability to take action. Self-administration is taking responsibility for the fulfillment of agreements entered into and for conditions, which apply.

Individuals must themselves, and in association with others, learn to administer as large a part of their lives as possible and do this with solidarity.

3. Individual and collective development

The individual should be able to visualize different possibilities for development for both the person and the collective. As a fellowship, the school's amplitude and fruitfulness can only be developed if members have a free hand in developing themselves.

Stead (1942) identifies three attributes of a democratic person. A relentless search after the truth regardless of the obstacles, difficulties, personal prejudice or vested interest. A determined pursuit of that truth regardless of where it may lead. An attitude that there are problems to be solved and all should participate in finding their solution.

According to Hesselholdt (1989), the one most important feature of a democratic mind is self-direction, which he splits into influence and self-steering. Influence is the individual's expression of his or her ideas. Self-steering is acting on the basis of the decisions made.

2.4 DEMOCRATIZED ADMINISTRATIVE AND PEDAGOGICAL PRACTICES

DISPENSING OF JUSTICE

Pupils like any other interest group in the school, are entitled to a proper and well-defined legal status. The school rules and regulations ought to clearly define the rights and duties of the pupils. The rules must be described precisely and with criteria that can be easily judged. They

ought to create a proper educational climate that will provide room for development of each pupil. They should constitute some democratic rights such as freedom of speech. In any case, such is a right for all citizens regardless of age (Smith, 1989). It is also prescribed by the constitution of Kenya (Chapter 5). And the value of any rule, be it school rule, can be recognized by the degree of fairness. The concept of fairness requires cooperative participation in the initial situation of formulation. It is on this principle that the fairness of school rules are doubted (Abagi, 1998).

CHOICE OF PEDAGOGY

Freire (1972) extensively discussed oppressive pedagogy in his banking concept of education. The teacher takes center stage, deciding what to learn and how to learn it. The teacher thinks for the pupils, chooses for them, and talks as they listen and comply. The students are reduced to listening objects and cataloguers of information. They are filed away however like the information they file because of lack of creativity, transformation and knowledge.

The Iceland Wharf Project (1983-86) found that the sooner the children share in didactic questions of what and why to learn, the more human-like will be the results. The teacher should try to share ideas, curriculum content and evaluation with the children.

The children then need to be encouraged to formulate and discuss projects, co-operate and steer themselves in realizing their ideas and evaluate with the teacher both the group process and the products (Hesselholdt, 1989).

Mbae (1994) argues that one area in which change must come immediately is the classroom. Teachers should create or restore faith in students. Instead of dictating to them they must be prepared to exchange ideas with them. Instead of lecturing to them they should be prepared to debate and discuss issues with them. Instead of working on the students they must learn to work with them. They ought to allow and even encourage their students to question and test their knowledge. They ought to allow them to form their own opinions and to offer logical explanations for them.

DIVERSITY OF ACHIEVEMENT STANDARDS

Standards set create meritocratic inequalities, which often pin children to their failures and therefore produce discouraged losers (Soutendijk, 1989). There should be diversity of standards to ensure individual children are invited to show their success other than being judged by only 'right' or 'wrong' standards. We should recognize the difference and equality of all talents whether the children developed them within the confines of school or not (Almeida, 1989)

The school should create opportunities for pupils with different needs and skills to express their individuality and take part in the negotiations of collectively agreed upon plans – (Walker and Jensen, 1989). We must de-emphasize the importance of examination. As long as teachers and students are pre-occupied with the passing of the examinations, there can be no chance for the promotion of other education goals. Examinations have hijacked the very purpose of education, which is to prepare the youth for responsible adult life. If education is to resume this role, the myth of examination as the standard of success must be laid to rest once and for all. Our classroom teaching methods must change to underline dialogue and rationality. The banking method of education must be replaced by critical thinking or problem-posing (Abagi, 1998).

CULTURE OF DIALOGUE

We cannot imagine schools or classrooms where differences disappear, everyone agrees to basic procedures and priorities. Though the differences can never be dissolved, it is possible for interest groups to negotiate the basis on which conflicts can be managed. Through this, children learn democratic communication and co-operation with different people of different levels of qualification and intellect, and from different cultures – (Soutendijk, 1989).

EXPRESSION OF OPINION

The society has evolved a worrying trend of silencing independent and autonomous voices. We need to think of and evolve ways to check this trend. We need a working atmosphere that is ample enough for members to feel able to express freely not only their constructive proposals but also their anxieties and reservations. This would start in schools and it is in this sense that alternatives to local systems of governance and development will emerge. It is in this respect that human creativity to learn and think could be harvested. It is in that framework that we may perhaps succeed in building a just, egalitarian and democratic society (PRIA, 1995).

FLOW OF INFORMATION

Over the years, our institutions, governing and ruling elites and almost our entire society has developed an attitude and culture of secrecy. Instead of the right to information, we have the right to secrecy. There is denial of right to know and as such, creating a culture of silence (Uffer, 1993). Education becomes a hollow antiquity than innovation. It fails as a means of actualizing more of the world's problems (Curle, 1964).

2.5 INFLUENCE OF EXPERIENCE ON VALUE DIFFUSION

The school does not merely transmit culture, it also produces culture through everyday socialization of participants in its daily activities (Larsen, 1989). Larsen and Jensen (1989) identify four kinds of learning experiences that make direct impact on the children: -

1. Manual – Productive Experience

The child learns and gains experience working manually in the production of something. He embarks on production of what he has conceived.

2. Scientific – Experimental Experience

The child learns and gains experience through experimentation.

3. Artistic – bodily Experience

It is the sensuous aspect that matters here. Learning occurs fast if the child judges that the ideals and experiences are good. Learning becomes part of self-expression.

4. Linguistic-social Experience

This is where the child communicates and works with others. The underlying factor is being active in discussion and group activities.

A study by Holmes (1971) found that school atmosphere is the most consistently strong factor in predicting achievement. McDill and Rigsby (1973), argued that independent of family background and intelligence, a strong academic atmosphere produces significantly more learning. Researching more deeply into school atmosphere, Rutler et al (1979) outlined a complex of variables that contribute both to academic achievement and to more civilized behaviour. They discovered that clear and demanding academic expectations with emphasis on

examinations, together with a decisive, considerate, consultative framework of governance are consistent with positive school outcomes.

According to Fieldman and Newcomb (1969), schools do not simply produce a common effect, they vary predictably in influencing social attitudes. A distinctive type of experience has a distinctive effect, over and above other factors such as background characteristics.

Abernethy (1982), saw that a distinctive pattern of school self-government led to a high degree of political activity on the part of its alumni. The extent to which the school provides opportunity for participation in activities which anticipate qualities that students may later be called upon to assume determines achievement of the same.

Lewin et al. (1939) found a strong link between democratic leadership and democratic attitudes among pupils. When groups of ten and eleven year olds were rotated between autocratic, democratic and laissez faire leaders, they strikingly behaved in different ways. When they were under an autocratic leader, they were more dependent on the leader and more egocentric in their peer relationships. When rotated to a democratic leadership, the same children evidenced more initiative, friendliness and responsibility. Aggressive acts were more frequent under autocratic and laissez-faire leaders.

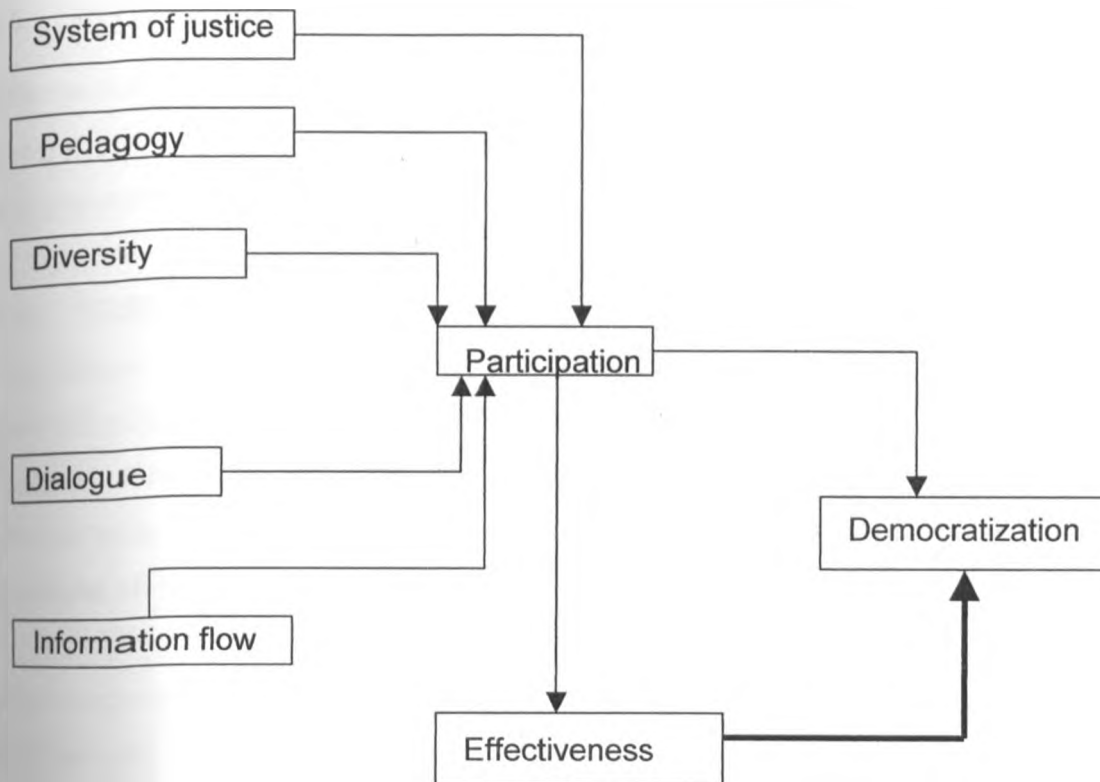
2.6 SUMMARY OF LITERATURE REVIEWED

The literature reviewed on democratization of students has addressed the foundations for application of democratic ideals to education, traced the history of the school democratization movement, outlined democratic abilities, discussed democratized administrative and pedagogical school practices and highlighted studies on the influence of school experiences on acquisition of attitudes and values among students.

This study is critical in bridging the gap between the numerous theoretical frame works on democratization and the practical acquisition of democratic attitudes. It is key to either confirming or disapproving the theories particularly given that a lot of work on democratization has been theoretical.

2.7 CONCEPTUAL FRAMEWORK

Figure 1: A Conceptual framework of the democratization of students through democratized administrative and pedagogical practices in secondary schools.



It is the assumption of the study that students participation in the democratized practices and the effectiveness of the practices will develop in them the democratic abilities. There will be a difference in attainment levels between ineffective and effective participation. Students will develop better attitude towards democratic practices if their participation is taken seriously (represented by the darker arrow).

CHAPTER 3

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section describes the procedures and instruments used in the study. It constitutes research design, the target population, the sample, research instruments, operationalization of variables and procedure used in the data collection.

3.1 RESEARCH DESIGN

This research was ex post facto. It examined factors that had already occurred and exerted their influence. School administrative and pedagogical practices were examined for democratic features. The influence of the democratic features on the students' development of democratic abilities was then determined. The democratic abilities were measured in form of attitudes as displayed in the responses to the questionnaire items.

The respondents were treated as active subjects whose thoughts, feelings and meanings direct their actions and social behaviour (Patton, 1990; Bogdan & Biklen, 1992). It was assumed that the individual's attitudes and values as reflected in the responses were determinants of behaviour (Court, 1971). The holding of distinctive attitudes about democratic ideals by an individual indicated how one would behave in practical situations.

3.2 TARGET POPULATION

The target population was all secondary schools in Bungoma District in the Western Province of Kenya. It is mainly agricultural and rural in setting with two factories dealing with manufacture of paper (Webuye Paper Mills) and milling of white sugar (Nzoia Sugar Factory). This almost common socio-economic background was important as home background was held as constant.

The District had 117 secondary schools with a student population of 44,864 and 3,486 teachers (DEO's office, 1998).

3.3 THE SAMPLE AND THE SAMPLING PROCEDURE

The emphasis on discovering the respondents' perspective and for more reflective attitudinal results necessitated a larger sample. Ninety two schools out of one hundred and seventeen were targeted for study. Because of the many categories of schools, stratified sampling was used to obtain a representative sample. The schools were divided into categories of Boys, Girls and Mixed against Boarding and Day as shown in table 1. The sample sizes for the sub-groups were determined as shown according to sampling population and sample sizes table in Mulusa (1990). Random sampling was done in each group to determine the representatives.

Sampled schools had a student population of 34,756 and 2,616 teachers. A representative sample would be 380 and 256 respectively according to Mulusa, (1990). This meant that the number of respondents to be involved in every school would be 4(380-92) students and 3(256-92) teachers. 3 proved inadequate in giving a true picture during the field trial while 4 often ended in a tie in responses thus needing a break. 5 respondents were therefore decided on for both students and teachers.

TABLE 1: SAMPLE CATEGORIES AND SIZES

Category	Tally	Boarding	Sample	Day	Sample	Boarding/Day	Sample
BOYS	10	9	7	0	0	1	1
GIRLS	17	8	6	3	2	7	5
MIXED	90	4	2	56	44	30	25
TOTAL	117	21	15	59	46	37	31

3.4 RESEARCH INSTRUMENTS

Data was gathered by means of two questionnaires developed by the researcher. Questionnaire 1 contained items on administrative and pedagogical practices of information flow, diversity of achievement standards, system of justice and culture of dialogue. The questionnaire, was administered to teachers.

Questionnaire II covered democratic abilities of self-steering, self-administration, influence, group dynamism and perseverance. A wide range of items were formulated to enable the

research make as much meaning as possible on the attitudes of the respondents. The items were both open and closed ended. This questionnaire was administered to students.

3.5 VALIDITY AND RELIABILITY OF THE INSTRUMENTS

Field trial for the instruments was carried out to determine and improve on their validity. Thirty-five schools were used in the field trial. Responses obtained helped clarify questions and reduce redundancy and ambiguity within the questionnaire items. It was on this basis that the number of respondents were increased from four to five for students and three to five for teachers respectively.

To avoid influence or false responses during the real data collection, schools used in piloting were, avoided.

3.6 DATA COLLECTION PROCEDURES

The researcher applied for a research permit from the office of the President. Using the permit, the researcher introduced himself to the District Education Officer (DEO), Bungoma. The DEO's office wrote a letter of introduction for the researcher to the heads of secondary schools in the District.

The letter was used to visit the secondary schools and to distribute questionnaires. The researcher administered the questionnaires personally except in cases where schools insisted on responding to them at own convenient times. Overall, the schools were very co-operative.

3.7 DATA ANALYSIS TECHNIQUES.

Data was analyzed using the statistical package for social sciences (SPSS). Variables in the questionnaires were classified, standardized and allocated values. Frequency distribution for items in each variable was determined and cross tabulation done for the variables. The cross tabulation for the variables enabled testing of each hypothesis as outlined in the study. Each hypothesis was followed with relevant data and conclusion.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This chapter shows how questionnaire items were classified, standardized, allocated value and cross tabulated. Cross tabulation was useful in testing of hypotheses.

4.1 QUESTIONNAIRE RETURN RATE.

Of the targeted ninety two schools, eighty-eight returned all questionnaires fully responded to, two returned unresponded to questionnaires, while two could not account for questionnaires to students. The return rate was therefore ninety six percent.

4.2 QUESTIONNAIRE ITEMS CLASSIFICATION

1. Independent variables

These constituted questionnaire 1 to schools responded to by teachers. They targeted schools administrative structures and infused democratic values. Teachers were strictly used as information agents. And five teachers across the schools' staffing gave almost an accurate picture with individual prejudice notwithstanding. The variables were distributed as follows:

Variable	Item in questionnaire	Standardization
Child centered pedagogy	4a, 4b, 4c, 4d	15, 16, 17, 18
Flow of information	1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d,	1, 2, 3, 4, 5, 6, 7, 8, 9
Areas of achievement	5a, 5b, 5c, 5d	19, 20, 21, 22
System of justice	3a, 3b, 3c, 3d, 3e	10, 11, 12, 13, 14
Culture of dialogue	6a, 6b, 6c, 6d	23, 24, 25, 26

2. Dependant variables

These constituted questionnaire II to students testing their democratic abilities. The variables were distributed as follows:

Variable	Items in questionnaire	Standardization
Influence	1a, 1b, 1c, 1d, 1e, 1f, 1g	27, 28, 29, 30, 31, 32, 33
Self-administration	2a, 2b, 2c, 2d	34, 35, 36, 37
Self-steering	3a, 3b, 3c, 3d	38, 39, 40, 41
Group dynamism	4a, 4b, 4c, 4d	42, 43, 44, 45
Perseverance	5a, 5b, 5c, 5d	46, 47, 48, 49

4.3 STANDARDIZATION AND VALUE ALLOCATION TO RESPONSES

This involved allocating values to responses to the questionnaire items.. Depending on the objectives set in each questionnaire item, the responses were given values of low, medium and high. Where there are four responses, they were standardized into three for uniformity.

(a) INDEPENDENT VARIABLES

<u>VARIABLES</u>	<u>CATEGORY IN ORIGINAL FORM</u>			<u>CATEGORY FOR ANALYSIS</u>		
1. Child Centered Pedagogy						
Most common teaching method	Lect.	G/Work	G& L	Low	High	Medium
Frequency of group work	Not often	Often	Hardly	Med	High	Low.
Advance information of content to cover	No	Yes	Rarely	Low	High	Med.
Project by students themselves	Many	Few	None	High	Med	Low
2. Low of information						
Number of assemblies in a week	Once	Twice	Thrice	Low	Med	High
Headteachers participation in assemblies	10%	30%	50%	High	Med	Low
Students participation in assemblies	5%	15%	30%	Low	Med	High
Elimination of plans and projects	Always	No	N/always	High	Low	Med
Students criticism of school policies	No	Yes	Not all	Low	High	Med
Possibility of students getting all their data	Yes	No	N/common	High	Low	Med
Meetings in which students discuss on their own	0	1	More	Low	Med	High
What students discuss	0	1	More	Low	Med	High
Students choices & influence by teachers	Yes	No	N/always	Low	Med	High
3. Areas of Achievements						
Appreciation of non-academic achievement	V/much	Much	Hardly	High	Med	Low
Students participation in co-curricular	V/good	Good	Poor	High	Med	Low
Adequate provision of resources	Yes	No	Min.	High	Low	Med
Beneficiaries of school's support	0	1	More	Low	Med	High
4. System of Justice						
Students understanding of school rules	Yes	No	N/all	High	Low	Med
Accessibility of school rules for reference	Yes	No	N/all	High	Low	Med
Unnecessary school restrictions	Many	A few	None	Low	Med	High
Rights of students in school	Yes	No	N/ clear	High	Low	Med
Proposal for school rules amendments	Yes	No	N/clear	High	Low	Med.
5. Culture of dialogue						
Forum with Head teacher on school issues	V/often	Often	N/often	High	Med	Low
Students own forum in school	None	Occ.	Often	Low	Med	High
Students involvement in solving problems	Yes	No	Occ.	High	Low	Med
Students rapport with teachers	Often	N/often	None	High	Med	Low

(b) DEPENDANT VARIABLES

<u>VARIABLES</u>	<u>CATEGORY IN ORIGINAL FORM</u>			<u>CATEGORY FOR ANALYSIS</u>		
1. Child Centered pedagogy						
* Most common teaching method	Lec.	G/work	G&L	Low	High	Medium
* Frequency of group work	N/often	Often	Hardly	Med.	High	low
* Advance information of content to cover	No	Yes	Rarely	Low	High	Med.
* Projects by students themselves	Many	Few	None	High	Med	Low
2. Low of information						
* Number of assemblies in a week	Once	Twice	Thrice	Low	Med	High
* Head teachers participation in assemblies	10%	30%	50%	High	Med	Low
* Students participation in assemblies	5%	15%	30%	Low	Med	High
* Explanation of plans and projects	Always	No	N/always	High	Low	Med.
* Students criticism of school policies	No	Yes	N/all	Low	High	Med
* Possibilities of students getting all their data	Yes	No	N/common	High	Low	Medium
* Meetings in which students discuss on their own	0	1	More	Low	Med	High
* What students discuss	0	1	More	Low	Med	High
* Students choices & influence by teachers	Yes	No	N/always	Low	Med	High
3. Areas of achievements						
* Appreciation of non-academic achievement	V/much	Much	Hardly	High	Med.	Low
* Students participation in co-curricular	V/good	Good	Poor	High	Med	Low
* Adequate provision of resources	Yes	No	Min.	High	Low	Med
* Beneficiaries of schools support	0	1	More	Low	Med	High
4. System of justice						
* Students understanding of school rules	Yes	No	N/all	High	Low	Med
* Accessibility of school rules for reference	Yes	No	N/all	High	Low	Med
* Unnecessary school restrictions	Many	A few	None	Low	Med	High
* Rights of students in school	Yes	No	N/clear	High	Low	Med
* Proposal for school rules amendments	Yes	No	N/clear	High	Low	Med
5. Culture of dialogue						
* Forums with Head teacher on school issues	V/often	Often	N/often	High	Med	Low
* Students own forums in school	None	Occ.	Often	Low	Med	high
* Students involvement in solving problems	Yes	No	Occ.	High	Low	Med
* Students support with teachers	Often	N/often	None	High	Med	Low

4.4 FREQUENCY DISTRIBUTION

Frequencies are generalizations of responses. They summarize data from the field. The following is the frequency distribution for the research variables.

1. INDEPENDENT VARIABLES

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(a) Child centered pedagogy

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00	3	3.3
Medium	2.00	75	83.3
High	3.00	12	13.3
	Total	90	100.0

It can be seen that only a few schools representing 13.3% (12) frequently used child-centered pedagogy. Majority of the schools representing 83.3% (75) less frequently use the child-centered pedagogy while a few representing 3.3% (3) hardly use the child-centered pedagogy. This pedagogy is therefore not effectively used in most schools.

(b) Flow of information

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00	0	0%
Medium	2.00	90	100%
High	3.00	0	0%
	TOTAL	90	100%

All schools representing 100% responded medium on free flow of information. It means that information flow in most schools is controlled. Students are informed selectively about school happenings, hardly criticize policies and are often less accessible to all their data.

(c) Areas of achievement

VALUE LABEL	VALUE	FREQUENCY	%
LOW	1.00	6	6.5
MEDIUM	2.00	74	81.9
HIGH	3.00	10	11.6
	TOTAL	90	100.0

Majority of the schools representing 81.9% (74) responded medium on diversified areas of achievement. This means they averagely appreciate co-curricular activities and put in just minimum resources required. The students' participation is good although long-term beneficiaries are few. 11.6% (10) of the schools responded high meaning a lot more investment, participation and achievement in co-curricular activities. 6 (6.6%) schools however had low participation and low achievement levels among students.

(d) System of justice

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00	7	7.3
Medium	2.00	79	87.9
High	3.00	4	4.7
	Total	90	100.0

Most schools representing 87.9% responded medium on system of justice. This means that their students understand their school rules and almost all the rules are available for reference. However, the rights of students have never been clear and the students feel some restrictions are unnecessary although they hardly make proposals for amendment. Only a few responded to the extremes with 7.3% (7) showing poor system of justice and 4.7% (4) showing a good and acceptable system of justice.

(e) Culture of dialogue

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00	4	4.3
Medium	2.00	76	84.1
High	3.00	10	11.6
	Total	90	100.0

Majority of the schools representing 84.1% (76) responded average on culture of dialogue. Students occasionally have audience with their head-teachers and are at times involved in resolution of school problems. A few however responded poor on dialogue (4.3%) while 10 representing 11.6% showed a well-established culture of dialogue.

2. DEPENDANT VARIABLES

(a) Influence

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00		
Medium	2.00	399	89.2
High	3.00	48	10.8
	Total	447	100.0

Most students representing 89.2% (399) responded medium on the ability to influence decisions. This shows that they are not keen on the freedom to criticize, participation in decision-making and being informed of school transactions. Only 48 students representing 10.8% responded high on influence meaning they are keen on criticizing poor policies, participating in school decisions and being privy to school transactions. Majority of the students therefore are average on the democratic ability of influence.

(b) Self-administration

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00		
Medium	2.00	100	22.4
High	3.00	347	77.6
	Total	447	100.0

Most students representing 77.6% (347) responded high on self-administration. They feel that as much as possible, they should be left to learn and consult with others on their own. They should not be directed all the time. 22.4% (100) responded medium indicating they should be guided most of the time. Majority of the students therefore are average on the democratic ability of self-administration.

(c) Self-steering

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00		
Medium	2.00	137	30.6
High	3.00	310	69.4
	Total	447	100.00

Majority of students representing 69.4% responded high on self-steering ability. It means that they are always keen on fulfilling agreements entered and respecting other people's opinions even when such opinions are contrary to their beliefs. 30.6% (137) responded medium on the self-steering ability meaning they neither respect all divergent opinions nor fulfill all agreements entered into. In other words they only fulfill agreements that are favourable to them and occasionally accept divergent views. All the same most have a good ability of self-steering.

(d) Group dynamism

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00	8	1.7
Medium	2.00	383	85.8
High	3.00	56	12.5
	Total	447	100.00

Most students representing 85.8% (383) responded medium. This indicates that they averagely support group goals and minimally work on projects that benefit whole groups. They believe that some people are exceptional and should be considered for individual contribution instead of grouping. 12.5% (56) were fully in agreement with group goals and interest and could work for their achievements without necessarily considering individual benefits. 1.7% (8) were however totally against working in groups. It can be seen that only a few students highly support and work for group/community benefit.

(e) Perseverance

VALUE LABEL	VALUE	FREQUENCY	%
Low	1.00	8	1.7
Medium	2.00	374	83.6
High	3.00	65	14.7
	Total	447	100.0

Majority of the students representing 83.6% (374) responded medium on perseverance. This means that their ability to persevere through difficulties is average. They would prefer to avoid problematic situations or retrace their steps in the face of difficulties instead of actively looking for solutions. 14.7% (65) responded high showing good ability to face difficulties and actively search for solutions. A few representing 1.7% (8) responded low showing almost total lack of perseverance.

4.5 CROSS-TABULATION

Cross tabulation is a two-way classification method used to establish relationships between variables. The dependant variable is considered as a row value while the independent variable as a column value. Column percentages are used to determine the influence of independent variable on the dependant variable.

What follows is how each hypothesis was treated, its relevant data and interpretation.

HYPOTHESIS 1.

There is no significant relationship between child-centered pedagogy and democratic abilities.

(i) **Child-centered pedagogy and democratic ability of influence.**

		PEDAGOGY		
		LOW	MEDIUM	HIGH
INFLUENCE	LOW	17	328	55
		100%	87.2%	100%
	MEDIUM	0	48	0
		0	12.8%	0

Of the schools that responded low on child centered pedagogy, all their students responded low on influence. Of those that responded medium, 87.2% (328) of their students responded low and only 12.8% (48) responded medium on influence. Even schools that responded high on child-centered pedagogy, 100% (55) of their students responded low on influence. It can be seen that child-centered pedagogy at medium level has mainly a low effect on the democratic ability of influence. This relationship has a significance value of 0.00984, which is within the study's level of significance of 0.05. The null hypothesis is rejected for there is a significant relationship between child-centered pedagogy and the democratic ability of influence.

CONCLUSION

Child-centered pedagogy has effect on the development of the democratic ability of influence among students.

(ii) Child-centered pedagogy and self-administration

PEDAGOGY

	LOW	MEDIUM	HIGH
SELF ADMIN.	0	87	13
	0	23.1%	24.1%
HIGH	15	289	42
	100.0%	76.9%	75.9%

Of schools that responded low on child-centered pedagogy, 100% (15) of their students responded high on self-administration. Of schools that responded medium on pedagogy, 23.1% of their students responded medium and 76.9% (289) responded high on self-administration. Of those that responded high on pedagogy, 24.1% (13) of their students responded medium and 75.9% (42) responded high on self-administration.

It emerges that child-centered pedagogy has a high influence on the democratic ability of self-administration. The X^2 (chi-square) 2.40999. (Df=2) with a significance value of 0.299969 for the relationship is however far more than the 0.05 significance level used in the study. We therefore accept the null hypothesis. There is no significant relationship between child-centered pedagogy and the democratic ability of self-administration.

CONCLUSION

Child-centered pedagogy has no influence on the development of the democratic ability of self-administration among students.

(iii) **Child-centered pedagogy and self-steering**

PEDAGOGY

	LOW	MEDIUM	HIGH
SELF STEERING			
MEDIUM	0	121	15
	0	32.3	27.6
HIGH	15	254	40
	100.0	67.7	72.4

Of schools that responded low on child-centered pedagogy, 100% (15) of their students responded high on self-steering. Of the schools that responded medium on pedagogy, 32.3% (121) of their students responded medium and 67.7% (254) responded high on self-steering. 27.6% (15) students whose schools responded high on child-centered pedagogy were medium on self-steering while 40 (72.4%) from same schools were high.

Medium and high responses on pedagogy had a high influence on self-steering. Schools that responded high on pedagogy had the highest percentage of students scoring high on self-steering. Considering the X^2 (chi-square) 15.6326 with the significance value of 0.01587, this relationship is significant. We therefore reject the null hypothesis (H_0) for there is a significant relationship between child-centered pedagogy and the democratic ability of self-steering.

CONCLUSION

Child-centered pedagogy directly influences the development of the democratic ability of self-steering among students. The more it is used, the better the students will be in terms of the democratic ability.

(iv) **Child-centered pedagogy and group dynamism**

PEDAGOGY

	LOW	MEDIUM	HIGH
GROUP DYNAMISM			
LOW	0	0	8 13.8%
MEDIUM	8 50%	333 88.7%	42 75.9%
HIGH	8 50%	42 11.3%	6 10.3%

Of schools that responded medium on child-centered pedagogy, majority of their students representing 88.7% (333) were medium on group dynamism. Of schools that responded high on pedagogy majority of their students representing 75.9% (42) responded medium on group dynamism while 10.3% (6) responded high on the same democratic ability. Of schools that responded low on pedagogy 8 of their students representing 50% were medium and 8(50%) were high on group dynamism. It emerges that child-centered pedagogy at whatever level has mainly a medium influence on group dynamism.

The X^2 (chi-square) for the relationship 64.71648 (Df = 6) with significance value of 0.0000 is less than the 0.05 significance level for the study. We reject the null hypothesis (H_0). There is therefore a significant relationship between child-centered pedagogy and group dynamism.

CONCLUSION

Child-centered pedagogy in school has limited influence on the development of democratic ability of Group dynamism among students.

(v) **Child-centered pedagogy and perseverance**

PEDAGOGY

PERSEV.

	LOW	MEDIUM	HIGH
MEDIUM	15 100%	326 86.7%	40 72.4%
HIGH	0	50 13.3%	15 27.6%

Majority of the students representing 86.7 (326) in schools that responded medium on child-centered pedagogy were medium on the democratic ability of perseverance. 13.3% (50) responded high on the democratic ability. Of schools that responded high on the child-centered pedagogy most of their students (72.4%) were medium while 27.6% responded high on perseverance. Both medium and high responded on child-centered pedagogy had either a medium or high response on the democratic ability of perseverance.

The X^2 (chi-sq) for this relationship is 118.44706) (Df = 4) with a significant value of 0.0000. We reject the null hypothesis (H_0). There is therefore significant relationship between child-centered pedagogy and the democratic ability of perseverance.

CONCLUSION

Child-centered pedagogy highly influences the development of the democratic ability of perseverance among students. Where it is highly practiced, students have a higher chance of developing perseverance.

HYPOTHESIS 2

- There is no significant relationship between free flow of information and democratic abilities among students.

(i) Free flow of information influence

FREE FLOW OF INFORMATION

	MEDIUM	HIGH
INFLUENCE		
MEDIUM	399 89.2%	0
HIGH	48 10.8%	0

Of schools that responded medium on free flow of information, 89.2% (399) of their students were medium on influence and 48 (10.8%) were high on influence. It would appear like free flow of information in school has a direct effect on the development of the democratic ability of influence. However this relationship could not be statistically proved because of the single column-values. Even the introduction of zero as a value made no difference.

CONCLUSION

It would be prudent not to conclude that free flow of information in school has no effect on the students' development of the democratic ability of influence until and when somebody else perhaps specifically confirms the findings in a replica study.

(ii) Flow of information and self-administration

INFORMATION FLOW

	MEDIUM	HIGH
SELF-ADMINIST.	100 22.4%	0
	347 77.6%	0

Schools that responded medium on free flow of information had majority of their students, 77.6% (347) responding high on self-administration. Only 22.4% (100) responded medium on the same democratic ability. It emerges therefore that a medium flow of information has mainly a higher effect on self-administration. This relationship could not however be computed because of there being just one row and column with values. Even the introduction of zero as a value made no difference.

CONCLUSION

The flow of information in school has no influence on the development of the democratic ability of self-administration among students.

(iii) Flow of information and self-steering

FLOW OF INFORMATION

	MEDIUM	HIGH
SELF-STEERING	137 30.6%	0
	310 69.4%	0

Majority of students representing 69.4% (310) in schools that responded medium on free flow of information had a high response on self-steering. Only 30.6% (137) were average on self-steering. This relationship could not however be computed because of there being just one column and row with values. The introduction of zero as a value made no difference.

CONCLUSION

The flow of information in school does not affect the development of the democratic ability of self-steering among students.

(iv) Flow of information and Group dynamism

FLOW OF INFORMATION

	MEDIUM	HIGH
LOW	8 1.7%	0
MEDIUM	383 85.8%	0
HIGH	56 12.5%	0

Majority of students 85.8% (383) in schools that responded medium on free flow of information were average on the democratic ability of group dynamism. 1.7% (8) were low and 12.5% (56) were high on the same democratic ability. The relationship could not however be computed because of one column and row with values. The introduction of zero as a value made no difference.

CONCLUSION

The flow of information in school has no influence on the development of the democratic ability of group dynamism among students.

(v) Flow of information and perseverance

FLOW OF INFORMATION

	MEDIUM	HIGH
LOW	8 1.7%	0
MEDIUM	374 83.6%	0
HIGH	65 14.7%	0

PERSEV.

Most of the students, 83.6% (374) in schools that responded medium on free flow of information were average on the democratic ability of perseverance. 1.7% (8) were low and 14.7% (65) were high on the same democratic ability. It emerges that a medium flow of information has mainly an average influence on the democratic ability of perseverance. This relationship could however not be computed because of single value column and row. The introduction of zero as a value made no difference.

CONCLUSION

The flow of information in school has no effect on the development of the democratic ability of perseverance among students.

HYPOTHESIS 3

There is no significant relationship between diversified areas of achievements and democratic ability.

(i) Achievement areas and influence

INFLUENCE

	LOW	MEDIUM	HIGH
MEDIUM	23 80.0%	343 93.7%	32 63.0%
HIGH	6 20%	23 6.3%	19 37.0%

Of schools that responded low on diversified areas of achievement, most of their students representing 80% (23) were average on the democratic ability of influence while 20% (6) were high. Of schools that responded medium, most of their students representing 93.7% (343) were also medium on influence.

83% (32) of students in schools that responded high on areas of achievement were medium while 37% (19) were high on influence.

It emerges that a medium response on diversified areas of achievement has mainly an average effect on the democratic ability influence. The X^2 (chi-sq) given is 24.62521 (Df =2) with a significance value of 0.0000. Since this value is below 0.05, it means the relationship is significant. We therefore reject the null hypothesis (H_0).

CONCLUSION

Diversified areas of achievement in school have mainly a moderate effect on the development of the democratic ability of influence among students.

- (ii) **There is no significant relationship between achievement areas and self-administration**

AREAS OF ACHIEVEMENT

		LOW	MEDIUM	HIGH
SELF-ADMINISTRATION	MEDIUM	29 100%	81 22.1%	19 37.0%
	HIGH		285 77.9%	33 63.0%

Of schools that responded low on areas of achievement, 100% (29) of their students were medium on self-administration. Of those schools that responded medium and high on areas of achievements most of their students responded high on self-administration i.e. 77.9% and 63.0% respectively. The rest of their students were medium on the same democratic ability.

The X^2 (chi-sq) given is 7.66384 (Df = 2) with a significance value of 0.02167 which means the relationship is significant at the 0.05 significance level. We therefore reject the null hypothesis (H_0). There is a significant relationship between diversified areas of achievement in the school and the democratic ability of self-administration among students.

CONCLUSION

Diversified areas of achievement in school have mainly a high influence on the democratic ability of self-administration among students.

(iii) **There is no significant relationship between achievement areas and self-steering**

ACHIEVEMENT

	LOW	MEDIUM	HIGH
SELF-STEERING	29 100.0%	131 35.8%	6 11.1%
		235 64.2%	46 88.9%

For the schools that responded low on diversified areas of achievement, 100% (29) of their students recorded medium on self-steering. Of schools that responded medium, 35.8% (131) of their students were medium while 64.2% (235) were high on self-steering. For the schools that responded high on areas of achievement, 11.1% (6) were medium and 88.9% (46) were high on the same democratic ability.

Medium and high responses on diversified areas of achievement mainly have a higher influence on the democratic ability of self-steering among students.

The X^2 (chi-sq) given is 27.05208 (Df = 6) with a significance value of 0.0014. Considering that the significance value for the study is 0.05, we reject the null hypothesis (H_0) since the calculated value is less. There is therefore a significant relationship between diversified areas of achievement in school and the democratic ability of self-steering students.

CONCLUSION

Diversified areas of achievement in school have a high influence on the development of the democratic ability of self-steering among students.

- (iv) **There is no significant relationship between achievement areas and group dynamism.**

ACHIEVEMENT

	LOW	MEDIUM	HIGH
GROUP DYNAMISM			
LOW	8 26.7%		
MEDIUM	21 73.3%	315 86.3%	46 88.9%
HIGH		50 13.7%	6 11.1%

Of schools that responded low on areas of achievement, 26.7% (8) of their students were low on the democratic ability of group dynamism and 73.3% (21) responded high. Those schools that recorded medium on areas of achievement had 86.3% (315) of their students respond medium and 13.7% (50) responded high on group dynamism. Those that were high on areas of achievement had 88.9% (46) of their students respond medium and 11.1% (6) respond high on group dynamism.

It emerges that schools that were low on areas of achievement also had some (26.7%) of their students record low on the democratic ability of group dynamism. Those, which recorded medium and high on areas of achievement had all their students responding either medium or high on group dynamism.

Considering the X^2 (chi-sq) given (60.65561) with significance value of 0.0000 (Df = 6), the relationship is significant. We reject the null hypothesis (H_0). There is therefore a significant relationship between diversified areas of achievement in school and the democratic ability of group dynamism among students.

CONCLUSION

Diversified areas of achievement in school have a more than moderate influence on the democratic ability of group dynamism among students, limited areas of achievements undermine the development of the same democratic ability among students.

- (v) **There is no significant relationship between achievement areas and perseverance.**

ACHIEVEMENT

	LOW	MEDIUM	HIGH
PERSEVERE.			
LOW		8 2.1%	
MEDIUM	29 100.0%	298 81.6%	46 88.9%
HIGH		60 16.3%	6 11.1%

The schools that responded low on areas of achievement had 100% (29) of their students responded medium on the democratic ability of perseverance. Of those that recorded medium, majority of their students (81.6%) responded medium on perseverance. Of those that responded high, majority of their students representing 88.9% (46) were medium on perseverance.

The X^2 (chi-sq) given is 4.33699 (Df = 4) with a significance value of 0.36232. This means that at the significance level of 0.05, these relationships are not significant. We accept the null hypothesis (H_0). There is therefore no significant relationship between the system of justice in school and the democratic ability of perseverance among students.

CONCLUSION

Diversified areas of achievement in school have no influence on the development of the democratic ability of perseverance.

HYPOTHESIS 4

There is no significant relationship between system of justice and democratic abilities.

System of justice and influence

JUSTICE

		LOW	MEDIUM	HIGH
INFLUENCE	MEDIUM	33 100%	354 87.7%	21 100%
	HIGH		48 12.3%	

Schools that responded low on justice had 100% (33) of their students respond medium on the democratic ability of influence. Those that likewise responded high had 100% (21) of their students responding medium on influence. Majority of the students representing 87.7% (345) in schools that responded medium on system of justice had medium response on influence.

It emerged that the system of justice in school had mainly a medium effect on the students' democratic ability of influence. It doesn't affect much the students' capacity to influence school activities. Considering the X^2 (chic-square) with the significance of 0.03285 (Df = 2) provided, this relationship is significant. We therefore reject the null hypothesis.

CONCLUSION

The system of justice in school has mainly a moderate effect on the democratic ability of influence. There are limited possibilities of a higher effect on the democratic ability among students.

- (ii) There is no significant relationship between system of justice and self-administration.

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**SELF –
ADMINISTRAT.**

	LOW	MEDIUM	HIGH
MEDIUM	6 17.5%	89 22.5%	6 27.3%
HIGH	27 82.4%	304 77.5%	15 72.7%

Though schools responded differently on the system of justice, majority of students in all categories representing 82.4% (low), 77.5% (medium) and 72.7% (high) responded high on the democratic ability of self-administration. It emerged that the system of justice has a high influence on self-administration.

The X^2 (chi-sq) 0.37361 (Df = 2) with a significant value of 0.82961 for the relationship is more than the accepted 0.05. We accept the null hypothesis (H_0). There is therefore no significant relationship between the system of justice in school and the democratic ability of self-administration among students.

CONCLUSION

System of justice in school has no influence on the development of the democratic ability of self-administration among students.

- (iii) **System of justice and self-steering**

	LOW	MEDIUM	HIGH
MEDIUM	8 23.5%	114 28.9%	15 72.7%
HIGH	25 76.5%	279 71.1%	6 27.3%

**SELF-
STEERING**

Schools that responded low on the system of justice had 23.5% (8) of their students respond medium and 76.5% (25) respond high on the democratic ability of self-steering. Of schools that responded medium on system of justice, 28.9% (114) of their students responded medium and 71.1% (279) responded high on self-steering. Majority of students representing 72.7% (15) in schools that responded high on the system of justice were average on self-steering. It emerges that low and medium democratic systems of justice have higher influence on students self-steering. High democratic justice system reduces students ability for self-steering.

The X^2 (chi-sq) given is 17.88949 (Df = 6) with significance value of 0.00651. We therefore reject the null hypothesis (H0). There is a significant relationship between the system of justice in school and the students' capacity for self-steering democratic.

CONCLUSION

A highly democratized system of justice declines the students' development of the democratic ability of self-steering.

(iv) System of justice and group dynamism

JUSTICE

	LOW	MEDIUM	HIGH
GROUP DYNAMISM	0 25 76.5%	0 337 85.8%	0 21 100%
LOW	8 23.5%	48 12.9%	

Of schools that responded low on the system of justice, 76.5% (25) of their students were low and 23.5% (8) were high on the democratic ability of group dynamism. Majority of students (85.8%) in schools that responded medium on the system of justice were medium on group dynamism. Of schools that responded high on the system of justice 100% (21) of their students were medium on group dynamism. It emerges that majority of students in all categories of schools responded medium to the democratic ability of group dynamism.

The X^2 (chi-sq) given is 4.96049 (Df = 6) with a significance value of 0.54889. There is therefore no significant relationship between the variables. We accept the null hypothesis.

CONCLUSION

The system of justice in school has no influence on the development of the democratic ability of group dynamism among students.

(v) System of justice and perseverance

JUSTICE

		LOW	MEDIUM	HIGH
PERSEVERE	LOW	0	8 8.0%	0
	MEDIUM	33 100.0%	320 81.4%	21 100.0%
	HIGH	0	66 16.6%	0

Majority of students in all groups of school on the system of justice (low, medium, high) responded medium on the democratic ability of perseverance. This means that the justice system in school has majorly an average effect on the students' perseverance. However democratized the system of justice is, its influence mainly remains average on students' perseverance.

Considering the X^2 (chi-sq) significance value of 0.02959 (Df = 2) given, this relationship is significant. We therefore reject the null hypothesis (H_0) as there is a significant relationship between the system of justice and perseverance.

CONCLUSION

The system of justice in school has mainly a moderate influence on the development of the democratic ability of perseverance among students.

HYPOTHESIS 5

There is no significant relationship between culture of dialogue and democratic abilities

(i) Dialogue and influence

DIALOGUE

	LOW	MEDIUM	HIGH
MEDIUM	13 70.0%	314 90.8%	44 85.2%
HIGH	6 30%	34 9.2%	8 14.8%

Majority of students representing 70% (13) in schools that responded low on the culture of dialogue were medium on the democratic ability of influence. Schools that responded medium on dialogue had majority of their students (90.8%) responding medium on influence. Even schools that recorded high on the culture of dialogue had most of their students (85.2%) responding medium on influence.

Considering the X^2 (chi-square) given i.e. 4.78608 (Df = 2) with a significant value 0.09135, the relationships are not significant. We therefore accept the null hypothesis (H_0) for there is no significant relationship between culture of dialogue and the democratic ability of influence.

CONCLUSION

The culture of dialogue in school has no effect on the development of the democratic ability of influence among students.

- (ii) There is no significant relationship between culture of dialogue and self-administration.

ADMINISTRATION

	LOW	MEDIUM	HIGH
MEDIUM	0	94 25.1%	6 11.1%
HIGH	19 100%	281 74.9%	46 88.9%

Of schools that responded low on the culture of dialogue, all (19) their students responded high on self-administration. Of schools that recorded medium on dialogue, 25.1% (94) of their students responded medium and 74.9% (281) responded high on the democratic ability of self-administration. Of schools that responded high on the dialogue, 11.1% (6) of their students responded medium and 88.9% (46) responded high on self-administration. Majority of students in medium and high school response categories on the culture of dialogue recorded high on influence.

Schools that particularly responded high on culture of dialogue had the highest percentage (88.9%) of students recording high on self-administration. It emerged that a highly established culture of dialogue has a highly positive influence on students' self-administration. According to the X^2 (chi-sq) significance value of 0.01660 (Df = 2) provided this relationship is significant. We therefore reject the null hypothesis (H_0) for there is a significant relationship between culture of self-steering.

CONCLUSION

A good culture of dialogue in school has proportionally a high influence on the democratic ability of self-administration among students.

(iii) There is no significant relationship between culture of dialogue and self-steering

SELF-
STEERING

	LOW	MEDIUM	HIGH
MEDIUM		123 32.8%	13 25.9%
HIGH	19 100%	252 67.2%	38 74.1%

All students in schools that responded low on culture of dialogue recorded high on the democratic ability of self-steering. 32.8% (123) of students whose schools responded medium on culture of dialogue responded medium while 67.2% (252) responded high on self-steering. Of schools that responded high on culture of dialogue, 25.9% (13) of their students responded medium and 74.1% (38) responded high on self-steering. All responses to dialogue had mainly a high response on the democratic ability of self-steering.

The X^2 (chi-sq) given, 12.04244 (Df = 6) with a significance value of 0.06103, shows that the relationships are not significant. We therefore accept the null hypothesis (H_0).

CONCLUSION

Culture of dialogue in school has influence on the development of the democratic ability of self-steering among students.

(iv) There is no significant relationship between culture of dialogue and group dynamism

DIALOGUE

GROUP
DYNAMISM

	LOW	MEDIUM	HIGH
LOW		8 2.0%	
MEDIUM	19 100%	326 86.7%	38 74.1%
HIGH		42 11.3%	13 25.9%

Of schools that responded low on culture of dialogue, all their students recorded medium on group dynamism. Majority of students (98%) in schools that responded medium on dialogue had all their students responding medium or high on group dynamism. A high response on dialogue had a positive influence on group dynamism.

The X^2 (chi-sq) given is 25.65698 (Df = 6) with significance value of 0.00260. This means the relationships are significant. We therefore reject the null hypothesis (H_0) since there is a significant relationship between culture of dialogue in school and the democratic ability of group dynamism.

CONCLUSION

Good culture of dialogue in school has a moderate or higher influence on the development of the democratic ability of group dynamism among students.

(v) **There is no significant relationship between culture of dialogue and perseverance**

DIALOGUE

		LOW	MEDIUM	HIGH
PERSEVERE	LOW	8 40%		
	MEDIUM	6 30%	322 85.6%	46 88.9%
	HIGH	6 30%	54 14.4%	6 11.1%

Of schools that responded low on culture of dialogue, majority of their students (40%) also responded low on the democratic ability of perseverance. Of schools that responded medium and high on culture of dialogue, all their students responded either medium or high on perseverance. It emerges that medium or high response on culture of dialogue had a positive influence on perseverance.

Considering the X^2 (chi-sq) given 94.27293 (Df = 4) with a significance value of 0.0000, these relationships are significant. We therefore reject the null hypothesis (H_0) for there is a significant relationship between the culture of dialogue and the democratic ability of self-steering among students.

CONCLUSION

Good culture of dialogue in school has mainly a moderate influence on the development of the democratic ability of perseverance among students. There are limited possibilities of a higher influence on the democratic ability.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

The chapter presents the summary of the study conclusions, recommendations of the study and suggestions for further studies.

5.1 SUMMARY OF THE STUDY.

(i.) SCHOOLS' DEMOCRATIZATION OF ADMINISTRATIVE AND PEDAGOGICAL PRACTICES

Schools covered in the study showed a lot of control of students' activities and restricted behaviour. There was limited opening in the administrative and pedagogical practices to allow student exploration and manipulation. Indeed the schools are more teacher friendly than student centered.

Of the 90 schools that participated in the study, only 12 representing 13.3% frequently used child-centered pedagogy such as group work, projects and advance information of content to be covered. Majority of the schools only occasionally used the child-centered pedagogy.

All the schools covered had controlled systems of information. Students are selectively informed about what happens in school and are not accessible to all information and records. They however don't readily complain or criticize this state of affairs.

On diversification of areas of achievement, majority of the schools, (81.9%) satisfactorily supported co-curricular activities. They however just invested in, what was minimum to enable students participate. Because of this, students who benefit in the long term are few. Some students could not even remember any student who had benefited from co-curricular activities.

In most of the schools (87.9%), the school rules were available for reference. There were some rules that students felt were not necessary although they had never proposed repeal of the same. It also emerged that the schools have never been clear on the rights of students.

About culture of dialogue, it emerged that students in most schools had audience with the head-teacher only occasionally. 10 schools representing 11.6% however had a well established culture of dialogue.

(ii.) DEMOCRATIC ABILITIES AMONG STUDENTS

The democratic ability of influence was not well developed among students. Only 10.8% (48) of the students responded high while the majority 89.2% (399) responded average. Most were not keen on participating in administrative transactions or criticizing poorly structured policies.

On self-administration, majority of the students (77.6%) responded high. This democratic ability is therefore well developed. The students were keen on the freedom to learn some things on their own and to consult with others. They didn't agree with being followed and being told what to do all the time.

Majority of students (69.4%) responded high on the democratic ability of self-steering. They are always keen on fulfilling agreements entered and respected divergent opinions. 30.6% (137) however responded that they would be uncomfortable with agreements that are unfavourable and views that are disgressing.

On group dynamism, majority (85.8%) of students were average. They were not very keen on group activities and couldn't fully support such activities. They believed more in individualism than everyone being treated uniformly. 12.5% however were fully in agreement with group goals and activities. 1.7% totally detested group treatment. The ability to persevere was average in a majority of the students (83.6%). They preferred avoiding problems than struggling to solve them. In the face of difficulties they favoured withdrawal than persistence. 14.7% (65) however responded good on perseverance while 1.7% (8) totally lacked in perseverance.

(iii.) RELATIONSHIPS AMONG VARIABLES

(a) Child-centered pedagogy and democratic abilities

Child-centered pedagogy at whatever level (low, medium, high) had low effect on the democratic ability of influence. This relationship is significant.

All levels of child-centered pedagogy had mainly a high influence on the democratic ability of self-administration. This relationship is however not significant.

Schools that responded high on child-centered pedagogy had the highest percentage of students responding high on the democratic ability of self-steering. The relationship is significant.

Child-centered pedagogy at whatever level had mainly a medium influence on the democratic ability of group dynamism. This relationship is significant.

High response on child-centered pedagogy had mainly high influence on the democratic ability of perseverance. This relationship is significant.

(b) Flow of information and democratic abilities

The major response on the flow of information (medium) had mainly an average response on influence. This relationship is however not significant.

The medium response on flow of information had a high influence on democratic ability of self-administration. The relationship is however not significant.

The medium response on flow of information had mainly a high influence on the democratic ability of self-steering. The relationship is however not significant.

On group dynamism, the medium response on the flow of information had mainly a medium influence. This relationship is not significant.

Medium response on flow of information had mainly a medium influence on the democratic ability of perseverance. This relation is however not significant.

(c) Diversified areas of achievement and democratic abilities

Medium responses on diversified areas of achievement had majorly a medium effect on the democratic ability of influence while high response on diversified areas of achievement posted the highest percentage (37%) of students on the high response on influence. This relationship is significant.

High response on diversified areas of achievement had mainly a high response on the democratic ability of self-administration. This relationship is significant.

Medium and high responses had areas of achievement had mainly high influence on the democratic ability of self-steering. Significantly, high response on areas of achievement had the highest percentage of students (88.9%) responding high on self-steering. The relationship is significant.

Low response on diversified areas of achievement had students responding low on the democratic ability of group dynamism than any other response. This relationship is significant.

All levels of response on diversified areas of achievement had mainly a medium response on the democratic ability of perseverance. This relationship is however not significant.

(d) System of justice and democratic abilities

The system of justice at whatever level had mainly a medium effect on the democratic ability of influence. This relationship is significant.

All levels (low, medium, high) of system of justice had majorly a high response on the democratic ability of self-administration. The relationship is however not significant.

Low and medium responses on the system of justice had particularly a high response on the democratic ability of self-steering. However, high response on the system of justice had mainly a medium response. It emerges that a highly democratized system of justice diminishes the ability of self-steering among students. This relationship is significant.

All responses of system of justice had majorly a medium influence on the democratic ability of group dynamism. The relationship is not significant.

Whatever response on the system of justice, the influence on the democratic ability of influence was mainly medium. This relationship is significant.

(e) Culture of dialogue and democratic abilities

The culture of dialogue at whatever level had mainly a medium effect on the democratic ability of influence. This relationship is not significant.

High response on the culture of dialogue had particularly a high influence on the democratic ability of self-administration. The relationship is significant.

All levels of response to culture of dialogue had mainly a high influence on the democratic ability of self-steering. This relationship is however not significant.

High response on the culture of dialogue had either a medium or higher influence on the ability of group dynamism. This relationship is significant.

High response on the culture of dialogue had either a medium or high influence on the democratic ability of perseverance. This relationship is significant.

5.2 CONCLUSION

It had emerged that schools seldom use child-centered pedagogy. The information flow in the schools is controlled and the culture of dialogue not well established. The students have audience with their head-teachers on rare occasions.

School rules are clear and accessible in most schools. Students' rights are however not spelt out and most students as a result are not aware they have any rights in school. Most schools have diversified their areas of achievement for students although they use moderate resources on areas outside academics.

Students have well developed democratic abilities of self-administration and self-steering while moderately developed democratic abilities of group dynamism and perseverance. They are poor on influence and therefore don't actively participate in school decisions and transactions.

Child-centered pedagogy, diversified areas of achievement, system of justice, and culture of dialogue have a strong influence on the students' development of democratic abilities. The flow of information however has no influence on the acquisition of the democratic abilities.

5.3 RECOMMENDATIONS FROM THE STUDY.

There is need to make schools more child friendly and centered instead of treating the child as a mere passenger who must conform to structure and regulations. Schools should be transformed to suit conditions and needs of the child in order to make the best of him. It is unfortunate when schools sometimes throw out and condemn to failure children thought unfit for their systems. Teachers need to be trained better. They need inbuilt capacity to patiently nurture the child and make the best even out of a bad situation. Child centered approach to teaching must be re-emphasized. Continuous servicing and monitoring through workshops and inspection to ensure this should be put in place.

School managers need to be trained on child friendly management practices. They should be encouraged to provide avenues through which students can discuss school issues and participate in decision-making. They should encourage students to also excel in areas of talent outside academics.

The government needs to redress the issue of discipline in schools to avoid systems that muzzle students' rights. One thing that needs most attention is the exclusion practice that is grossly misused to instill fear and effectively shut up even positively divergent and liberal minds. The child's rights should be emphasized in the educational policies and directives, perhaps children rights clubs should be encouraged in schools to create awareness to all parties.

5.4 SUGGESTIONS FOR FURTHER RESEARCH.

This study only examined how school practices influence students' acquisition of democratic abilities. It would be important if studies were carried out to determine if the number of years in school make a difference in the development of democratic abilities.

It would also be of interest to find out the influence of factors such as urbanization, family background and the type of school (boys, girls and mixed) on the acquisition of democratic abilities among students.

Another attractive area could be to find out if democratization of school practices has any influence on discipline and achievements of the school. The two are key areas in education and it would be impressive to determine some factors that influence them.

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APPENDIX 1 – LETTER OF INTRODUCTION
QUESTIONNAIRE ON DEMOCRATIZATION OF STUDENTS THROUGH DEMOCRATIZED
ADMINISTRATIVE AND PEDAGOGICAL PRACTICES

Dear Sir/Madam,

Greetings. Attached is a questionnaire designed to gather information on democratization of students through democratized and pedagogical practices. It is for a study meant for a Master of Education (M.ED) at the University of Nairobi.

Your response will be treated in strict confidence. Be free and respond honestly to all items in the questionnaire.

Your co-operation will be highly appreciated.

Yours faithfully,

Wakhulia Emmanuel Godfrey.

APPENDIX II – QUESTIONNAIRE 1

DEMOCRATIZATION OF STUDENTS THROUGH ADMINISTRATIVE AND PEDAGOGICAL PRACTICES IN SECONDARY SCHOOLS IN BUNGOMA DISTRICT QUESTIONNAIRE TO TEACHERS

INTRODUCTION: This questionnaire is about school administrative and pedagogical practices. Kindly respond to ALL questions. Please tick () within brackets where they are provided to indicate your choice. Where brackets are not provided use the blank spaces provided.

1. a) How many times does your school hold assemblies in a week?

.....

b) Who talks most during these assemblies?

.....

c) Rate the students' participation in these assemblies.

Very active () Active () Not active ()

d) Does the school administration explain to students, new school plans, projects and any other happenings? Yes () No ().

e) Is it possible for a students to get any information needed about himself/herself in the school? I am not sure () Possible ()

Very possible ().

2. a) Are students allowed to criticize school policies?

.....

b) Identify meetings during which students discuss school issues

.....

.....

c) What do you discuss in these meetings?

.....

.....

d) Are students allowed any choice in the school?

Yes () No ()

e) When students make choices, do teachers: -

Uphold the choices () try to influence ()

3. a) Are the school rules clear and easily understood?

Yes () Not all () I am uncertain ()

b) Are school rules easily available for students to make references?

Yes () No ()

c) Are there any school rules and regulations that you think are unnecessary? Many ()

Not many() None ()

d) Mention some of the rights of the student in your school.

.....

.....

e) Have students ever suggested removal of any rules or introduction of some requirements within the school? Yes () No ()

4. a) Which is the most common teaching method used in your school?

Lecturing () Group work () Questions & library () research ()

b) How often do you use groups in the teaching/learning processes?

Not often () Often () Very often ()

c) Do teachers ever inform students in advance what they are to learn and objectives of such learning?

No () Yes () I am not sure ()

d) Are there projects in the school initiated and run by students?

Quite many () Only a few () None ()

5. a) Apart from academic excellence, does your school appreciate non-academic achievements such as good sporting skills?

Very much () Not at all () Somehow ()

b) How would you rate students' participation in co-curricular activities such as drama, sports and music?

Very active () Active () Not active ()

c) Does the school administration provide resources for the development of non-academic talents?

Quite a lot () Just enough () Very little () Not at all ()

d) Identify any students who are direct beneficiaries of the schools support of non-academic skills?

.....
.....

6. a) Do students ever hold discussions with the head-teacher to solve some school problems? Yes () No ()

How frequent?

Very often () Often () Not often () Not at all ()

b) Are the students allowed to meet on their own to discuss their welfare and to make suggestions to the school administration?

Not at all () Sometimes () Very often ()

c) When there is a serious problem in school are students invited for discussion?

Yes () No ()

e) How often do students hold consultations with teachers about individual problems and academic performance/

Very often () Often () Not often () Not at all ()

Thank you for your co-operation.

APENDIX II- QUESTIONNAIRE 2

DEMOCRATIZATION OF STUDENTS THROUGH ADMINISTRATIVE AND PEDAGOGICAL PRACTICES IN SECONDARY SCHOOLS IN BUNGOMA DISTRICT.

QUESTIONNAIRE TO STUDENTS

INTRODUCTION: This questionnaire is about democratic abilities. Kindly respond to all questions in the questionnaire. Please tick (/) within the brackets where they are provided to indicate your choice. Where there are no brackets, use the blank spaces provided.

1. a) Do you think students should participate in the headmaster's decisions?
.....
 - b) If students have to participate in making of school decisions, must they all be involved?
Yes () No () Uncertain ()
 - c) Is the opinion of everybody in the school necessary for making of school decisions?
.....
.....
 - d) Who should make important decisions in the school?
.....
 - e) Should students play a role in making decisions that do not affect them?
Not necessary () Necessary () Uncertain ()
 - f) Do you think students should know all administrative transactions that go on in their school?
Not important () Important () Uncertain () Very important ()
 - g) Should students be allowed freedom to criticize the administration?
Not necessary () Necessary () Uncertain () Very important ()
2. a) New students should be left to learn about the school on their own. What is your opinion?
Strongly agree () Agree ()

Disagree () Uncertain ()

b) New students should consult others before settling in school. Do you agree? No ()
Yes () Uncertain ()

c) New students should be told by others what to do always. Do you agree?
Yes () No () Uncertain ()

d) Students need to be directed all the time.
Agree () Uncertain () Disagree () Strongly agree ()

3. a) Students should fulfill all agreements they have entered into regardless of consequences.
Do you agree?

Strongly agree () Agree () Disagree () Uncertain ()

b) Students should fulfill agreements that are only possible in prevailing circumstances and favourable to them. Do you agree?

Uncertain () Agree () Disagree () Strongly agree ()

c) Must one respect ideas that are not right? (Please explain).

Yes

No

d) Students should only accept other people's ideas if they agree with the ideas. Do you agree?

Strongly agree () Uncertain () Disagree () Agree ()

4. a) One must only implement decisions that are practical and most likely going to benefit oneself. Do you agree?

Uncertain () Strongly agree () Disagree () Agree ()

b) Do you agree that people should implement decisions they make whether individually or as a group?

Strongly agree () Agree () Disagree () Uncertain ()

c) Should community work exempt groups of students that are however physically able?
No () Yes ()

d) Though school community work is good, it is a waste of reading time. Do you agree?
Please explain.

Yes

No

5. a) Problems make life difficult and people should therefore struggle hard to avoid them.
Strongly agree () Agree () Disagree ()

b) When problems persist one should look back at the alternative ways left out instead of persevering.

Not right () Right () Very right () Uncertain ()

c) In the face of problems, one should let the specialists look for solutions to the problems.
Strongly agree () Agree () Disagree ()

d) One should insist on actively looking for solutions in the face of problems.

Strongly agree () Agree () Disagree ()

Thank you for your co-operation

APPENDIX IV

LIST OF PARTICIPATING SCHOOLS

1. Bungoma high School
2. Bungoma Town High
3. Kibabii High School
4. Cardinal Otunga
5. Kimukungi Secondary School
6. Mabanga Girls
7. Bukembe Secondary School
8. Ndengelwa Secondary School
9. Kitale Secondary School
10. Kongoli Secondary School
11. Lwanda Secondary School
12. Sang'alo Secondary School
13. Bulondo Secondary School
14. Kimugui Secondary School
15. Lutungu Secondary School
16. Sikalame Secondary School
17. Samoya Secondary School
18. Sikusi Secondary School
19. Chebukaka Secondary School
20. Nalondo Secondary School

21. Busakala Secondary School
22. Madisi Secondary School
23. Wabukhonyi Secondary School
24. Kimalewa Secondary School
25. Kuywa Secondary School
26. Teremi Secondary School
27. Lukhome Secondary School
28. Chebukaka Secondary School
29. Makhonge Secondary School
30. Yabeko S. A. Secondary School
31. Sirisia Secondary School
32. Namangofulo Secondary School
33. Namwela Secondary School
34. Chwele Girls
35. Butonge Secondary School
36. Bukokholo Secondary School
37. Ndakaru Secondary School
38. Tamlega Secondary School
39. Machakha Secondary School
40. Kabkara Secondary School
41. Lwandanyi Secondary School
42. Bisunu Secondary School

43. Chesamisi High School
44. St. Mary's Sosio Secondary School
45. St. Peters Nakalira Secondary School
46. Chesamisi Girls Secondary School
47. Kimilili Boys Secondary School
48. Maeni Girls
49. St. Theresa's Girls
50. Friends School Kamusinga
51. Moi Girls Kamusinga
52. St. Emmanuel Miruri Secondary School
53. Kibingei Secondary School
54. Chiliba Secondary School
55. Khasoko Boys Secondary School
56. Mungore Girls Secondary School
57. Miluki Secondary School
58. Netima Secondary School
59. Napara Secondary School
60. Myanga Secondary School
61. Kimaeti Secondary School
62. Nangeni Girls
63. Mateka Secondary School
64. Kabula Secondary School

65. Panpaper High School (Private)
66. Ambe High School (Private)
67. Reliance High School (Private)
68. Muji Secondary School
69. Napara Secondary School
70. Kakamwe Secondary School
71. Mabusi Secondary School
72. Ndivisi Secondary School
73. Mukuyuni Secondary School
74. Maliki Secondary School
75. Lukhuna Secondary School
76. Kituni Secondary School
77. Sirakaru Secondary School
78. Naitiri Secondary School
79. Mbakalo Secondary School
80. Khachonge Girls
81. Bwake Secondary School
82. Namilama Secondary School
83. Misikhu Girls
84. Misemwa Secondary School
85. Sinoko Secondary School
86. Misikhu Friends

87. Lugulu Girls
88. Lutacho Secondary School
89. Sipala Secondary School
90. Bokoli Boys
91. Luuyia Girls Secondary School (Did not fill the questionnaires)
92. Bumula Secondary School (Refused to involve students)

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