INFLUENCE OF STUDENT COUNCILS' INVOLVEMENT IN MANAGEMENT IN PUBLIC PRIMARY SCHOOLS IN KANGUNDO SUB COUNTY, KENYA

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DECLARATION

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

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

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DEDICATION

I dedicate this work to my husband Bernard Kivuva, my children Janet Ndinda and

Aaron Kivuva, my son-in-law Steve Homes, my grandson Taji Shalom and father

Sammy Mathendu.

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

DEO   District Education Office

H/T   Headteacher

KCPE   Kenya Certificate of Primary Education

KEMI   Kenya Education Management Institute

KEPSHA   Kenya Primary Schools Headteachers Association

SPSS   Statistical Package for Social Sciences

TSC   Teachers Service Commission

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations International Children's Education Fund

ABSTRACT

The purpose of this study was to investigate the influence of student councils' involvement in management roles in public primary schools in Kangundo Sub County. It was guided by the following objectives: To determine the extent to which students' involvement in formulation of school rules and regulations influence management in public primary schools in Kangundo Sub-county; to establish the extent to which students' assistance in school time keeping influence management in public primary schools in Kangundo Sub-county; to establish the extent to which students' assistance in maintenance of hygiene and sanitation influence management in public primary schools in Kangundo Sub-county and to establish how students' assistance in planning of co-curricular activities influence management in public primary schools in Kangundo Sub-county. The sample of the study was selected by use of simple random sampling. To test for validity and reliability the researcher used test-retest method which involves administering the same instrument twice to the same group of respondents at two separate times in two weeks interval between the first and the second test. Data collected was mainly quantitative in nature and was appropriately analyzed using descriptive statistics. The findings revealed that students' involvement in different school activities like formulation of school rules and regulations, school time keeping issues, maintenance of hygiene and sanitation and planning co-curricular activities lead to high performance and easy management. The study concludes that student council should be involved in school management especially in formulation of school rules and regulations, school time keeping issues, maintenance of hygiene and sanitation and planning co-curricular activities. The study recommends that the ministry of education should come up with policies to ensure effective engagement of student's council involvement school managements. The study also recommends that, TTCs should introduce programmes that aim at educating fresh graduates at the importance of student's council involvement in primary school management. The study further recommends that there is need for Kenya Education Management Institute to induce programmes that will enhance teachers understanding in school management affairs in regard to student's involvement.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Student councils' involvement in school management entails active involvement in school based decision making. Within the newly emerging international focus on children's competence are calls for children to become active participants in the operations and management of primary schools. According to Davidsff and Lazarus (2007), administrative decentralization can be defined as a means of distributing authority to the different agencies, groups and stakeholders. This is based on the thinking that schools know their needs better and are in the best position to solve or manage their problems.

According to Bhengu (2005) if decisions are made closer to the clients, better decisions are made and greater achievements are realized. School refers to school management structures that aim at effective school management. Many scholars and educational institutions have seen the need to involve children in school management roles. This has therefore become a right to the students to some extend hence their involvement in school management receiving a lot of support (Mabeba & Prinsloo, 2000; Schimmel (20003) and Effrat & Schimmel (2003).

School management is related to the whole process of overseeing school administration and management procedures for the well being of the entire school (Cranston, 2001). Today many scholars are of the view that it is necessary to include all stakeholders in decision making process especially on the issues that affect them (UNESCO, 1995). The stakeholders affected include board of governors,

headteacher, teachers, parents and the students, and that student councils' involvement in management is essential in that most of the decisions made affect them in a way or another. Students council's play an important role in school management because they are given very many roles like students' welfare, coordinating co-curricular activities, supervising learning activities like early morning and late evening preps. They also check students' attendance to such activities and monitor indiscipline cases. This therefore denotes that student councils' are the link between the school administration and the entire student population in the school. It also denotes that student councils bridge all good or bad happenings in the school hence the administration is fully informed with whatever takes place without being in direct contact with the student population.

In Malaysia, the rise of children's role and involvement in management is attributed to the increase of democratization and openness in the society. Muchele (1996) says that children involvement in management gained significance in the 1960s. Effrat and Schimmel (2003) point out that American school have involved students in participative decision making and want them contribute meaningfully to school codes of conduct and structures. Students are given opportunities to represent their ideas, knowledge, opinion and experiences. A democratic style of management allows involvement of students and teachers in management based on equality, freedom and justice hence openness, friendliness and co-operation (Muchelle, 1996). Muchiri (1998) observes that when students are encouraged to take part in the administration of the school, they learn to cultivate democratic attitudes, right attitudes towards work and a sense of belonging to both school and society. They

also learn to be self-directing, responsible and law abiding. Proper school management means involvement of students in decision making through their representations. But what is found on the ground in that students are not involved in decision-making of what directly affects them (Muchiri, 1998).

By 2005, South Africa introduced new policies for school management in pursuit of national goals of economic growth, democracy and equity. It intended to create a new management based on involvement between the state, parents learners, school staff and communities and also devotion of stakeholders towards the individual school and community. These policies provide for the election of school management bodies by students parents and staff give control communities a say in decision making by devolving power to stakeholders who participate in democratic management of schools (Naidoo, 2005).

The Kenyan situation is the same in other countries of the world. Most Kenyan schools would agree to the suggestion that the challenge in Kenyan education is for educational councils' and managers to refrain from bureaucracies based on constraint and control and towards an environment that focuses on results and accountability. According to Wambulwa (2004), involvement of students in school management and mostly in decision –making yields good performance in all fields. He also emphasizes on how good it is to include students in management. He says that once students are involved in school management, they help link the other students and the administration, help maintain good discipline and improvement of performance. Sushila, (2006) found that students would be part and parcel of decision-making to see to it that their needs are included in the administration of the schools. Those who

aim at supporting students' involvement in school management have justified their concern and support for this idea on matters of decisions in a school affect the students in existing and evident ways. In most cases the students are the consumers of final decisions hence recommendations made by them (students) may be very relevant and constructive and if approached well would work positively. There is limited literature on student involvement in school management. Oloo (2006) did a study on student leadership and academic performance in Nyanza province. Hamfrey (2011) did a study on Implementing School- based Management in Nairobi County.

1.2 Statement of the problem

Student councils derive the authority from the managers who delegate it to them in order to carry out particular responsibilities assigned to them. These responsibilities, however, enable children gather legitimate power over the other students although they are not fully involved in decision-making and management as realized in studies by Mugasia (2006) and Muchele (1996). The Kenyan Education Act advocates student councils' be involved in school management. This is an important concept for a positive impact in the management of schools and the general development of the school. Head teachers and teachers are ensuring this is implemented and students can choose their own student councils democratically. Despite the presence of student councils' involvement in management roles in public primary schools, there has been an increasing indiscipline cases reported (Angeng'a & Simwata, 2011). Kangundo sub-county in particular which is the focus of this research has been experiencing poor student councils involvement in management in public primary schools. This

research therefore sought to establish the influence of student councils' involvement in management roles in public primary schools in Kangundo Sub-county, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of student councils' involvement in management in public primary schools in Kangundo Sub County.

1.4 Objectives of the study

The study was guided by the following objectives

i) To determine the extent to which students' involvement in formulation of school rules and regulations influence management in public primary schools in Kangundo Sub-county.

ii) To establish the extent to which students' assistance in school time keeping influence management in public primary schools in Kangundo Sub-county.

iii) To establish the extent to which students' assistance in maintenance of hygiene and sanitation influence management in public primary schools in Kangundo Sub-county.

iv) To establish how students' assistance in planning of co-curricular activities influence management in public primary schools in Kangundo Sub-county.

1.5 Research question

The study was guided by the following research questions;

i) To what extent do students' involvement in formulation of school rules and regulations influence management in public primary schools in Kangundo Sub-county?

ii) To what extent do students' assistance in school time keeping influence management in public primary schools in Kangundo Sub-county?

iii) To what extent do students' assistance in maintenance of hygiene and sanitation influence management in public primary schools in Kangundo Sub-county?

iv) To what extent do students' assistance in planning of co-curricular activities influence management in public primary schools in Kangundo Sub-county?

1.6 Significance of the study

The findings of this study may be used by school administrators and teachers in establishing the extent to which student councils' are involved in school management. The learners may also realize the need of their involvement in management as a way of exercising their democratic right. They may also see themselves and their elected councils' as agents of change for better performance in their schools. This therefore means that the findings of this research may provide the administration with insights regarding the influence of student councils' in management of public primary schools in Kangundo, hence promoting smooth running of schools. Institutions like KEMI may use the findings of this research to establish programmes for school learners' management so as to empower student councils' in school management. The findings may be of help to the students' council in placing them in a better position to understand their roles in management.

1.7 Limitation of the study

The study was limited by the fact that head teachers and the student councils' were reluctant to give information required since they may be exposed as individuals who have yet to embrace basic human rights in relation to the Kenya constitution, 2010.

To overcome these challenges, the researcher interpreted some of the items in the questionnaires for the head teachers and the student councils' so that the limitation towards responding to the questionnaires was minimal. However, the researcher relied on respondents perceptions which could be influenced by their characteristics and hence affect the validity of the study. However the researcher will ask the respondents to be truthful.

1.8 Delimitation of the study

This study was delimited to public primary schools leaving out private primary schools and secondary schools in Kangundo sub County. Due to the fact that the characteristics of public primary schools are the same to some extent, the findings of this study were generalized though with care. Other stakeholders like BOG & PTA will be left out because the technical knowledge required is less compared to head teachers and their teaching staff.

1.9 Basic assumption of the study

The study was guided by the following assumptions

i)   All public primary schools have functional student councils' like prefects, monitors, co-curricular group councils'.

ii) All respondents will cooperate to give honest and reliable responses

iii) All school administrators work closely with the student councils in the performance of duty.

iv) All schools involve student councils in maintenance of students' discipline.

1.10 Definition of significant terms

This section will present the significant terms used in the study.

Attitude refers to the way that someone thinks and feels about someone else also or something especially in the way that the said person behaves.

Democracy in education refers to that school administrative set up that allows students to have opportunities for initiative, independent and responsibilities in involvement in school management.

Headteacher refers to any person appointed by TSC and charged with the responsibility of day to day management of the schools.

Influence refers to perception held by the students and teachers on the role played by prefects in this study.

Maintenance of cleanliness refers to the student councils' role in ensuring that the school compound is clean.

Maintenance refers to keeping something in existence of the same level standards or causing something to continue.

Management of hygiene and sanitation refers to the student councils' role in ensuring the school compound and students are clean.

Management refers to the act of dealing with people in an organization.

Performance refers to the act of doing a task.

School management refers to the formation and implementation of school policies by the school management body.

Student council refers to a student body that is elected by other students in helping their affairs.

Time keeping refers to student councils' role in ensuring that punctuality is maintained and bells answered to in the school.

1.11 Organization of the study

This study was organized into five chapters. The first chapter highlights the background, statement of the problem, purpose of the study, research objectives, research question, significance of the study, limitation, delimitation, basic assumption, definition of significant terms and organization of the study.

Chapter two on review of literature review and related literature was organized under the sub topics; student councils' involvement in formulation of school rules and regulations, student councils' involvement in school time keeping, student councils' involvement in maintenance of hygiene and sanitation, student councils' involvement in planning of co-curricular activities, summary of literature reviewed, theoretical framework and conceptual framework.

Chapter three covers the research methodology to be used. This was organized under research design, target population, sample size and sampling techniques, research instruments, data collection and data analysis techniques. Chapter four will cover data analysis, presentation and discussion of research findings while chapter five will focus on the summary of research finding, conclusion, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review on influence of student councils involvement in management in public primary schools in Kangundo Sub-County. The chapter will cover student councils' involvement in formulation of school rules and regulations, student councils' involvement in school time keeping, student councils' involvement in maintenance of hygiene and sanitation, student councils' involvement in planning of co-curricular activities, summary of literature reviewed, theoretical framework and conceptual framework of the study.

2.2 Management Roles in Primary School

Management is the art of getting people together to accomplish desired goals through planning, organizing, sourcing, leading or directing, and controlling an organization or effort for the purpose of accomplishing a goal. Education Management focuses attention on strategies for keeping education resources current, up to date, and accessible. It is ensuring that people have the most recent and suitable education to do their work (Kasomo, 2006). The Education Act, 1968 defines a manager as any person or body of persons responsible for the management and conduct of a school, and includes a Board. The Act, read together with the Teachers Service Commission Act, Cap. 212, confers extensive powers on the Minister of Education over the management and regulation of education in

Kenya. The two acts give the minister extensive latitude to delegate his powers to local authorities, District Education Boards or Boards of Governors.

According to Huddleston (2007) student participation in management refers to the work of student representative bodies - such as school councils, student parliaments and the prefectorial body. It is also a term used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Student participation also refers to participation of students in collective decision-making at school or class level and to dialogue between students and other decision-makers, not only consultation or a survey among students. Effective participation of all management members of school lead to high performance in all levels of management

2.3 Student councils' involvement in formulation of school rules and regulations

Student councils involvement in decision making refers to the work of student representative bodies like school councils, prefects, parliaments and governors. It encompasses all aspects of school life and decision-making where student teachers may make a contribution through giving views, negotiations or any other mechanisms. This involves collective dialogue between student councils' and administration. (Sithole, 1998) affirms this by saying that students' involvement in formulation of school rules and regulations in school is viewed as total problem to the administrators, teachers, parents and the entire society. This is because student councils' are seen as immature and lacking knowledge that is necessary to running of a school. However, since they are always with the other students, they may be of

great significance to school management especially when it comes to matters concerning the students' welfare and not the major concerns of school management like finances, teaching and examinations. The extent of student councils' involvement in formulation of school rules and regulations is therefore questionable due to conflicting views by various stakeholders' background.

Sithole (1998) views student councils' in that they must remain passive as they receive instructions from administrators, teachers and parents. This view means that policies must be formulated by adults and students are only to follow them as orders. (Squelch, 1999; Magadla, 2007) view student councils in that, student can participate but only to some extent. On the same view, Huddleston (2007) suggests that there is a tendency among some school administrators and teachers to define the issues which affect students quite narrowly. When student councils' are allowed to participate in formulation of school rules and regulations, school management becomes easier for the school administrations.

Even though this view supports student councils' involvement in formulation of school rules and regulations, it restricts them to only specific areas that affect them and bars them from areas that do not affect them directly in the school life. Magadla (2007) views student councils' in that they should be fully involved in decision making. The view is also supported by Njozela (1998) who says that head teachers and other stakeholders should not underestimate the contributions made by students more so if they are given opportunity to develop their skills and levels of maturity.

Huddleston (2007) echoes this view by saying that the range of school activities that make up the work of a school can be categorized in a number of ways, but, however it is categorized, one should expect student councils' to have opportunities to participate in each major area including rules, rewards, sanitation, curriculum and planning of development of the school.

2.4 Student councils' involvement in school time keeping

Sagie & Kowlosky (2000) conducted studies in United States, the United Kingdom and Netherlands. They wanted to research on students' involvement in management and concluded that managers in the Netherlands viewed student councils' involvement in ensuring punctuality in school as a social obligation, while the American managers saw it as a means of ensuring smooth running of the school. In Britain school managers viewed involvement in students' punctuality by the student councils' as a way of ensuring the school run well and hence had a major role to play in school management.

The British view of participatory management is different in that British managers saw involvement of student councils' of less importance. Mungunda (2003) states that the effectiveness of the use of student councils' in time keeping has not matched its popularity. He observed that different countries attach different meanings to the concept of participative management and that a meaning may be completely new to people in one country as compared to another country. For the school administration to ensure the smooth running of the school in different

aspects of the school student councils' are divided into several categories including in-charge of time keeping. They ensure punctuality is well established and in addition to the day in day out running of the school. Student councils' must be able to command respect from their peers and other stakeholders if they so wish to exercise their authority in a responsible manner (Magadla, 2007).

Student councils' under all roles given are on duty at all time in all places during their stay in school. They are believed to be models to other students therefore expected to ensure order and harmony among other students more especially on punctuality. In so doing they defend and enforce the school rules and regulations by being at the fore front and prepared to observe the set school rules and regulations. Student councils' therefore work towards making the school the pride of the nation, the symbol of success and the model of excellence.

Mathenge (2007) in his study concluded that to some extent, student councils' in Nyeri Municipality secondary schools were involved in school management. They were allowed to participate in time-keeping and maintenance of school discipline and hence making an influence on school management. The influence was found in their involvement in supervision of day to day school activities and ensuring that school rules and regulations were followed by the students, and that there is still need for greater involvement where they should be encouraged by the management to participate in decision-making.

2.5 Students councils' involvement in maintenance of hygiene and sanitation

Sanitation and hygiene are healthy wherever people live in. They are a necessity in life and more specifically in a school environment. Riley (2002) stresses on the role of student councils' who assist in the maintenance of school hygiene and sanitation. They stipulated clearly that student councils' had an influence in school management as far as maintenance of hygiene and sanitation is concerned. Kenya, among other countries are working towards seeing that policies are developed involving student councils' working more closely in school management (Riley, 2005). These other countries are Canada, Denmark, England, France and United States of America who conducted studies to research on student councils' involvement in school management. They pointed out that children's learning is more effective if their own elected councils' participate in the school management.

Most primary schools in Kenya have student councils' in place who have students in-charge of the compound to ensure cleanliness in classes, latrines, kitchen and the entire compound is maintained (Mathenge, 2007). Poster (2006) focuses on how good it is to increase the number of student councils' in schools in that the composition and structure of the school management is inadequate to fully represent them. He states that he does not believe that student councils' membership of the management is sufficient to achieve full involvement in the school activities.

Harty (1994) recommends that student councils' enrolment should be increased to ensure they are fully involved in school cleanliness. He also recommended that students, councils' should be invited to attend school management meetings that involve hygiene and sanitation. He further suggested how insufficient student councils' are and not aware of their rights and duty in the maintenance of school hygiene and sanitation. He outlines that student councils' accept merely their teachers have that professional understanding of the issues of children at school, hence teachers exercise autonomy when dealing with matters concerning hygiene and sanitation in schools.

2.6 Students councils' involvement in planning co-curricular activities

Co-curricular activities involve school programmes in clubs and societies. They are included in the school routine and run hand in hand with the subjects taught in the course (Nongubo, 2004). They are time tabled to fit well the school activities. Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and intramural sports teams have traditionally enhanced students' sense of school membership by providing them with a special "niche" in the school community. Students involved in these kinds of co-curricular activities find opportunities to shine and are less likely to become disengaged from school.

Many studies have indicated an association between extracurricular activities in general and positive academic outcomes. For example, one survey showed that high school social participation is positively correlated with high school

and post-high school educational achievement, as well as occupational status five years after graduation (Thieke, 1994). Another study of reading skills development showed that the higher students' level of involvement in organized extracurricular activities, the higher their reading achievement. This study also noted that the effect of these "achievement-related experiences" was stronger among those from lower socioeconomic backgrounds, although all social class and gender subgroups benefitted.

Nongubo (2004) argues that student councils' involvement in co-curricular activities is still a big challenge in many schools. This also relates to involvement in democratic school management. Nongubo further states that the democratic potential of students' involvement in management is undermined. He acknowledges the fact that student councils' cannot be involved in matters relating to the conducting of examinations, evaluation of student performance, appointment of teachers and other school management matters like finances, but they can do wonders if involved in conducting issues that concern their school life in matters of clubs and societies.

2.7 Summary of literature reviewed

Literature has reviewed influence of student councils' involvement in management in public primary schools in Kangundo Sub-County. Several studies have been conducted in this area. For example, Huddleston (2007) has shown that there is a tendency among teachers and school leaders to define issues that affect students and their councils' quite narrowly. Njozela (1998) has established that principals and other stakeholders should not underestimate the contributions of student

councils' especially if they are given the opportunity to develop their skills and level of maturity, while Hannan (2003) points out that curricula and evaluation criteria are often prescribed in detail by state or regional authorities, somehow leaving some room for involvement by teachers and student councils'. Sagle and Kowlosky (2000) found out that school managers in Netherlands involved student councils' in ensuring punctuality in the schools as a social duty. On the other hand, Riley (2002) found that student councils' had an influence in school management in the maintenance of hygiene and sanitation in the schools. Bisschoff and Phakoa (1999) found that the position of minors in management in public secondary schools played an important role in the school administration in England, Japan and Kenya. The current study was be carried in Kenya for comparisons with the developed countries like England and Japan.

2.8 Theoretical framework

This study was guided by the path-goal theory. This theory was developed by Robert House in 1971, an Ohio State University graduate. Path-goal theory argues that employees are satisfied with whatever work they do and will work hard only if they believe it will lead to highly valued results. Employees' behaviour is motivated by employer's behaviour which influences in a positive way. Path-goal theory was initially developed to explain workplace management. The theory builds on goal-setting and expectancy theories. Goal- setting theory suggests that an effective way to motivate employees is to set challenging but realistic goals and to offer rewards for goal accomplishment. Expectancy theory explains why employees work hard to

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achieve work goals, and that employees will engage in behaviours that lead to goal achievement.

According to path-goal theory, leaders have a responsibility to provide their subordinates with information and support necessary to achieve the work goals. This can be made so by linking desirable outcomes to goal achievement, for example by emphasizing the positive outcomes to the employees if they attain their goals and increase the belief that their work behaviors are likely to lead the goal achievement. Path-goal puts emphasis on how councils' can facilitate task performance by showing employees how performance can be instrumental in achieving desired rewards. In the case of students councils', the school management expects them to help in the improvement of students discipline in the school in the full capacity as the 'eyes' and 'ears' of the administration hence should be embraced.

In a primary school setting, the headteacher should involve students in school management roles that concern them. Students get satisfied with their work and work hard if they believe that the work will yield valued things. If the headteacher involves students in participatory kind of management, then this motivates student councils' leading to them being fully involved in management and decision making that touches their need. Student councils' involvement in management enhances team work and realization of school set goals without fail. Other students as well feel valued hence aroused to work towards achieving the intended goals.

2.9 Conceptual frame work

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┌─────────────────────────┐
│ Formulation of school   │
│   rules and regulation  │
│ - Cases of indiscipline │────────┐
│ -compliance to school   │        │
│ rules                   │        │
└─────────────────────────┘        │
                                   ▼
┌─────────────────────────┐        ┌──────────────┐    ┌──────────────────────┐
│ Time keeping            │        │              │    │ Effective school     │
│ - Timetable compliance  │───────▶│ Management   │───▶│ management           │
│                         │        │ process      │    │ Academic             │
│                         │        │              │    │ performance          │
└─────────────────────────┘        └──────────────┘    └──────────────────────┘
                                   ▲
┌─────────────────────────┐        │
│ Maintenance of hygiene  │        │
│    and sanitation       │────────┤
│ - compound tidiness     │        │
│ -cases of disease       │        │
└─────────────────────────┘        │
                                   │
┌─────────────────────────┐        │
│ Planning co-curricular  │        │
│     activities          │────────┘
│ -club performance       │
│ -games performance      │
└─────────────────────────┘
```
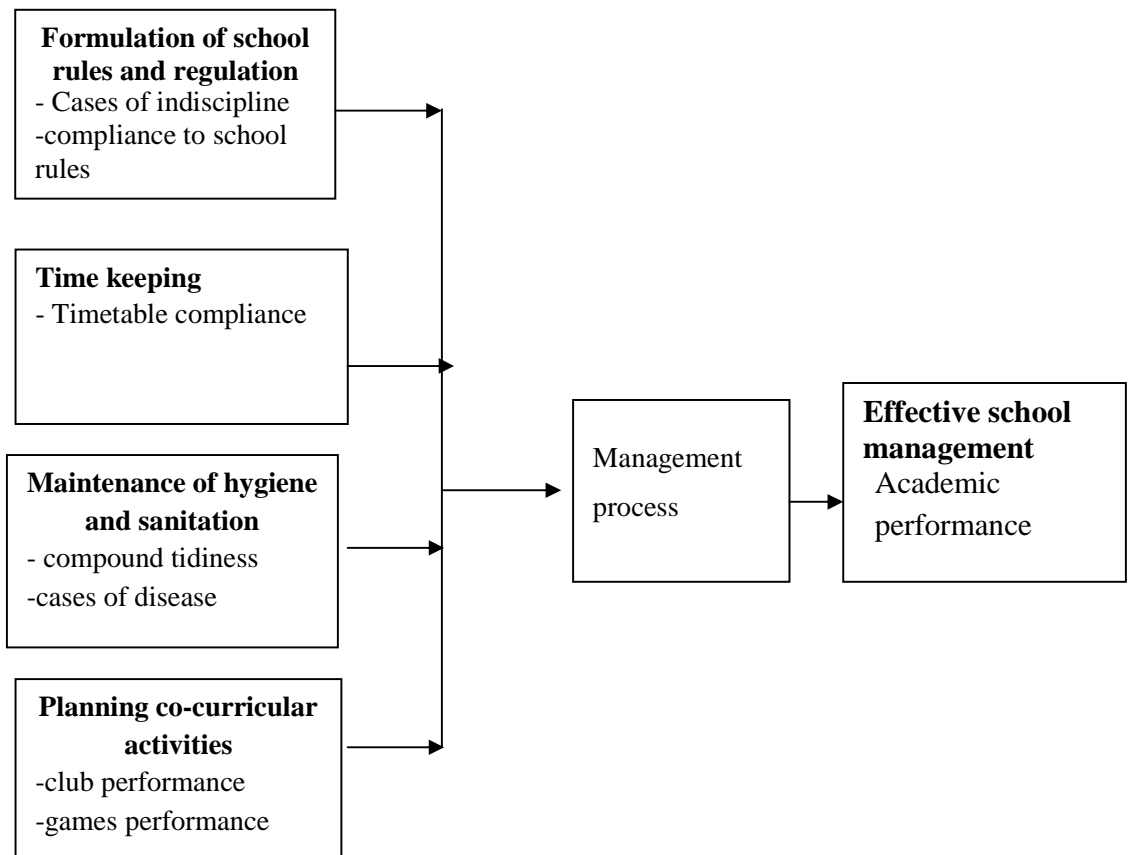
Figure 2.1: Conceptual framework of student councils' involvement in management

The conceptual framework shows the relationship between variables in the involvement of student councils' in school management. The figure shows that when students are involved in various aspects of school management such as decision-making, time keeping, maintenance of hygiene and sanitation and planning co-curricular activities, they assist the school administration in the process of school management. Further, the school run smoothly when student councils' take their roles.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research design

The study used a descriptive survey design. According to Mugenda and Mugenda (1999), a survey design shows the ways things are through a systematic collection of data from members of a given population. The survey will help describe influence of student councils' involvement in management in public primary schools in Kangundo Sub-County. Orodho, (2005), says that survey method is used to allow the researcher to gather data at a particular point in line with the intention of describing the nature of existing conditions. The researcher will be able to gather data, summarize, present and interpret for making clarifications. The core purpose of the researcher will be to study the relationship that exists, practical part of it, beliefs and attitudes, processes and effects felt or trends that are developing (Best & Kahn, 2001). The researcher therefore visited and sought information from public primary school head teachers and students involved in management (prefects, presidents) so that the researcher can determine the level of student councils' involvement in management in public primary schools in Kangundo Sub County.

3.3 Target population

Target population is a group of individuals, the items or objects considered in any field of study. It refers to a large group from which the sample is taken (Orodho, 2004), defines target population as items or people under consideration. For this study, target population consisted of 70 public primary schools, 70 head teachers and approximately 930 students from DEOs records 2014, Kangundo district.

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a sub set of cases in order to draw conclusions about the entire set. The study used 20 percent rule according to Mugenda and Mugenda (2003) who state that a sample of between 20 and 30 percent is appropriate for a population of below 1000. This therefore shows that 14 head teachers and 207 students' will be the sample for the study. The sample will be selected by use of simple random sampling. The sampling frame is presented in Table 3.1.

Table 3.1 Sampling frame

Category of respondents	Population	Sample	%
Head teachers	70	14	20
Students'	930	186	20
Total	**1000**	**200**	**20**

3.5 Research Instruments

Questionnaires were used for the collection of data. Questionnaires were designed for head teachers and students. Both questionnaires had five sections. Section (i) had demographic data, section (ii) had items on extent of student councils' involvement in formulation of school rules and regulations; section (iii) had items on student councils' involvement in school time keeping; section (iv) had items on student councils' involvement in maintenance of hygiene and sanitation; section (v) had items on student councils' involvement in planning of co-curricular activities.

3.6 Validity of the instrument

Kombo and Tromp (2006), define validity as a measure of how well a test measures what it is supposed to measure. According to Kasomo (2006), validity refers to the quality that a procedure or an instrument (tool) used in the research is accurate, correct, true, meaningful and right. In this study, a pilot study to pre-test the questionnaires before the actual data collection was done in two schools that were not in the study population. Respondents were asked to make comments on the instrument. This enabled the researcher to make corrections where necessary and assess the appropriateness of the method used. Assistance was also be sought from the experts who are the supervisors in improving content validity of the instrument.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as the measure of the degree to which a research instrument gives consistent results. The researcher used test-retest method which involves administering the same instrument twice to the same group

of respondents at two separate times in two weeks interval between the first and the second test.

The scores of the two tests were be co-related using the Pearson's Product Moment Co-relation Co-efficient formula as follows:

$$r= \frac{N£xy-(£x)(£y)}{\sqrt{(N£(x)^2-(£x^2))(N£(y)^2-(£y)^2}}$$

Key xy- Sum of cross products of scores of each variable

$£x^2$- Sum of squared deviation in x

$£y^2$- sum of squared deviation in y

(Kombo & Tromp 2006)

The study results on reliability test revealed that formulation of rules and regulations had the highest reliability ($\alpha= 0.913$), followed by Co-curricular activities ($\alpha=0.878$), Hygiene and sanitation ($\alpha=0.782$), and Time keeping ($\alpha=0.776$). This illustrates that all the four variables (rules and regulations, Time keeping, Hygiene and sanitation and Co-curricular activities) were reliable as their reliability values exceeded the prescribed threshold of 0.7.

3.8 Data collection procedures

The researcher got a letter of introduction from the University of Nairobi. The researcher sought a permit from the National Commission for Science, Technology and innovation to conduct the research. After that the researcher visited the DEO's

office. The researcher then proceeded to each sampled school and book an appointment with head teacher to administer the questionnaires. The researcher will first establish a rapport with the respondents and make the necessary clarification before they fill in the items. The researcher administered the questionnaires in person and the respondents were given enough time to respond. The filled in questionnaires were collected.

3.9 Data analysis techniques

After the data were collected it was cross-examined to ensure accuracy and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data were entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) programme. Descriptive statistics such as percentages and frequencies were used to answer research questions. Tables were used to present the data. Qualitative data were analysed according to the themes and the research objectives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers data presentation and analysis. The main purpose of the study was to investigate the influence of student councils' involvement in management roles in public primary schools in Kangundo Sub County. The study was guided by the following specific objectives: To determine the extent to which students' involvement in formulation of school rules and regulations influence management in public primary schools in Kangundo Sub-county, to establish the extent to students' assistance in school time keeping influence management in public primary schools in Kangundo Sub-county, to establish the extent to which students' assistance in maintenance of hygiene and sanitation influence management in public primary schools in Kangundo Sub-county and to establish how students' assistance in planning of co-curricular activities influence management in public primary schools in Kangundo Sub-county. In order to simplify the discussions, the researcher provided tables and figures that summarize the collective reactions and views of the respondents.

4.2 Response Rate

The study targeted 221 respondents out of which 14 head teachers' responded and 207 students' leaders returned their questionnaires contributing to the response rates of 100%. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate

for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondents. The results are presented in Table 4.1

Table 4.1: Response rate

Questionnaires	Frequency	Percent (%)
Response	221	100%
Non-response	0	0%
Total	**221**	**100.00%**

4.3 Analysis of demographic data

The study sought to ascertain the demographic information of the respondents involved in the study with regards to the gender, age, highest level of education, and duration of working as head teacher/ students council. The demographic information points at the respondents' suitability in answering the questions on influence of student councils' involvement in management roles in public primary schools.

4.3.1 Gender distribution of the respondents

The study sought to establish the gender of head teachers and students' council participants in the study and the findings are as shown in Figure 4.1 and 4.2.
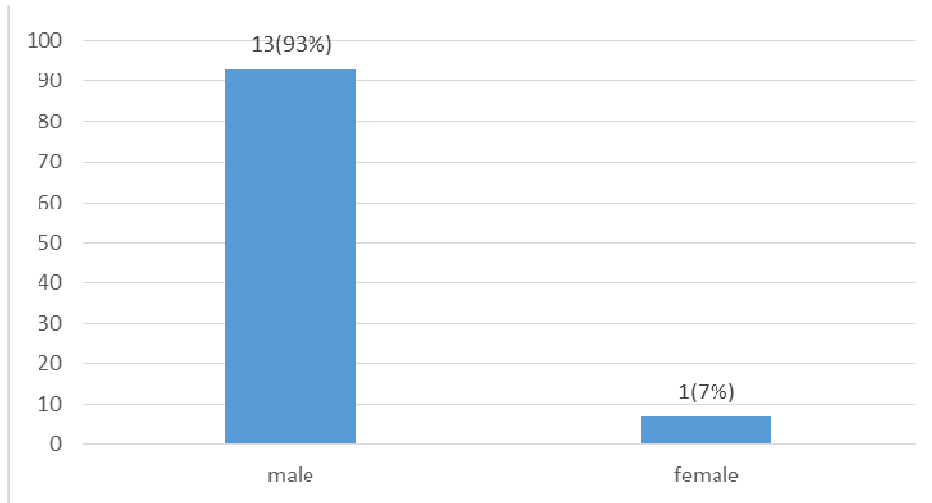
Figure 4.1: Distribution of head teachers by gender

From the findings, the majority 13(93%) of the head teachers were male while 7% of the head teachers were female. This indicated that all genders were represented and therefore the study did not suffer from gender bias.
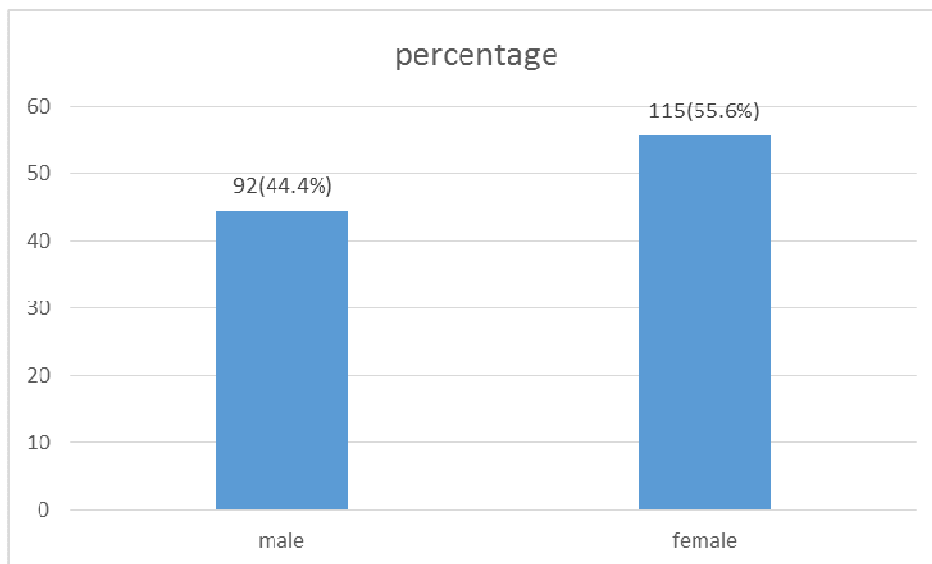
Figure 4. 2: Distribution of students by gender

From the findings, the majority 115 (55.6%) of the student leaders were female while 44.4% were male. This indicated that all genders were represented and therefore the study did not suffer from gender bias.

4.3.2 Distribution of the respondents by age

The Head teachers and the students were asked to indicate their age bracket. The study findings are illustrated in figure 4.3 and 4.4
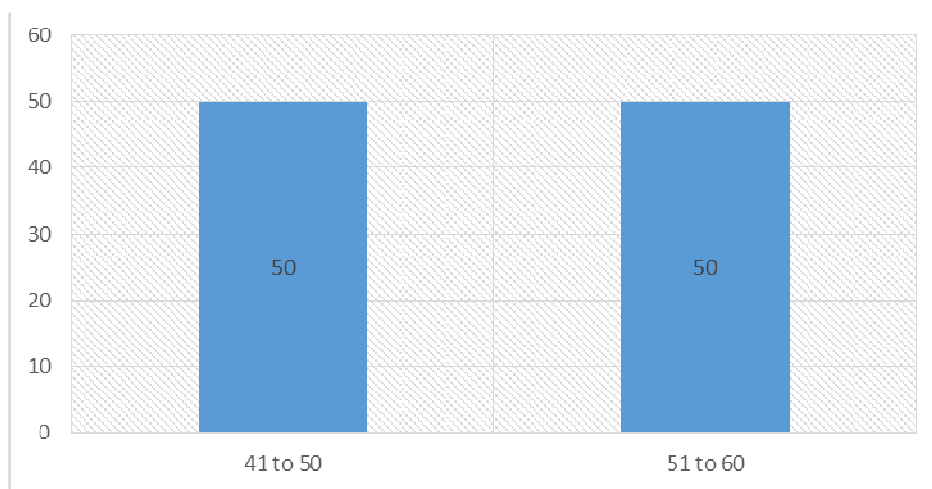
Figure 4.3: Distribution of the head teachers by age

From the head teachers data the findings reveal that the age bracket of 41 to 50 7(50%) and 51 to 60 shared an equal percentage of 7(50%). This implies that the majority of head teachers were of great age and hence were reliable to provide information required about students council involvement in various school activities.
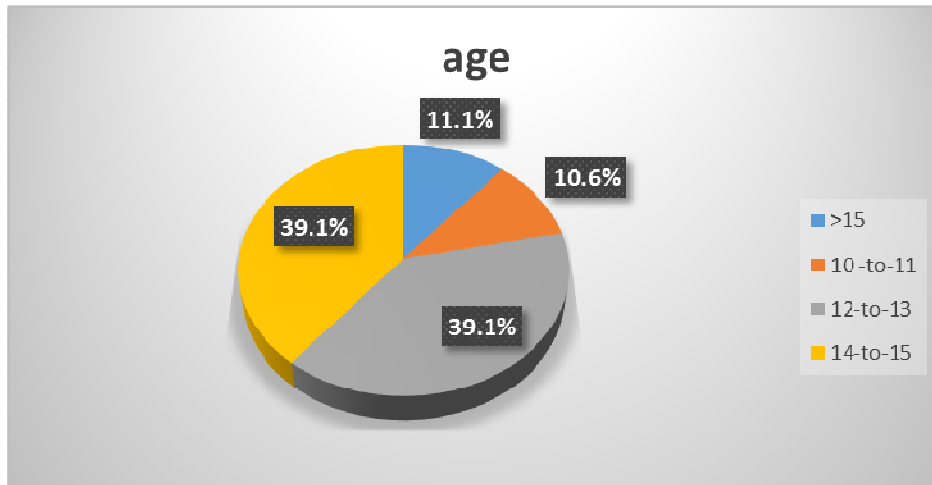
Figure 4.4: Distribution of the students by Age

The findings from the student's data revealed that, the highest number 81(39.1%) of the students participants aged between 12 to 13 with age of 14 to 15 sharing an equal frequency and percentage of 81(39.1%). In addition those between ages 10 to 11 were 23(11.1%) with only 22(10.6%) having age beyond 15 years. This implies that the majority of students were of good age and hence were reliable to provide information required abut students council involvement in various school activities.

4.3.3 Highest level of education of the respondents

The study sought to establish the highest level of education for the Head teachers and the student participants. The results are as tabulated in the Figure 4.5 and 4.6
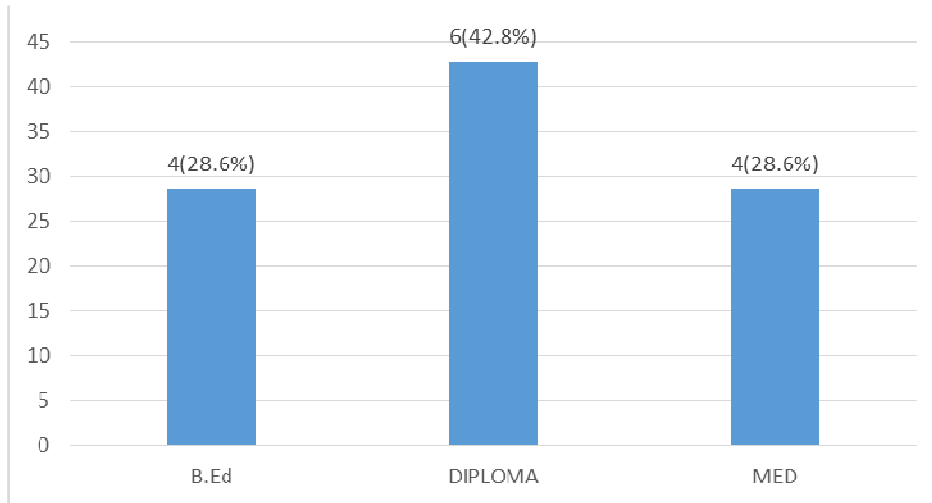
Figure 4.5: Highest level of education of the head teachers

From the findings, a higher proportion 6(42.8%) of the Head teachers had a diploma as their highest level of education while those with bachelors' degree and master's degree as the highest level of education sharing an equal percentage of 4(28.6%). This indicated that head teachers who participated had enough knowledge on the topic under study.
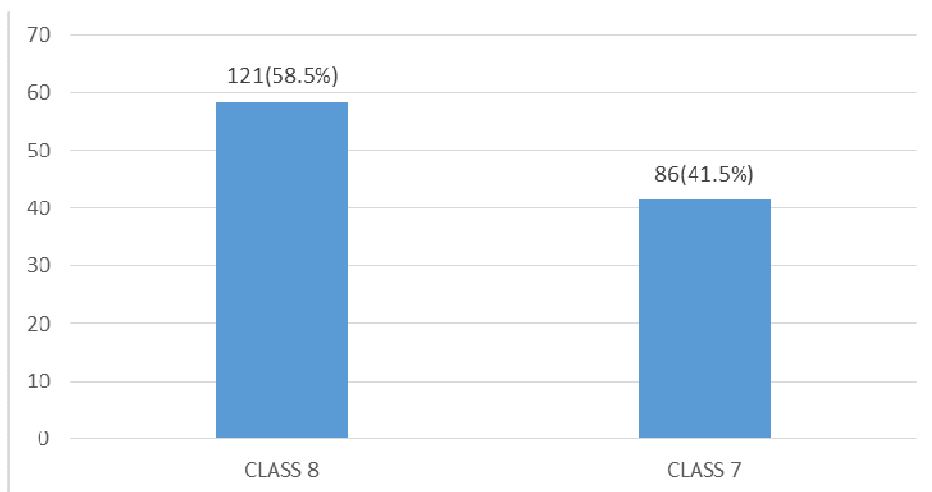
Figure 4.6: Highest level of education of the students (current class)

From the findings it was noted that highest proportion 121(58.5%) of the students'
council were in class 8 with only 86 (41.5%) being in class 7. This shows that
student who participated understood the topic under study.

4.3.4 Years served as a leader

The researcher sought to investigate total number of years the respondents had
served as the head teacher in schools and the total number of year the students had
served as leaders, the results are illustrated in figure 4.7 and 4.8
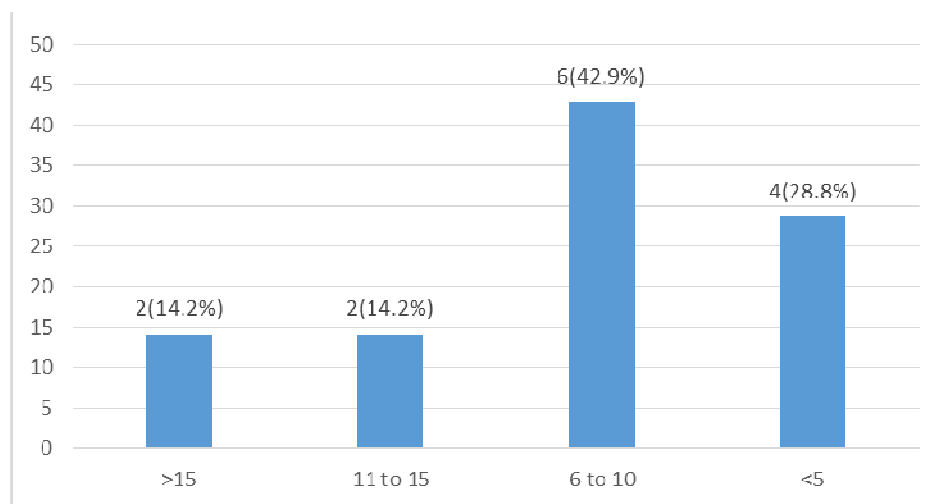
Figure 4. 7: Total numbers of years served as the head teacher

From the findings it was discovered that the majority of the head teachers 6(42.9%)
had served as head teachers for a period between 6 to 10 years, followed by those
who had served for less than 5 years 4(28.6%). Finally those who had served
between 11 to 15 years shared an equal frequency and percentage of 2(14.2%) with
those who had served for more than 15 years. This means that the head teachers were
experienced in service as leaders to give information on the topic influence of
student councils' involvement in management in public primary schools.
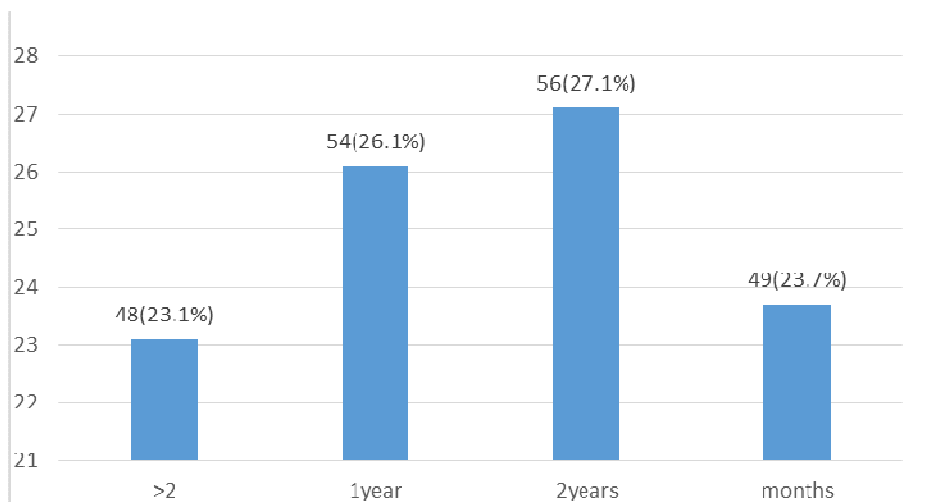
Figure 4.8: Duration of service in students' council

From the study findings the researcher noticed that the majority of the students 56(27.1%) had served as student leader for a duration of two year. 54(26.1%) had sever for one year while 49(23.7%) had served for months. However, 48(23.1%) had served for more than 2 years. This means that the students were experienced in service as leaders enough to give information on the topic under study.

4.4 Student councils' involvement in formulation of school rules and regulations

Both head teachers and students' council members were asked to indicate the extent to which they agreed with the statements on student councils' involvement in formulation of school rules and regulations using a scale of 1 to 5 where 5 strongly agree; 4 – agree; 3- undecided 2- disagree; 1- strongly disagree. The results are displayed on Table 4.2.

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Table 4.2 Extent of student councils' involvement in formulation of school rules and regulations according to the head teachers

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	Mean
Opportunity to represent other students	0(0%)	0(0%)	0(0%)	2(14.2%)	12(85.7%)	4.8
Be taught leadership skills	1(7.14%)	0(0%)	1(7.14%)	2(14.2%)	10(71.4%)	4.7
Induction	(0%)	1(7.14%)	1(7.14%)	10(71.4%)	2(14.2%)	4.8
Act as a link between the students and the management	(0%)	0(0%)	0(0%)	5(35.7%)	9(64.3%)	4.7
Involvement in the selection of councils.	(0%)	2(14.2%)	0(0%)	3(21.4%)	9(64.3%)	4.5
Involvement in designing school programmes.	(0%)	1(7.14%)	0(0%)	7(50%)	6(42.9%)	4.5
meetings with the administration regarding the school activities	(0%)	1(7.14%)	(0%)	6(42.9%)	8(57.1%)	4.6
Relate well with the staff.	(0%)	1(7.14%)	1(7.14%)	6(42.9%)	7(50%)	4.5
Provide directions and motivation to other students in the school.	(0%)	0(0%)	2(14.2%)	3(21.4%)	9(64.3%)	4.8
Never differ with the administration	(0%)	4(28.6%)	0(0%)	4(28.6%)	6(42.9%)	3.5
channel student Grievances	1(7.14%)	0(0%)	0(0%)	6(42.9%)	7(50%)	4.5
Administration to wait for students' reactions	2(14.2%)	2(14.2%)	5(35.7%)	3(57.1%)	2(14.2%)	3.0
Involved in all decision making	2(14.2%)	1(7.14%)	0(0%)	8(57.1%)	3(21.4%)	3.1

According to the analysis of the findings it is clear that the majority 12(85.7%) of the head teachers strongly agreed that students should be given opportunity to represent other students, with a mean of 4.8, the majority of the head teachers 10(71.4%) also strongly agreed that students must be taught leadership skills with a mean of 4.7, the majority of the head teachers 10(71.4%) agreed that students are normally induced before they take up their management roles. Headteachers from most schools 9(64.3%) agreed strongly that student councils must provide a link between the students and the management with mean of 4.7. In addition the majority 9(64.3%) of the head teachers agreed strongly that students must be involved in the selection of their councils with mean of 4.5. Head teachers from half of the sampled schools 7(50%) agreed that students must be involved in designing school programmes with mean of 4.5.

However, head teachers from most schools 8(57.1%) agreed strongly student councils should have meetings with the administration regarding the school activities, respondents also agreed strongly that student's councils relate quite well with the administration, teaching and non-teaching staff with a mean of 4.5. head teachers 8(57.1%) were also undecided on the statement that no decision making processes should be undertaken in the school without students' councils involvement with a mean of 3.1. These findings with mean above 3 in every statement indicate that student's involvement in formulation of school rules and regulations positively impact the performance of management team. The results are presented in Table 4.3

Table 4.3: Extent of student councils' involvement in formulation of school rules and regulations according to the student council

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	Mean
Opportunity to represent other students	1(.5%)	2(1%)	11(5.3%)	58(27.5%)	136(65.7%)	4.6
Be taught leadership skills	0(0%)	6(2.9%)	7(3.4%)	49(23.7%)	144(69.6%)	4.7
Induction	0(0%)	2(1%)	14(6.8%)	42(20.3)	149(72%)	4.8
Act as a link between the students and the management	0(0%)	2(1%)	7(3.4%)	57(27.5%)	142(68.2%)	4.7
Involvement in the selection of councils.	0(0%)	3(1.4%)	2(1%)	86(41.5%)	116(56%)	4.4
Involvement in designing school programmes.	22(10.6%)	10(4.8%)	31(15%)	35(16.9%)	109(52.7%)	4.3
meetings with the administration regarding the school activities	10(4.8%)	17(8.2%)	23(11.1%)	37(17.9%)	120(58%)	4.5
Relate well with the staff.	0(0%)	3(1.4%)	9(4.3%)	68(32.9%)	127(61.4%)	4.5
Provide directions and motivation to other students in the school.	0(0%)	0(0%)	11(5.3%)	50(24.1%)	146(70.5%)	4.8
Never differ with the administration	9(4.3%)	18(8.7%)	97(46.9%)	61(29.5%)	22(10.6%)	3.5
channel student Grievances	0(0%)	6(2.9%)	29(14%)	54(26.1%)	118(57%)	4.5
Administration to wait for students' reactions	1(0.5%)	55(26.6%)	119(57.5%)	29(14%)	3(1.4%)	3.0
Involved in all decision making	10(4.8%)	43(20.8%)	63(30.4%)	47(22.7%)	44(21.25%)	3.0

According to the analysis of the findings it is revealed that the majority 136(65.7%) of the student leaders strongly agreed that students should be given opportunity to represent other students, with a mean of 4.6, the majority of the student leaders

144(69.6%) also strongly agreed that Students must be taught leadership skills with a mean of 4.7, the majority of the student councils 'participants 149(72%) agreed that Students are normally induced before they take up their management roles (m=4.8). student leaders from most schools 142(68.2%) agreed strongly that Student councils must provide a link between the students and the management with mean of 4.7. In addition the majority 116(56%) of the student leaders agreed strongly that Students must be involved in the selection of their councils with mean of 4.4404.

The findings further reveal that a great number of students' council 127(61.4%) strongly agreed that Student councils have to provide directions and motivation to other students in the school. Most student leaders were undecided on the statement that student councils should never differ with the administration on matters regarding to their roles with a mean of 3.5. student leaders 118(57%) also strongly agreed that grievances of the students should always be channeled to the school administration by the student councils without fail (m=4.5). student leaders from most school 119(57.5%) were undecided on the statement that the administration must wait for student councils reactions from all matters that concern the student. The majority of the respondents 63(30.4%) were also undecided on the statement that no decision making processes should be undertaken in the school without students' council's involvement with a mean of 3.0.

The findings from both students and head teachers data are supported by Magadla (2007) views that student councils' in that they should be fully involved in decision making. The view is also supported by Njozela (1998) who says that head teachers

and other stakeholders should not underestimate the contributions made by students more so if they are given opportunity to develop their skills and levels of maturity. Huddleston (2007) echoes this view by saying that the range of school activities that make up the work of a school can be categorized in a number of ways, but, however it is categorized, one should expect student councils' to have opportunities to participate in each major area including rules, rewards, sanitation, curriculum and planning of development of the school.

4.5 Extent of student councils' involvement in school time keeping

The respondents were asked indicate the extent to which they agreed with the statements concerning student councils' involvement in school time keeping in a scale of 1 to 5 where5-strongly agree; 4 – agree;3- undecided 2- disagree; 1- strongly disagree . The results are displayed on Table 4.4

Table 4.4 Extent of student councils' involvement in school time keeping head teachers view

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	mean
In-charge of time keeping	1(7.14%)	2(14.2%)	0(0%)	1(7.14%)	10(71.4%)	4.7
Time keeper's importance in management	1(7.14%)	0(0%)	1(7.14%)	1(7.14%)	11(78.6%)	4.8
Discuss with administration about time keeping	2(14.2%)	1(7.14%)	0(0%)	3(21.4%)	8(57.1%)	4.5
Time keeper democratically elected	1(7.14%)	1(7.14%)	1(7.14%)	2(14.2%)	9(64.3%)	4.6
Conflicts resolutions by student council not the administration	2(14.2%)	3(21.4%)	1(7.14%)	5(35.7%)	3(21.4%)	3.9
Timekeeper be fluent in English and Kiswahili	0(0%)	0(0%)	0(0%)	8(57.1%)	6(42.9%)	4.2
Timekeeper entrusted full control of the school in absence of the administration	1(7.14%)	1(7.14%)	1(7.14%)	7(50%)	4(28.6%)	4.2

From the study findings it was discovered that a great number 10(71.4%) of the head teachers agreed strongly that there must be a student leader in-charge of time keeping in the school (m=4.7). the majority 11(78.6%) of the head teachers from various schools agreed that School time keeper is of great importance in the management of the school (m=4.8). In addition the head teachers 5(35.7%) also agreed that the administration must discuss with student councils about time keeping (m=4.5). The majority of the head teachers 9(64.3%) agreed strongly that the school time keep must be democratically elected by all the students (m=4.6). the majority of head teachers 5(35.7%) agreed that conflicts arising among students

that concern time management must be dealt with by the student council not the administration (m=3.9). 6(42.9%) of the head teachers agreed that the school timekeeper must be fluent in English and Kiswahili (m=4.2). Half 7(50%) of the head teachers also agreed with the statement that the school time keeper can be entrusted to be in full control of the school even in absence of the administration (m=4.23). The findings with the majority of statements having a mean above 3 indicate that, students' leaders' involvement in School Time Keeping impacts the school management positively and the findings are as shown in Table 4.5.

Table 4.5: Extent of student councils' involvement in school time keeping student council view

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	mean
In-charge of time keeping	0(0%)	5(2.4%)	4(1.9%)	66(31.9%)	132(63.8%)	4.6
Time keeper's importance in management	0(0%)	5(2.4%)	2(1%)	70(33.8%)	130(62.8%)	4.6
Discuss with administration about time keeping	4(1.9%)	6(2.9%)	13(6.3%)	37(17.9%)	147(71%)	4.6
Time keeper democratically elected	58(28.0%)	44(21.3%)	23(11.1%)	38(18.4%)	44(21.3%)	0.2
Conflicts resolutions by student council not the administration	94(45.4%)	34(16.4%)	40(19.3%)	19(9.17%)	20(9.7%)	0.2
Timekeeper be fluent in English and Kiswahili	1(0.5%)	19(9.2%)	31(15%)	54(26.1%)	102(49.3%)	4.0
Timekeeper entrusted full control of the school	29(14%)	45(21.7%)	39(18.8%)	50(24.1%)	44(21.3%)	3.9

From the study findings it was discovered that a great number 132(63.8%) of the students leaders strongly agreed that there must be a student leader in-charge of time keeping in the school (m=4.6). The majority 130(62.8%) of the students' leaders from various schools strongly agreed that School time keeper is of great importance in the management of the school (m=4.6). In addition the students leaders 147(71%) also strongly agreed that the administration must discuss with student councils about time keeping (m=4.6). The majority of the students leaders 58(28.0%) strongly disagreed that the school time keep must be democratically elected by all the students (m=0.2).

The majority of students 94(45.4%) strongly disagreed that conflicts arising among students that concern time management must be dealt with by the student council not the administration (m=0.2). 102(49.3%) of the students leaders strongly agreed that the school timekeeper must be fluent in English and Kiswahili (m=4.0). 50(24.1%) of the students leaders also agreed with the statement that the school time keeper can be entrusted to be in full control of the school even in absence of the administration (m=3.9).

The study findings from both head teachers and students data concur with Mungunda (2003) that the effectiveness of the use of student councils' in time keeping has not matched its popularity. He observed that different countries attach different meanings to the concept of participative management and that a meaning may be completely new to people in one country as compared to another country. For the school administration to ensure the smooth running of the school in different aspects of the school student councils' are divided into several categories

including in-charge of time keeping. They ensure punctuality is well established
and in addition to the day in day out running of the school. Student councils' must
be able to command respect from their peers and other stakeholders if they so wish
to exercise their authority in a responsible manner (Magadla, 2007).

4.6 Extent of student councils involvement in maintenance of hygiene and sanitation

The respondents were asked indicate the extent to which they agreed with the
statements concerning student councils involvement in maintenance of hygiene and
sanitation in a scale of 1 to 5 where5 strongly agree; 4 – agree; 3- undecided 2-
disagree; 1- strongly disagree. The results are displayed on Table 4.6.

Table 4.6: Extent of student councils involvement in maintenance of hygiene and sanitation head teachers findings

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree	Mean
Discussion with administration concerning school hygiene and sanitation	0(0%)	0(0%)	1(7.14%)	3(21.4%)	10(71.4%)	4.7
Importance in maintaining hygiene and sanitation	0(0%)	0(0%)	1(7.14%)	4(28.6%)	9(64.3%)	4.6
In charge of specific areas	1(7.14%)	1(7.14%)	0(0%)	0(0%)	12(85.7%)	4.8
Help keep the school clean and safe	1(7.14%)	1(7.14%)	0(0%)	5(35.7%)	7(50%)	4.6
Maintenance of hygiene and sanitation is punishment	5(35.7%)	3(21.4%)	0(0%)	3(21.4%)	3(21.4%)	0.2
Only undisciplined students take part in cleaning activities	8(57.1%)	2(14.2%)	2(14.2%)	1(7.14%)	1(7.14%)	0.1
Student's leaders serve as models	1(7.14%)	1(7.14%)	0(0%)	3(21.4%)	9(64.3%)	4.6
Administration to appoint student councils'	3(21.4%)	0(0%)	0(0%)	6(42.9%)	5(35.7%)	4.5
Appointment be based on academic performance	3(21.4%)	4(28.6%)	0(0%)	2(14.2%)	5(35.7%)	4.5

From the findings the majority 10(71.4%) of the head teachers strongly agreed that student councils and staff discuss issues concerning school hygiene and sanitation (m=4.7), 9(64.3%) of the head teachers strongly agrees that student councils are very important in maintaining hygiene and sanitation (m=4.6). 12(85.7%) of the head teachers strongly agreed that some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge(m=4.8). From the findings the head teachers 7(50%) strongly agreed that given opportunity student councils can help keep the school clean and safe without teacher's supervision (m=4.6).

However, the majority 5(35.7%) of head teacher also strongly disagreed with the statement that students feel that maintenance of hygiene and sanitation is total punishment to them (m=0.2). The findings revealed that most head teachers 8(57.1%) strongly disagreed that teachers must ensure that only indiscipline student take part in cleaning activities in the school (m=0.1). Head teachers 9(64.3%) from various schools strongly agreed that student's in-charge of hygiene and sanitation must serve as role models in maintaining cleanliness (m=4.6). 6(42.9%) of the head teachers agreed that principals and teachers must appoint student to be in charge of hygiene and sanitation. 5(35.7%) of the study head teachers strongly agreed that academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation (m=4.5).

From the findings the majority of the statements had a mean above 3. This is a clear indication that Student Councils Involvement in Maintenance of Hygiene and

Sanitation was very important in school management. The results are presented in Table 4.7.

Table 4.7: Extent of student councils involvement in maintenance of hygiene and sanitation students' leaders view

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	mean
Discussion with administration concerning school hygiene and sanitation	0(0%)	2(1%)	20(9.7%)	74(35.7%)	111(53.6%)	4.6
Importance in maintaining hygiene and sanitation	1(0.5%)	5(2.4%)	16(7.7%)	43(20.8%)	141(68.1%)	4.6
In charge of specific areas	0(0%)	0(0%)	0(0%)	51(24.6%)	156(75.4%)	4.7
Help keep the school clean and safe	0(0%)	0(0%)	32(15.5%)	69(33.3%)	106(51.2%)	4.6
Maintenance of hygiene and sanitation is punishment	95(45.9%)	31(15%)	47(22.7%)	23(11.1%)	11(5.3%)	0.2
Only undisciplined students take part in cleaning activities	103(49.8%)	47(22.7%)	27(13%)	30(14.5%)	0(0%)	0.2
Student's leaders serve as models	0(0%)	2(1%)	14(6.8%)	34(16.4%)	157(75.8%)	4.8
Administration to appoint student councils'	0(0%)	0(0%)	22(10.6%)	33(15.9%)	152(73.4%)	4.7
Appointment be based on academic performance	3(1.4%)	29(14%)	78(37.7%)	43(20.8%)	62(30%)	3.3

From the findings the majority 111(53.6%) of the students' council strongly agreed that student councils and staff discuss issues concerning school hygiene and sanitation (m=4.7), 141(68.1%) of the students' council strongly agrees that student councils are very important in maintaining hygiene and sanitation (m=4.6). 156(75.4%) of the students' council strongly agreed that some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge (m=4.7).

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From the findings the students' council 106(51.2%) strongly agreed that given opportunity student councils can help keep the school clean and safe without teacher's supervision (m=4.6211). However the majority 595(45.9%) of students' leaders also strongly disagreed with the statement that students feel that maintenance of hygiene and sanitation is total punishment to them (m=0.2).

The findings revealed that most students 103(49.8%) strongly disagreed that teachers must ensure that only indiscipline student take part in cleaning activities in the school (m=0.2). Respondents 157(75.8%) from various schools strongly agreed that student's in-charge of hygiene and sanitation must serve as role models in maintaining cleanliness (m=4.8). 152(73.4%) of the students' leaders strongly agreed that principals and teachers must appoint student to be in charge of hygiene and sanitation (m=4.7). 78(37.7%)of the study students' leaders were undecided on the statement that academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation (m=3.2).

Both head teachers' and student leaders results concur with Mathenge, (2007) findings who states that most primary schools in Kenya have student councils' in place who have student's in-charge of the compound to ensure cleanliness in classes, latrines, kitchen and the entire compound is maintained. Poster (2006) study focuses on how good it is to increase the number of student councils' in schools in that the composition and structure of the school management is inadequate to fully represent them.

4.7 Extent of student councils involvement in planning co-curricular activities

The respondents were asked indicate the extent to which they agreed with the statements concerning student councils involvement in planning co-curricular activities in a scale of 1 to 5 where 5 strongly agree; 4– agree; 3- undecided 2- disagree; 1- strongly disagree .The results are displayed on Table 4.8

Table 4.8: Extent of student councils involvement in planning co-curricular activities head teachers report

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	mean
In-charge of co-curricular activities	2(14.2%)	0(0%)	1(7.14%)	4(28.6%)	7(50%)	4.6
Involvement in planning co-curricular activities	1(7.14%)	0(0%)	1(7.14%)	5(35.7%)	7(50%)	4.6
Agree with administration before activities are done	0(0%)	0(0%)	1(7.14%)	7(50%)	6(42.9%)	4.4
Students must elect their leaders	0(0%)	0(0%)	0(0%)	5(35.7%)	9(64.3%)	4.6
Students in-charge be academically good	1(7.14%)	3(21.4%)	2(14.2%)	5(35.7%)	3(21.4%)	4.1
Students to determine who to join which club or society	5(35.7%)	1(7.14%)	3(21.4%)	1(7.14%)	4(28.6%)	0.3
Student importance in planning co-curricular activities	1(7.14%)	0(0%)	1(7.14%)	8(57.1%)	4(28.6%)	4.4
Student councils to determine fixtures	3(21.4%)	3(21.4%)	4(28.6%)	1(7.14%)	2(14.2%)	3.2
Student councils should punish other students	12(85.7%)	1(7.14%)	0(0%)	0(0%)	1(7.14%)	0.0
Students leaders should favour their friends	12(85.7%)	2(14.2%)	0(0%)	0(0%)	0(7.14%)	0.0

According to analysis of the findings the majority 7(50%) of the head teachers strongly agreed that there must a student committee in-charge of co-curricular activities (m=4.6), 7(50%) also strongly agreed that the administration must involve

student councils in planning school co-curricular activities (m=4.6). Further the analysis of the finding indicated 6(42.9%) agreed that the teacher in-charge of co-curricular activities must hold meeting with students concerned before any activities are done in the school (m= 4.4). In addition 9(64.3%) of the head teachers strongly agreed that students must elect their leaders in the field of co-curricular activities (m=4.6). 5(35.7%) of the head teachers agreed students in-charge of co-curricular activities must be academically good and able to express themselves in writing (4.1). 5(35.7%) of the head teachers strongly disagreed that students in-charge of co-curricular activities must determine who to join which club or society in the school (0.3).

The majority of head teachers 8(57.1%) agreed that student councils are very important especially in matters of planning co-curricular activities (4.4). a number of head teachers 12(85.7%) also strongly disagreed with the statement that student councils should be allowed to punish other students who fail to participate in co-curricular activities (0.0). The majority 12 (85.7%) of the Headteachers strongly disagreed that students in-charge of co-curricular activities should be allowed to favour their friends when it comes to punishment over issues concerning co-curricular activities (0.0). The findings are as shown in Table 4.9

Table 4.9: Extent of student councils involvement in planning co-curricular activities students' leaders view

Statement	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree	mean
In-charge of co-curricular activities	0(0%)	0(0%)	19(9.2%)	86(41.5%)	102(49.3%)	4.0
Involvement in planning co-curricular activities	0(0%)	6(2.9%)	11(5.3%)	55(26.6%)	135(65.2%)	4.6
Agree with administration before activities are done	17(8.2%)	20(9.7%)	50(24.2%)	80(38.6%)	40(19.3%)	4.0
Students must elect their leaders	0%	3(1.4%)	16(7.7%)	59(28.5%)	129(62.3%)	4.6
Students in-charge be academically good	13(6.3%)	31(15%0	84(40.6)	52(25.1%)	27(13%)	3.1
Students to determine who to join which club or society	70(33.8%)	56(27.1%)	49(23.7%)	12(5.8%)	20(9.7%)	0.2
Student importance in planning co-curricular activities	0(0%0	34(16.4%)	22(10.6%)	45(21.7%)	106(51.2%)	4.4
Student councils to determine fixtures	2(1%)	6(2.9%)	35(16.9%)	84(40.6%)	80(38.6%)	4.0
Student councils should punish other students	140(67.6%)	54 (26.1%)	7(3.4%)	4(1.9%)	3(1.4%)	0.0
Students leaders should favour their friends	137(66.2%)	40(19.3%)	14(6.8%)	10(4.8%)	6(2.9%)	0.0

According to analysis of the findings the majority 102(49.3%) of the students' council participants strongly agreed that there must a student committee in-charge of co-curricular activities (m=4.0). 135(65.2%) also strongly agreed that the administration must involve student councils in planning school co-curricular activities (m=4.6).

Further the analysis of the finding indicated 80(38.6%) agreed that the teacher in-charge of co-curricular activities must hold meeting with students concerned before any activities are done in the school (m= 4.0). In addition 129(62.3%) of the students' council participants strongly agreed that students must elect their leaders in the field of co-curricular activities (m=4.6). 84(40.6%) of the students' council participants were undecided on the statement that students in-charge of co-curricular activities must be academically good and able to express themselves in writing (m=3.1). 70(33.8%)Of the students' council participants strongly disagreed that students in-charge of co-curricular activities must determine who to join which club or society in the school (m=0.2). Of the students' council participants 106(51.2%) strongly agreed that student councils are very important especially in matters of planning co-curricular activities (m=4.4).

Based on the findings, the majority of the students' leaders 140(67.6%) strongly disagreed with the statement that student councils should be allowed to punish other students who fail to participate in co-curricular activities (m=0.0). The majority 137(66.2%) of the students strongly disagreed that students in-charge of co-curricular activities should be allowed to favour their friends when it comes to punishment over issues concerning co-curricular activities (m=0.0). These findings concur with a study by Nongubo (2004) in which Nongubo argues that students' involvement in the school management is still problematic although it is currently provided for by policies that govern schools.

Nongubo further states that the democratic potential of students' involvement in management is undermined. He acknowledges the fact that student councils' cannot be involved in matters relating to the conducting of examinations, evaluation of student performance, appointment of teachers and other school management matters like finances, but they can do wonders if involved in conducting issues that concern their school life in matters of clubs and societies.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study and also gives conclusions and recommendations of the study.

5.2 Summary of the study

The purpose of the study was to investigate the influence of student councils' involvement in management roles in public primary schools in Kangundo Sub County. The study objectives were to investigate extent to which students' involvement in formulation of school rules and regulations influence management in public primary schools in Kangundo Sub-county, extent to which students' assistance in school time keeping influence management in public primary schools in Kangundo Sub-county, extent to which students' assistance in maintenance of hygiene and sanitation influence management in public primary schools in Kangundo Sub-county and finally to establish how students' assistance in planning of co-curricular activities influence management in public primary schools in Kangundo Sub-county. Data collected was mainly quantitative in nature and was appropriately analyzed using descriptive statistics. Quantitative data was entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) programme. Descriptive statistics such as percentages and frequencies were used to answer research questions. Tables were used to present the data.

The study findings on Students' Involvement in Formulation of School Rules and Regulations, indicated that both head teachers and students' council strongly agreed on a great number of statements pertaining students' involvement in formulation of school rules and regulations influence management in public primary schools including : Students opportunity to represent other students, Students taught leadership skills, Students taught leadership skills, Students induction before they take up their management roles, Grievances of the students should always be channeled to the school administration by the student councils without fail among others. However, the majority of the head teachers and students participants were moderate on the following statements: The administration must wait for student councils reactions from all matters that concern the student and No decision making processes should be undertaken in the school without students councils involvement.

On Students' Assistance in School Time Keeping, the findings reveal that both head teacher and student leaders strongly agreed on the majority of the statements pertaining extent to which students' assistance in school time keeping influence management for instance both parties agreed that there must be a student leader in-charge of time keeping in the school, School time keeper is of great importance in the management of the school, School time keeper is of great importance in the management of the school, The administration must discuss with student councils about time keeping among others. Head teachers were moderate on the statement that conflicts arising among students that concern time management must be dealt with by the student council not the administration. However, student leaders strongly disagreed on the following statements: The school time keep must be democratically

elected by all the students and that Conflicts arising among students that concern time management must be dealt with by the student council not the administration.

On students' Assistance in Maintenance of Hygiene and Sanitation, the findings established that the majority of the head teachers and students' council strongly agreed with most statements on students' assistance in maintenance of hygiene and sanitation including: Some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge, Given opportunity student councils can help keep the school clean and safe without teacher's supervision, Student's in-charge of hygiene and sanitation must serve as role models in maintaining cleanliness and that academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation . On the other hand head teachers and student's leaders strongly disagreed on the following statements: Students feel that maintenance of hygiene and sanitation is total punishment to them and that teachers must ensure that only indiscipline student take part in cleaning activities in the school and that teachers must ensure that only indiscipline student take part in cleaning activities in the school.

The findings on Student Councils Involvement in Planning Co-Curricular Activities revealed that the majority of the head teachers and students participants strongly agreed with the majority of the statements concerning student councils involvement in planning co-curricular activities including: There must a student committee in-charge of co-curricular activities, the teacher in-charge of co-curricular activities must hold meeting with students concerned before any activities are done in the

school, Students in-charge of co-curricular activities must be academically good and able to express themselves in writing, Student councils are very important especially in matters of planning co-curricular activities among others. However the students and head teachers strongly disagreed with some statements on student councils involvement in planning co-curricular activities including: Students in-charge of co-curricular activities must determine who to join which club or society in the school, Student councils should be allowed to punish other students who fail to participate in co-curricular activities and Students in-charge of co-curricular activities should be allowed to favour their friends when it comes to punishment over issues concerning co-curricular activities.

5.3 Conclusions

The study findings leads to a conclusion that it is importance to have students participating in different school activities for great achievements of the school in matters like formulation of school rules and regulations, school time keeping issues, maintenance of hygiene and sanitation and planning co-curricular activities. However, the administration should not allow Conflicts arising among students that concern time management to be dealt with by the student council not the administration, students also should not be dictated by their leaders on what club or society to join. Similarly, teacher should involve all students in maintenance of sanitation and hygiene. The study also concludes that student councils should not be allowed to punish other students who fail to participate in co-curricular activities

neither should they be allowed to favour their friends when it comes to punishment over issues concerning co-curricular activities.

5.4 Recommendations

Despite the many potential benefits of provision for pupil voice, including school councils, the argument for school councils often lacks clarity. This means that school councils and related activities are often being introduced with insufficient strategic thinking in relation to the purposes they are meant to serve and without clear idea of success criteria against which they can be properly evaluated. Therefore the study gives its recommendations to different groups of people.

- Based on research findings the study recommends that, the ministry of education should come up with policies to ensure effective engagement of student's council involvement school managements including involvement in: Formulation of school rules and regulations, school time keeping, maintenance of hygiene and sanitation and assistance in planning of co-curricular activities.

- The study also recommends that, TTCs should introduce programmes that aim at educating fresh graduates at the importance of student's council involvement in primary school management.

- The study further recommends that there is need for Kenya Education Management Institute to induce programmes that will enhance teachers understanding in school management affairs in regard to student's involvement.

- The study recommends that, head teachers should come up with strategies which clearly define the importance of students council in various levels of school management including participation in formulation of school rules and regulations, school time keeping, maintenance of hygiene and sanitation and assistance in planning of co-curricular activities.

5.5 Areas of further research

Areas for further research that were identified include a similar study to be carried out on secondary schools and institutions of higher education, a similar study also should be carried out in other sub-counties in Kenya for comparison purposes.

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APPENDIX 1: INTRODUCTION LETTER

<div align="right">

Lenah M. Nzioki,

Department of Education

University of Nairobi,

P.O. BOX 92-00902,

Kikuyu.

Date ……………………….

</div>

The Headteacher,

………..Primary School.

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR STATION

I am a post graduate student at the University of Nairobi. I am undergoing a Masters Degree in Educational Administration and Planning. Your school has been sampled for participating in the study. The questionnaire is to be used to collect information on: **Influence of student councils' involvement in management in public primary schools in Kangundo Sub County.** This is to request permission to carry out the study in your school. The data collected will be purely used for academic purpose and the respondents will be treated in confidence.

Any other information relevant to the study will be much welcome.

Thanks in advance.

Yours faithfully,

Lenah Mwikali Nzioki

APPENDIX 2

QUESTIONNAIRE FOR HEADTEACHERS

Instructions

This questionnaire is designed to help investigate the influence of student councils' involvement in management in public primary schools in Kangundo Sub County. You are kindly requested to complete the questionnaire by giving your honest response. Do that by writing in the space provided or put a tick (√) where required. All information given will be used for the purpose of the study only and will be treated confidentially. Therefore kindly do not write your name.

Section i) Demographic information

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

2. What is your age bracket? In years

 20 – 30 (   )   31 – 40 (   )   41 – 40 (   )   51 – 60 (   )

3. What is your highest academic qualification?

   P1 teacher (   )   SI/Diploma (   )   B.Ed (   )   Masters (Med)   (   )

4. How long have you been a headteacher?

   Below 5 years   (   )   6-10 years (   )   11-15 years (   )

   above 15 years (   )

5. How long have you served as headteacher in the present school?

   Below 5 years   (   )   6-10 years (   )   11-15 years (   )

   above 15 years (   )

6. How many teachers do you have in your school?_____

7. How many fall under each of the professional qualifications below?

   B.Ed (   )   PI (   )   Diploma (   )   M.Ed (   )

   Others specify _____

8. How many students do you have in the school? _____

9. How do you rate in-service courses given to headteachers like MI, guidance and counselling, among others?

Very effective (   )   Effective (   )   Not effective (   )

Section (ii) Extent of student councils' involvement in formulation of school rules and regulations

In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

Key   5 – Strongly agree;   4 – Agree;   3- Undecided

        2- Disagree;   1- Strongly disagree

No.	Statement	1	2	3	4	5
10.	Students should be given opportunity to represent other students					
11.	Students must be taught leadership skills					
12.	Students are normally induced before they take up their management roles					
13.	Student councils must provide a link between the students and the management					
14.	Students must be involved in the selection of their councils.					

No.	Statement					
15.	Students must be involved in designing school programmes.					
16.	Student councils should have meetings with the administration regarding the school activities					
17.	Students councils relate quite well with the administration, teaching and non-teaching staff.					
18.	Student councils have to provide directions and motivation to other students in the school.					
19.	Student councils should never differ with the administration on matters regarding to their roles					
20.	Grievances of the students should always be channeled to the school administration by the student councils without fail					
21.	The administration must wait for student councils reactions from all matters that concern the student					
22.	No decision making processes should be undertaken in the school without students councils involvement					

Section (iii) Extent of student councils' involvement in school time keeping.

No.	Statement	1	2	3	4	5
23.	There must be a student leader in-charge of time keeping in the school.					

No.	Statement					
24.	School time keeper is of great importance in the management of the school					
25.	The administration must discuss with student councils about time keeping					
26.	The school time keep must be democratically elected by all the students					
27.	Conflicts arising among students that concern time management must be dealt with by the student council not the administration					
28.	The school timekeeper must be fluent in English and Kiswahili					
29.	The school time keeper can be entrusted to be in full control of the school even in absence of the administration					

Section (iv) Extent of student councils involvement in maintenance of hygiene and sanitation

No.	Statement	1	2	3	4	5
30.	Student councils and staff discuss issues concerning school hygiene and sanitation					
31.	Student councils are very important in maintaining hygiene and sanitation					

32.	Some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge					
33.	Given opportunity student councils can help keep the school clean and safe without teacher's supervision.					
34.	Students feel that maintenance of hygiene and sanitation is total punishment to them.					
35.	Teachers must ensure that only indisciplined student take part in cleaning activities in the school.					
36.	Students in-charge of hygiene and sanitation must serve as role models in maintaining cleanliness.					
37.	Principals and teachers must appoint student to be in charge of hygiene and sanitation					
38.	Academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation.					

Section (v) Extent of student councils involvement in planning co-curricular activities

No.	Statement	1	2	3	4	5
39.	There must a student committee in-charge of co-curricular activities					
40.	The administration must involve student councils in planning school co-curricular activities					

41.	The teacher in-charge of co curricular activities must hold meeting with students concerned before any activities are done in the school					
42.	Students must elect their leaders in the field of co curricular activities					
43.	Students in-charge of co curricular activities must be academically good and able to express themselves in writing					
44.	Students in-charge of co curricular activities must determine who to join which club or society in the school					
45.	Student councils are very important especially in matters of planning co curricular activities					
46.	Student councils have a greater say especially on co curricular activities fixtures					
47.	Student councils should be allowed to punish other students who fail to participate in co curricular activities					
48.	Students in-charge of co curricular activities should be allowed to favour their friends when it comes to punishment over issues concerning co curricular activities					

Thank you.

APPENDIX 3

QUESTIONNAIRE FOR STUDENT COUNCILS'

This questionnaire is to help investigate the influence of student councils' involvement in management in public primary schools in Kangundo Sub County. You are kindly requested to complete the questionnaire by giving your honest response. Do that by writing in the space provided or put a tick (√) where required. All information given will be used for the purpose of the study only and will be treated confidentially. Therefore kindly do not write your name

Section (i) Demographic information Data

1. What is your gender?

   Male (   )   Female (   )

2. What is your age in years?

   10 -11 ( )   12 – 13 ( )   14 – 15 ( )   Above 15 ( )

3. Which class are you in?

    7 (   )   8 (   )

4. Which class where you admitted in the school?

   Pre-school (   )   lower primary (   ) upper primary (   )

5. For how many years have you served as a pupil's leader in the school?

        Months (   )   One year   (   )

        Two years (   )   More than two years (   )

Section (ii) Extent of student councils involvement in formulation of school rules and regulations.

In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

Key   5 – Strongly agree;   4 – Agree;   3- Undecided

2- Disagree;   1- Strongly disagree

No.	Statement	1	2	3	4	5
6.	Students should be given opportunity to represent other students					
7.	Students must be taught leadership skills					
8.	Students are normally induced before they take up their management roles					
9.	Student councils must provide a link between the students and the management					
10.	Students must be involved in the selection of their councils.					
11.	Students must be involved in designing school programmes.					
12.	Student councils should have meetings with the administration regarding the school activities					
13.	Students councils relate quite well with the administration, teaching and non teaching staff.					
14.	Student councils have to provide directions and motivation to other students in the school.					
15.	Student councils should never differ with the administration on matters regarding to their roles					

16.	Grievances of the students should always be channeled to the school administration by the student councils without fail					
17.	The administration must wait for student councils reactions from all matters that concern the student					
18.	No decision making processes should be undertaken in the school without students councils involvement					

Section (iii) Extent of student councils' involvement in school time keeping.

No.	Statement	1	2	3	4	5
19.	There must be a student leader in-charge of time keeping in the school.					
20.	School time keeper is of great importance in the management of the school					
21.	The administration must discuss with student councils about time keeping					
22.	The school time keep must be democratically elected by all the students					
23.	Conflicts arising among students that concern time management must be dealt with by the student council not the administration					
24.	The school timekeeper must fluent in English and Kiswahili					
25.	The school time keeper can be entrusted to be in full control of the school even in absence of the administration					

Section (iv) Extent of student councils involvement in maintenance of hygiene and sanitation

No.	Statement	1	2	3	4	5
26.	Student councils and staff discuss issues concerning school hygiene and sanitation					
27.	Student councils are very important in maintaining hygiene and sanitation					
28.	Some areas like kitchen, latrines, classrooms and play grounds must have specific student in charge					
29.	Given opportunity student councils can help keep the school clean and safe without teacher's supervision.					
30.	Students feel that maintenance of hygiene and sanitation is total punishment to them.					
31.	Teachers must ensure that only indisciplined student take part in cleaning activities in the school.					
32.	Students in-charge of hygiene and sanitation must serve as role models in maintaining cleanliness.					
33.	Principals and teachers must appoint student to be in charge of hygiene and sanitation					
34.	Academic performance should be considered when electing or appointing student to be in charge of hygiene and sanitation.					

Section (v) Extent of student councils involvement in planning co-curricular activities

No.	Statement	1	2	3	4	5
35.	There must a student committee in-charge of co curricular activities					
36.	The administration must involve student councils in planning school co curricular activities					
37.	The teacher in-charge of co curricular activities must hold meeting with students concerned before any activities are done in the school					
38.	Students must elect their leaders in the field of co curricular activities					
39.	Students in-charge of co curricular activities must be academically good and able to express themselves in writing					
40.	Students in-charge of co curricular activities must determine who to join which club or society in the school					
41.	Student councils are very important especially in matters of planning co curricular activities					
42.	Student councils have a greater say especially on co curricular activities fixtures					
43.	Student councils should be allowed to punish other students who fail to participate in co curricular activities					
44.	Students in-charge of co curricular activities should be allowed to favour their friends when it comes to punishment over issues concerning co curricular activities					

Thank you.

APPENDIX 4
RESEARCH PERMIT

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

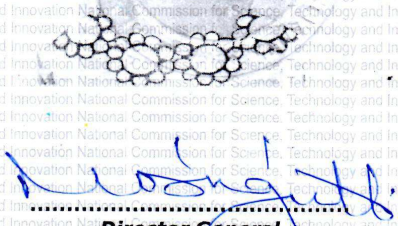**RESEARCH CLEARANCE PERMIT**

Serial No. A 5300

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. LENAH MWIKALI NZIOKI
of UNIVERSITY OF NAIROBI, 1014-90115
Kangundo,has been permitted to
conduct research in *Machakos County*

on the topic: *INFLUENCE OF STUDENT COUNCILS INVOLVEMENT IN MANAGEMENT ROLES IN PUBLIC PRIMARY SCHOOLS IN KANGUNDO SUB COUNTY, KENYA.*

for the period ending:
31st August,2015

Permit No : NACOSTI/P/15/5888/6059
Date Of Issue : 10th June,2015
Fee Recieved :Ksh 1,000

....
Applicant's Signature

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

APPENDIX 5

AUTHORIZATION LETTER

MINISTRY OF EDUCATION, SCIENCE &TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "**SCHOOLING**" Machakos
Telephone: Machakos (
Fax: Machakos
Email –cdemachakos@yahoo.com
When replying please quote

MKS/ED/CD/U/1/VOL.1

OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,
MACHAKOS

15th June, 2015

Lenah Mwikali Nzioki
University of Nairobi
P.O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

In reference to a letter Ref: **NACOSTI/P/15/5888/6059** dated **10th June, 2015** from the National Commission for Science, Technology and Innovation regarding the above subject, you are hereby authorized to carry out research on, "**Influence of student councils involvement in management roles in public primary schools in Kangundo Sub County, Kenya**" for a period ending **31st August, 2015**

Chacha C. Mwita
County Director of Education