

**FACTORS INFLUENCING STUDENTS' INVOLVEMENT IN
GOVERNANCE OF PUBLIC SECONDARY SCHOOLS IN KAJIADO
COUNTY, KENYA**

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DECLARATION

This project is my original work and has not been presented for a ward of a degree in any other University

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DEDICATION

This research project is dedicated to my wife Lorna Moipei Katei, my children Superian Katei, Sanaipei Katei, Sankan Katei and Sankei Katei and all my family members.

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I am extremely thankful to the Almighty God for the gift of life and strength during the entire period of this work. I sincerely wish to appreciate the assistance that I received from my supervisors, Dr. Jeremiah Kalai and Dr. Ibrahim Khatete, who have made it possible for me to complete this work. Their guidance and positive criticism led to the production of this work.

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ABBREVIATIONS AND ACRONYMS

BOG – Board of Governance

BOM- Board of Management

KCSE – Kenya Certificate of Secondary Education

KEMI- Kenya Education Management Institute

KSSSC – Kenya Secondary Students’ Council

KU- Kenyatta University

MOE – Ministry of Education

MOEST- Ministry of Education, Science and Technology

OST- Open Space Technology

UNESCO- United Nations Educational, Scientific and Cultural Organization

WB- World Bank

ABSTRACT

The purpose of the study was to establish factors influencing students' involvement in governance in public secondary schools in Kajiado County. The study was guided by the following objectives: examine the influence of principal's gender on students' involvement in governance, establish the influence of school size on students' involvement in governance, to determine the influence of school type on students' involvement in governance, and to identify the different modes in which students are involved in governance in public secondary schools in Kajiado County. The study employed a descriptive survey design targeting a population of 40 principals, 480 teachers and 1080 students. Participating schools were first categorized into county and district schools and then stratified according to type – boys' only, girls' only, mixed day and boarding and mixed day schools. Out of the targeted 1080 students, 115 were sampled. In addition, 24 principals and 169 teachers were also sampled to participate. Questionnaires designed for principals, teachers and another one for students were used for data collection. Instrument reliability was established at 0.74. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis using tables, frequencies, percentages, bar graphs and pie-charts. Qualitative data was put under themes consistent with the research objectives. The issues requiring open-ended questions were analyzed qualitatively. Data was then analyzed both manually and by use of Statistical Package for Social Sciences (SPSS). The study established that students' were not fully involved in school governance since they were excluded from key decision making areas of the school. It was revealed that school size had a great influence towards students' participation in school governance, meaning the higher the level of students' enrolment, the higher the level of involvement in school governance. It was also established that principals' gender had an influence on student's involving on governance. Findings also indicated that in most schools, principals appointed their prefects and it was done jointly by administrators, teachers, outgoing prefects and students. This was a clear indicator that many schools rely on teachers to appoint prefects with little or no student participation. The study, therefore, concluded that students' participation in school governance should be improved. Basing on the findings of the study, the following recommendations were made: the school administration should create awareness to all the teaching staff on the importance of students' involvement in awareness school governance, the school governing council should provide all the departments with copies of school guidelines, the school administration should ensure that the number of students represented at the school council meetings is raised from the Kenyan Constitution, and that the school governing council should create clear channels of communication for instance making good use of the suggestion box and addressing the views expressed by students through it. The researcher suggested the need for the study to be conducted in other areas.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Globally, over time, the system of shared governance has evolved to take account of more and more representation in the decision-making procedure (Moore, 2004). Due to the influence of public sector reforms in the educational sector, several authors, Kezar and Eckel (2000), Lapworth (2004), Middlehurst (2004), point out that, next to the concept of shared and participative governance, a new form of governance has emerged, that is the notion of corporate governance of institutions that has increasingly become a more dominant approach to tertiary management. According to Lapworth (2004), the rise of the corporate governance and the decline of the three shared or consensual governance can be seen to be a result of the decline in academic participation, growing tendency towards managerialism and the new environment where the schools are operating.

Education worldwide is becoming increasingly accountable to the public and therefore it can be argued that students should play a role in policy making and execution as they constitute a major stakeholder group (Altbach & Salmi, 2011). Learning occurs everywhere and is life- long. School education is just the start of preparation for life-long learning (D' Andrea, 2010). It is therefore imperative that schools strive not only to prepare students for examinations but also to equip them with necessary skills to take full advantage of the lifelong learning opportunities provided by society (World Bank, 2003).

As defined by Keogh (1999), the term school governance represents a wide definition of school leadership, including both instrumental and ideological aspects. Since so many factors cannot be controlled by executive powers alone, an open and democratic approach is the only way to a successful and sustainable leadership in a modern school. However, democratic school governance is not merely a means of survival for the school head; there are other, far more important reasons (Keogh, 1999). Existing literature shows that schools in different parts of the world differ on extent to which they involve students in governance. In the United States of America, for instance, Borgatta & Montgomery (2000) notes that high school reform efforts strongly recommend that schools model democratic principles and give student, teachers, parents and community members a significant role in school governance and the decision making process, and this has led to increased participation of students in governance.

This view should not be the case because, since students are the major consumers of the services in the schools, they should be fully involved in all matters of the school to a larger extent. On the other hand, Squelch (1999) and Magadla (2007), assert that, students can get involved in their learning institutions' governance but only to a limited extent. In his argument, on the same issue, Aggarwal (2007), postulated that, while students may not be involved in affairs interconnected to the administration of examinations, appointment of lecturers and teachers, assessment of student performance and other institutional governance matters, their responsibility should spread out into all spheres affecting their welfare, both scholastic and managerial.

Though this view appears to support student involvement in decision making, it however confines student involvement in decision making to specific areas of school life.

Huddleston (2007) asserts that, defining the limits of students involvement in this way is however not only likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning about the nature of schooling and the education system as well as in different forms of public decision-making (Huddleston, 2007). Menon (2005) carried out a study in three secondary schools about faculty, student and support staff participation in university governance. He found out that these groups constituted valuable sources of information on decisions. Respondents were found to be positive about student participation and capable of making significant contribution to quality of decisions (Zuo, 1995).

For a long period, institutional governance has been a top-down paradigm. This has now been discarded in preference of a more democratic and participatory models (Goleman, 2002). This is based on the conception of collective leadership. Collective governance does not relate leadership with the endeavor of single individual as in the conventional theories (Goleman, 2002). It focuses more accurately on a new perception of governance where responsibilities and activities are shared out across an extensive range of people within each exact context (Lumbly, 2003). Mabena (2011) suggested

that students' failure to make meaningful contributions may be found in educators' attitudes displayed towards them.

The Constitution of Kenya, 2010, Chapter Four on the Bill of Rights Part 1, clearly articulates the rights and fundamental freedoms of individuals by expressing the purpose of recognizing and protecting human rights and fundamental freedoms is to preserve the dignity of individual and communities and to promote social justice and the realization of the potential of all human beings. This is further emphasized in Part 3 of the same chapter on specific application of rights, clause 55 which states that, "The State shall take measures, including affirmative action programs, to ensure that the youth – (b) have opportunities to associate, be represented and participate in political, social, economic and other spheres of life;" Part two clause 33 asserts that, "Every person has the right to freedom of expression, which includes- (a) freedom to seek, receive or impart information or ideas. In this regard, students should be actively involved in all areas that concern them in the school governance (Republic of Kenya, 2010).

Kajiado County is a region where education literacy level is still below the average, despite the fact that education is the only most important tool for eradicating poverty in the community, students are part of school and learning process, and any form of school e.g. schools administration should provide avenues for students to learn not only academic but also leadership skills which they can acquire when involved in school governance.

According to the County government of Kajiado, there are very few schools and even the infrastructural development for school very low, cultural institutions are still very strong, where girls literacy take very low, gender sensitivity very low, many boys who are supposed to go to school are busy with pastoralism, early marriage is still rampant, genital mutilation practiced still rampant whereby immediately girls go through the process they don't think about education any more but as second wives, girls are brought up as passive adults, who are not supposed to question anything, but to follow what the husband has commanded. The climatic condition in Arid and Semi Arid Lands areas also discourages many students from continuing with their education leading to higher school dropout while problems like drought, water problems, makes girls drop out of school, where they search for water along with their mothers, many end up for early marriage instead of education because of the problem (Keogh, 1999).

Kajiado County is in the former Rift Valley Province of Kenya (Keogh, 1999). It has an area of 21,292.7km². The County borders Nairobi and extends to the Tanzania border further south. The county capital is Kajiado but the largest town is Ngong (Keogh, 1999). When considering how the governance in secondary school is run in this County, there is a great need to realize the institutional factors that influence students' involvement in governance of the schools. This is because when these factors are realized, better strategies can be adopted that aids in improving the welfare of the students. As a matter of fact students should be involved in the governance of the school so that all matters arising among them can get to the school administration for solutions

to be made. When this is done discipline prevails and performance improves in this County.

1.2 Statement of the problem

The study is premised on the principle that, people who have a hand in deciding policy tends to support that policy (Woodward, 2011). Nwachukwu (2014) assessed the influence of secondary school principals' leadership styles on students' unrest in Kajiado district, Kenya. The study established that there is changing nature of decision making in Kenya where there is increasing room for students' involvement. In spite of the many benefits of students' participation in school governance, most of the secondary schools in Kajiado district are yet to adopt the student council system.

Under the student councils arrangement, students and selected teachers would be part and parcel of decision making to ensure their interests are adopted in the administration of schools. The schools in the county have been experiencing strikes that lead to destruction of property and loss of learning time due to indefinite closure of learning institutions. The reasons given for the strikes were that the term was too long, high-handedness of the head teachers and the earlier strike by teachers (District Education Office, 2013). These are indications that students in secondary schools in Kajiado County are not adequately involved in governance of the schools. Consequently, this study sought to determine the factors influencing students' involvement in governance of public secondary schools in Kajiado County.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives:

- i) To examine the influence of principal's gender on students' involvement in governance in public secondary schools in Kajiado County
- ii) To establish the influence of school size on students' involvement in governance in public secondary schools in Kajiado County
- iii) To determine the influence of school type on students' involvement in governance in public secondary schools in Kajiado County
- iv) To determine the different modes in which students are involved in governance in public secondary schools in Kajiado County

1.5 Research questions

The study was guided by the following research questions.

- i) What is the influence of principal's gender on student's involvement in governance in public secondary schools in Kajiado County?
- ii) What is the influence of school size on students' involvement in governance in public secondary schools in Kajiado County?
- iii) What is the influence of school type on students' involvement in governance in public secondary schools in Kajiado County?
- iv) What are the modes in which students are involved in governance in public secondary schools in Kajiado County?

1.6 Significance of the study

Considering the fact that education is in line with the dispensation of the Kenya's new constitution, this study aimed at generating information that would be added to the limited information concerning the factors influencing student involvement in governance of public secondary schools. It was also anticipated that the findings from the study would be a step towards providing innovative ideas and practices in the support of students' involvement in governance.

The study findings could benefit the teachers, parents and all members of society. School administrators could benefit from the study in that they would gain a deeper understanding of the need to involve students in school governance as a way of equipping them for leadership. In addition, students' views on participation in governance may help school administrators, teachers

and other stakeholders to improve the student councils for more participatory governance. The study may be of benefit to the community and the government since by improving students' participation in governance, the discipline situation in the schools may improve, leading to improved academic achievement, school retention and completion rates. The study may also add to the existing body of knowledge on democratic governance in schools.

The research would benefit the academicians and education students with rich literature review on the factors influencing students' involvement in governance of public secondary schools. The findings, conclusions and recommendations of this study would be used to develop further research studies.

1.7 Limitation of the study

According to Kombo and Tromp (2006) limitations are conditions beyond the jurisdiction of the researcher that may place boundaries on the conclusions of the study and their application to other situations. This study was restricted by the attitudes of respondents which would affect the validity of their responses. This is because the respondents would have been tempted to give socially conventional answers to thrill the researcher. To counteract this limitation, the researcher ensured that appropriate explanation was given to the respondents so that the limitation of attitudes towards responding to questionnaires was diminished. Confidentiality was guaranteed to the respondents.

The study was limited by the fact that data was collected using a self-assessment questionnaire, which was subject to respondent bias. The researcher however tried to ensure reliability and validity of the questionnaire by conducting a pilot study and seeking opinions of research experts.

1.8 Delimitations of the study

The research was confined to head principals, teachers and students. The study was linked only to public secondary schools in Kajiado County. This means that private schools were excluded, thus the finding of the study cannot be generalized to all schools in the County.

1.9 Assumption of the study

The study was based on the following assumption:

- (i) The participants in the study could give honest responses.
- (ii) The students are aware of the key decision – making in their schools.
- (iii) Involvement of students in governance is affected by various institutional factors which can be measured using questionnaires in interviews.

1.10 Definition of significant terms

Teaching Experience – This refers to the duration in years, the teacher has been in employment since recruited to date.

Governance – This refers to the traditions and institution by which authority in an institution is exercised for the common good, which usually include the

process of safety those in authority and the capacity of those selected in the institution to manage with accountability.

Principal – is a teacher in charge of daily running of a school he or she is the head of a secondary school.

School category – refers to a school being either national; County level or sub-county

School size – This refers to student enrollment in school

School type – This refers to day or boarding, mixed, boys/girls secondary school

Students' involvement – refers to the process of including and considering the students opinions in the process of making decisions and policy formulation on student related matters.

1.11 Organization of the study

The study is organized in five chapters. The first chapter has background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, delimitation of the study, assumption of the study, definition of significant terms and organization of the study. Chapter Two has literature review of the study and sought to understand the objectives of the study by looking at the existing literature on the factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya. This chapter also comprises theoretical and conceptual framework. Chapter three comprises of the research methodology which includes research

design, target population, sampling size and sampling procedure, procedure of data collection, research instruments, and reliability of instruments, data analysis techniques and ethical consideration. Chapter four has the analysis, presentation and interpretation of data. Chapter five which is the final chapter consists of the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the review of all literature related to the study. The chapter entails the concept of student involvement in governance; school type and student involvement in forums; merits and demerits of sharing governance with students; theoretical review that examines the organizational and social change theories, leadership theories; summary of literature review and the conceptual framework.

2.2 Concept of student involvement in governance

According to Oliobia and Ohorodudu (2004), students involvement in governance in public secondary schools is paramount and an important ingredient in the performance of the school, the experience involves a wealth of experience acquired by the teachers over years of working it involves ways compelling and guiding the students on best ways to study, deal with the challenges likely to impede their performance, helping the administration in dealing with daily school and students challenges (Brichel & Haudey, 2000). Involving students in decision making, implementation, working with student leadership and allowing support from students' leadership activities it can supplement the main administration activities. This approach reduces students administration conflict, level improving performance, improves relationships and provides team work between administrative, and student for the betterment of their performance (Jeruto & Kiprop, 2011).

Menon (2005) examined the views of students regarding the extent of their involvement and their satisfaction with the degree of this participation. The study was conducted in Cyprus, based on data collected from 135 students enrolled in 2002. Berghe and Levrau (2000) found out that respondents believed that their involvement in the management of their institution was very limited. This applied to both high and low levels of decision making, even though respondents recognized that their input was greater in less important decisions. The perceived limited involvement resulted in feelings of frustration and dissatisfaction among students, with the majority of respondents demanding a higher level of participation for all three decision making situations considered in the study (Heald & Moore, 1990).

Duma (2011) explored views held by educators on the role of student leadership in the governance of rural secondary schools in South Africa. Kexar and Eckel (2000) presented the argument that although student leadership in schools is taken as a *fait accompli*, the reality is that in rural schools, this still remains a wishful thinking. The study by Jeruto and Kiprop (2011) found that there are different educator perceptions of the role that students should play in school leadership. Some educators in the study regarded student participation in school governance as critical for the democratization of the education system, while others agreed that students do have a role to play in school governance. However, the educators maintained that students' level of involvement should be limited and prescribed.

Magadla (2007) reported that the main premise of the educators was that there are certain aspects of school governance where the involvement of students would be undesirable, for example in finances and curriculum. Duma however noted that educators should not underestimate the contributions of students in school governance matters, especially when they are given opportunities to develop their skills and level of maturity. This is also in line with Mabena (2002) who suggested that where students fail to make meaningful contributions, the reason may be found in the educators' attitude displayed towards them. Okumbe (2001) concluded by the submission that it is essential for schools to establish student leadership structures and give these structures necessary training so that they can have a working knowledge of school governance.

Jeruto and Kiprop (2011) investigated the extent of student participation in secondary schools in Kenya. The study was prompted by the recurrent student unrest in Kenya; often blamed in media and research to unequal decision making opportunities in schools. Data was collected by means of a survey questionnaire distributed among 300 secondary school learners and thirty teachers. The findings revealed that though there were attempts to include views of students in school policy, such attempts were mainly tokenistic and did not extend to core management issues. Students were only allowed to participate in student welfare issues but were deemed to be immature and therefore unable to participate neither in administrative issues such as managing funds and budget nor in curriculum issues such as teaching methods or number of exams. Thus, Jeruto and Kiprop (2011) concluded that student

participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare issues.

According to Campbell (2004) secondary schools head teacher are charged with the responsibility of running schools by addressing themselves into six major administrative task, curriculum institutional trash, school community relationship task, female and business administration task, staff personnel tusk, pupil performed task and school plant task. Hoy and Misheel (2012) concurs with Campbell and adds that the building level head teacher the way figure in fostering shared government with school including students in leadership. Leithwood and Jantz (2011) focused their study on quantifying the effects of school size; on student achievement is relatively large and comprehensive.

2.3 Principal's gender and students' involvement in governance

Educational leadership has a critical role in the transformation of society, and for change to happen, effective leaders are key. Along with the widespread belief that the quality of leadership makes a significant difference to school and student involvement, there is also increasing recognition that effective school leaders and managers (principals) have to be developed if they are to provide the best possible governance for their learners. Throughout history, many have come to believe that leadership is a traditionally masculine activity. Kolb (1997) argued that if women in organizations are to emerge as leaders, it is important that they be perceived as individuals who can influence or motivate others. A look at research dating back to the 1970's indicated that

there was a tremendous amount of gender bias regarding women's achievements in the business sector.

Thomas (2004) says that research has demonstrated that there are far more similarities than differences in the leadership behaviors of women and men, and that they are equally effective. Still, women are less likely to be pre-selected as leaders, and the same leadership behavior is often evaluated more positively when attributed to a male than to a female. Bunyi (1985) found that when males were in the majority, they emerged as leaders 100% of the time. When females were in the majority, females did emerge as leaders but not beyond the expectations one would have on the basis of chance. In contrast, Schneier (1980) observed that the likelihood that a female would emerge as a leader did increase as the number of women in the group increased. Kent (1994) argued that women were slightly more likely than men to be perceived as leaders by group members when the percentage of women per group was controlled statistically.

2.4 School size and student's involvement in school governance

There is remarkable consistency among the research studies that have been reported on school size; smaller is better (Ehrich, 2013). To understand these findings one must appreciate the pressing need of children, especially the younger ones, for structure, social stability, and community support. It appears that smaller schools strengthen interpersonal relationships and sense of community. Smaller schools are also associated with stronger parental commitment and have higher rates of parental involvement. Here again, it is

consistently reported that this improves educational efficacy, no matter what its form (Henderson, 1987).

Students in small schools are involved in a greater variety of activities, including leadership, governance, sports and drama, than those in larger schools. Hamilton (1983) observed that students in the large schools were more polarized, with a group of active participants at one end of the continuum and a large group of students who did not participate in extracurricular activities at the other. In the small schools there were few students who did not participate in anything.

Researchers also report that interpersonal relations among students and teachers at smaller schools are more positive at smaller schools (Ehrich, 2013). It would therefore emerge that smaller schools would have higher rates of student participation in governance than larger schools.

Rayfield, Compton, Doerfert, Frazee and Akers (2008), in a study conducted in Arizona, Florida and Texas, established that student demographics, school size, and participation in multiple activities may explain how and why students participate in leadership development activities. These researchers noted that students in small schools tend to feel more of an attraction or pressure to participate in leadership activities. These findings are supported by previous research. For instance, Sergiovanni (1995) and Holland and Andre (1994) found greater participation in small schools than in large schools. They argued that large schools were overmanned in that there are far too many students for the limited number of positions available. Thus, many students in large

schools are reduced to spectator roles at best. Small schools, on the other hand, are undermanned. That is, there are more positions than there are students to fill them so there is at least one place for every student who wants one. As a result, students in small schools are more likely to be involved in student activities, have a greater sense of belonging, and are less likely to drop out than are students in large schools.

2.5 School type and student involvement in school forums

Anzigare (2007) did an investigation of the students' participation in decision making in secondary schools in Kakamega Municipality, Kenya established that the school type can also be in terms of community school as a public school, or government school as a public school (Provan & Kenis, 2008). When we start with community schools these are schools build, financed and managed by communities but partially supported by government, some teachers are posted by government in this schools but some are hired by parent (B.O.G) through sometimes they are not numerated well because most of them are demoralized the teachers do not concur for focus on their job of helping students very well in terms of discipline and student who attend or admitted in these schools and those rejects, as expelled from other good more established public schools, or those who got very low marks could not join good schools, or those who initially dropped out of school and have found a second chance in community schools (Young, 2000).

Heald and Moore (2010) did their study on the teacher and administrative relations in school systems, New York discovered that type of schools head

teachers do not sometime care a lot on discipline management, they do not even value student input in governing input some of this schools whose even criminals because most of them are day schools, hence supervision's low and very difficult so many students are not involved in management of school leads to poor performance (Sithole, 2008). Sometimes you find in this school there's either leadership wrangle's from the board each board member from a certain clan want to see the chairman, this kind of war spills even, to students, teachers and head teachers hence affecting parents performance (Mwangi, 2013).

The other school type were divided us national schools e.g. these are the elite institution that take the best students and have the best and more experienced head teachers and do involve a lot students in their declining by – 043 Sd (Backman & Trafford, 2007). And reaching achievement declining by -2235D these estimates indicate that school seizes has a meaningful impact on student achievement.

According to Arminio et al., (2010), schools with goods infrastructure have added advantage when it comes to performance most public schools have good infrastructure, the goal of infrastructure is to increase school attendance of student, enhance staff motivation and improve academic achievement of students, the infrastructure includes laboratories, classroom halls, open fields for games, equipment's, dormitories and sanitation facilities, clean water, and moral to increase performance, government must invest heavily to set public schools infrastructure and change the smaller schools without infrastructure to

have infrastructure so as to perform. The poorly equipped schools perform very poorly, while its top performance in the county have good infrastructure (Keogh, 2009).

According to Zippon (2011), where she used descriptive survey to enable her describe survey to enable her describe aspects of study with the target population of 3600 including 528 teachers, 1654 students and 1400 form four students with the four sample size of 360 respondents distributed proportionally under the categories 53 teachers. 160 form threes and 142 form 4, the study involved quantitative and qualitative data and she used tables to present findings of the analysis and report given she found that improved academic achievement is associated with school type which has good infrastructure and adequate facilities. School types which are small without adequate facilities perform dismally even the teaching fraternity and students are demolished (Huddleston, 2007).

2.6 Different modes in which students are involved in governance

Pascarella and Terenzinin (2005) established that student leadership involvement has been shown by many studies to have positive effects on personal development educational attainment, and the development of managerial skills. Personal development is enhanced through involvement of leadership roles because leadership practices reach into a student's self-awareness, self-concept, and self-esteem (Keogh, 2009). They argue that involvement in leadership roles has been shown to positively influence cognitive development and mastery of multiple. Moreover, such involvement

has been shown by a number of studies to positively affect the development of a student's morals, ethics, and values (Hannam, 2003). Due to their involvement in leadership roles, students learn how to handle conflict and responsibilities and become acutely aware of how their choices influence others. Student-leadership involvement has also been shown to increase the development of multicultural and diversity awareness (Goleman, 2010). It was therefore imperative for this study to determine the different modes in which students are involved in governance in public secondary schools in Kajiado County.

2.6.1 Prefects appointment

The prefect system gives a good opportunity for student participation in school management. The school principal should thus ensure that there is a functional prefect system that acts as a link between the school administration and the students. Otieno (2001) says that many schools rely on teachers to appoint prefects with little or no student participation. He says that the time has come for more democracy in line with changes all over the world. Thus, students who should be allowed to participate in choosing their prefects should identify a credible prefect system. Okumbe (2001) agrees with Otieno's views about the appointment of prefects. He explains that in the appointment of prefects, it is more appropriate to allow them.

To hold democratic elections which enables the management to acquire prefects or student leaders who help the organization meet its objectives. However, he is quick to caution that the election of student leaders should be

guided by the overall organizational effort. After the appointment of student leaders, Okumbe (2001) argues that it is of paramount importance that such leaders be thoroughly inducted by the management on their roles and the boundaries within which they should operate. He says that constant leadership seminars for them should be an in-built programme in an educational organization so that student leaders' administrative skills are further sharpened.

2.6.2 Training

Frequently prefects find themselves in an awkward situation because they are selected or appointed without any initial training on leadership roles. This problem is compounded further if no proper training and/or guidance is given after appointment. It is now generally agreed that training in leadership roles enhances effective school administration and that days of „great man theories“ are no more. The great man theories insist that leaders are born not made, that leaders have inborn traits that make them great leaders. However, due to dynamic changes in society, technology and so on, training is now emphasized. Kyungu (1999) claims that for a prefect to be accepted by students, the school leadership must facilitate his/her leadership through training, provision of a prefect's handbook, and proper delegation of duties/responsibilities. He further says that, once appointed by the school authority or elected by the pupils, prefects should undergo an initial induction course to familiarize themselves with their roles and limitations. Such induction should familiarize them with government policies especially the

legal Notice Number 40/1972 of the Education Act on the Regulation of School Discipline.

Further training should be conducted as the need arises. Therefore, although Kyungu insist on training, it is not clear in which areas of school management prefect need training, who should carry it out, the manner in which it should be carried out and by what methods. It is on this basis that the researcher embarked on this study.

In most schools, the training of prefects is conducted by the deputy principals, principals, or both. Griffin (1994) indicates that Starehe Boys Centre and school use some form of “apprenticeship” or mentoring where a prefect to be, is, put under guidance of a senior prefect. Thus, the school has an equivalent of the “on-the-job” training for prefects. Kyungu (1999) further says that as a leader, a prefect should have the following qualities: respect, good observer of school rules, a positive attitude towards his/her duty, be optimistic/inspired to lead, visionary, responsible, honesty, loyalty, punctuality, courtesy and acceptability. However, these personal attributes are not necessarily inborn or inherent. In fact most of them are acquired through administrative leadership training, which is usually highly formally organized. According to Cooper et al., (2004) established that students learn through their involvement how to work and cooperate with others. They also learn to listen to other opinions and ideas, and they find out that not everyone shares their life experiences or outlooks. Students learn how to work with a wide range of different people. Creswell et al., (2007) instituted a study to determine the development

outcomes of college students who participated in leadership activities as they related specifically to educational and personal development. Using longitudinal data from 875 students at 10 institutions, the researchers employed descriptive and multivariate analyses to assess whether student participation in leadership education and training programs has an impact on educational and personal programs shows significantly greater levels of change in the area of “social and personal values, leadership ability and skills, civic responsibility, multicultural awareness and community orientation, and leadership understanding and commitment (Cooper, Healy & Simpson, 2004).

Otieno (2001) highlights the leadership skills that each prefect requires to develop:

Planning—a prefect looks into the future and identifies activities that are desirable. This involves setting goals and determining the sequence in which activities are to be carried out. **Organizing** —this includes assembling and arranging resources required to accomplish a certain task. As regards students, the prefects give them tasks they are able to perform. **Directing** —this includes guiding the activities of students to ensure that they are in line with the set objectives. The prefects give specific instructions and examples of how to actually perform the required activities. This entails supervising the students. **Coordinating**—this is where the prefects harmonize activities of various groups and ensure that the results achieved are complementary to each other. **Controlling**—this requires that the prefects do regular periodic checks to assess progress of activities and get feedback.

2.6.3 Responsibilities

Another category where student leadership involvement has shown a positive impact is in the development of managerial skills (Kuh, 1995; Pascarella & Terenzi, 2005, Romano, 1994, 1996). Studies have shown that through the involvement in leadership roles on college and university campuses, students develop and enhance their time-management, task-management and planning skills. Studies also show that students enhance their communication, networking, conflict-management, and interpersonal skills (Lapworth, 2004). Generally, students who are involved in leadership roles on college campuses learn to develop or build-up their abilities to manage themselves and their project. They learn to meet multiple deadlines and fulfill numerous responsibilities and obligations. They also learn how to deal with and work with multiple people and tasks at the same time. Kuh (2005) examined the out-of-class experiences of college students through semi-structured interviews to determine which activities influenced students' learning and personal development. According to Love and Miller (2003) when educators work with students in schools as opposed to working for the, school improvement is positive and meaningful for everyone involved.

According to Chapman (2008) shown decisions are made as close to the student as possible, it ensures that the school management introduced changes that are student centered. Such changes require ownership that comes from the opportunity to participate in defining the change and the flexibility to adapt to individual circumstances. This perception is further strengthened by arguments put forth by Sergiovanni (2009) who adds that principals who

involve prefects in decision making on matters concerning their welfare face fewer problems as compared to those who do not. Involving students in decision making also help them develop leadership skills and the ability to plan for themselves, such capacities ensure that in the long run students can develop new ideas that might help the smooth running of the schools (D'Andrea, 2010).

Okumbe (2001) is quick to point out that the school management ought to be aware that student leaders are both part of the educational management as well as the integral part of studentship. Thus, student leaders should be careful not to get so much involved in their administrative duties at the expense of their prime duty of learning.

A research conducted by Mwangi (2013) on students' participation in governance of public secondary schools in Kigumo District in Kenya which applied a survey design, concluded that students were not fully involved in school governance and that students were excluded from key decision making areas of the schools. Participation in school and institutions of higher learning governance should be improved (Brichel & Haudey, 2010). This is because the successes of these institutions depends on how all the stake holders are handled and are involved in the institution's governance (Chapman, 2008). This means that the absence of students' involvement and participation in school governance may hamper decision making process by other stakeholders therefore making it ineffective (Mwangi, 2013).

2.6.4 Communication channels within a school system

Ozigi (1971) says that the prefect system, serves as one of the communication channels between the pupils and the school administration. He points out that the prefect system is one of the most effective ways of involving pupils directly in the administration. Thus, the procedures of communication are a two-way flow of information from top to bottom and bottom-up involving prefects. This goes in line with Max Weber's Theory of Bureaucracy.

In the top-down instruction, authority rests in the highest office (school Principal) which ensures that information flows from the principal's office down through the various levels of hierarchy (teachers and prefects) to the students. Thus, the principals set the pace and standards for school management, while the prefects implement the programmes. In the bottom-up communication or feedback mechanism, there is a relay of feedback on all aspects of administration through the various levels up the hierarchy (prefects and teachers) from students. This ensures a complete link between the staff and students as well as enabling the principal to obtain information for evaluation of managerial objectives. The school rules and regulations bind the various ranks of the hierarchy of authority and ensure order. These rules and regulations are formal and must be adhered to. The prefects are used to enforce them among students. This is coordinated and maintained by the school administration. The school administration would thus emphasize the adherence to the discipline code (formal school rules and regulations) and the laid-down procedures of communication. Within the formal set-up of school

rules and regulations, a school is supposed to have a Prefects Handbook, which is a set of rules to guide the conduct of prefects while carrying out their roles to ensure harmony and smooth communication between the school administration and students. However, if such rules and regulations were absent or not adhered to, then the prefects would find carrying out their roles difficult. Furthermore, if there was a breakdown in communication between the various organs of the school, then the functioning of the prefect body would also be jeopardized. For instance, this may lead to disciplinary problems in schools. More often than not, communication from prefects to other students is intended to inform and persuade them in order to produce results. Inability to disseminate information correctly would cause misinformation, confusion and frustration, which would lead to poor implementation of instructions.

Prefects need to be effective listeners. This is because they receive information from teachers and students. Effective listening involves concentration and understanding in order to get a mental grasp of the facts clearly. Carlos (1993) gives the following suggestions for effective communication: the message must be clear; it must be straight forward and logical. It must be complete and must provide all needed information. It must be concise, brief and correct and must avoid exaggerations, generalizations or conclusions.

2.6.5 Decision- making within a school setting

Principals of schools have for a long time considered themselves as custodians of critical organization elements, decision-making, organizational structure, information and personnel. However, as Lunenberg (1992) puts it, with empowerment, these critical elements are more likely to become collegial decision-making, consultative framework, shared information and increased group processes. The rationale for school empowerment as process used to facilitate student-centered decisions based on the proposition that decisions should be made at the lowest possible level.

Chapman (1988) says empowerment of prefects requires recognition, authority, responsibility and commitment necessary to sustain improvement. Three basic philosophical foundations that support prefect's empowerment as an effective management process include, change should be student-centered and therefore decisions should be made as close to the student as possible. Change requires ownership that comes from the opportunity to participate in definite change and the flexibility to adapt to individual circumstances, and knowledge is power, effective decisions require good and timely information.

Blumberg (1969) speculates that where efficiency depends on continued coordination and interaction of persons, a decision produced by the three groups (administrators, teachers and students) would always be superior to one produced by even the most capable of individuals.

Administrators and teachers should be flexible and resourceful in meeting prefects needs, maintain a supporting environment for prefects learning, and provide facilitative leadership. Prefects should also be actively engaged in the educational process. According to Griffin (1994) the role of students in schools has been limited, teachers often handpick student leaders and this often results in resentment from the rest of the student body.

These leaders would be seen as spies who cannot be trusted to communicate the student's wishes. Therefore, communication breakdown would begin at the level of students talking to their peers and this gradually would transcend to the ability of students to communicate with their teachers. What eventually could emerge is a very poor or lack of communication between those who form the bulk of the school population and their managers.

Students are in unique position to make positive contribution to the improvement of the educational programmes and to the operation of a more effective school system. The participation of students in decision-making should be considered part of the educational process. As appropriate to the age of students, class or school governments, organizations such as student councils and a student board of education may be formed to offer practice in self-governance and to serve as channels for the expression of student ideals and opinions.

School management should take into consideration student opinions in establishing policies, which directly affect programmes, activities, privileges and other areas of student concern. Students feel accepted and loved if they are

given a chance to participate in decision-making in the school concerning their welfare.

Sergiovanni (1995) states that principals who involve prefects in decision-making on matters concerning their welfare face fewer problems as compared to those who do not. Baker (2000) states that student's involvement in decision-making, helps to develop their leadership skills and ability to plan. In the long run, such students can come up with ideas that might help the smooth running of the school. Sergiovanni (1995) also states that involving students in decision-making creates a sense of ownership to the students. The students feel that the school is part of them and therefore do everything possible to boost and maintain the reputation of the school.

The morale of students in all activities is boosted when they are involved in decision-making. The principal of Kamama Secondary School in Eastern Province in an interview with the Standard Newspaper of 7th June 2005 says: For students in a school to be disciplined, students, teachers and parents should be involved in decision-making." He says that at his school, students are consulted when decisions are made. He cites a case where before the school bought a school bus the views of the students were sought. He says the students were unanimous that the idea was good and thus the school went ahead and bought the bus. He concedes that involving students in such matters makes them feel responsible.

2.6.6 School discipline

Principals are confronted with perpetual problems of carrying out the incompatible roles of counseling and disciplining students. The counseling role deals with the provision of support, encouragement and advice to students whereas the disciplinary role deals with the dispensing of punishment, reporting to law enforcement agencies suspected illegal activities, and expulsion.

With the decline of the influence formerly exerted by other institutions such as churches and the family, schools almost solely are left with the task of nurturing and educating the young. According to Hinkcox and Jacobson (1996), the lack of coherent social values, changing moral ethics and complex social problems, students are vulnerable to adverse influences that distort their attitudes towards study and discipline.

Discipline is a term derived from the word disciple: disciples of Jesus were his pupils who followed his instructions obediently. They learned to do and follow what their Master told them in respect to the Kingdom of God. The word became applicable in the school sense to mean „obedient follower of the teacher. Presently, the word discipline is used to mean maintaining order in the school or any other institution or organization. It is sometimes used to mean punishment.

Muthamia (2000) says to discipline is to shape or mould the identity of a child, often by example, at times by insistence on certain actions or modes of

behaviour expected to be adhered to and occasionally admonishing the child to reinforce the method. Discipline is largely the responsibility of the principal.

If the principal is a lax disciplinarian, the control of the teachers and prefects over students throughout the school is slack and perhaps ineffective. However, in most secondary schools, the deputy principal is the head of the disciplinary committee in charge of discipline and prefects: he/she supervises them in their duties and controls punishment given. The prefects system is very important in the maintenance of student discipline in the school. The prefects are close to the students and therefore deal with discipline cases at the grassroots level. They are the bridge between the staff and student community. Prefects can thwart even planned strikes. Otieno (2001) gives the following pieces of advice as regards the role of prefects with reference to discipline: all prefects should take collective action whenever they come across cases of indiscipline; prefects involved in school outings are responsible for the discipline of the party and that classroom discipline is important for effective learning; and class prefects should ensure that students maintain silence while in class. Consequently this study sought to investigate the factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya.

2.7 Summary of literature review

Okumbe (2001) was of the view that it is very important to involve prefects in school governance. Okumbe says that, their involvement in educational leadership has been due to their closeness to their colleagues in their learning environment.

Ozigi (1971) says that prefects act as a link between the school management and the students' body thus facilitating communication between the two. Sergiovani (1995), on the other hand, states that school principal should involve prefects in decision-making on matters that affect the students' welfare. Baker (2000) adds that students' involvement in decision making helps them to develop leadership skills and the ability to plan.

The reviewed studies by MOE Task force (2001), Wanjiru (1999), Munyao (2003) and Shikami (2000) all dealt with matters related to the school management in different parts of Kenya. Muli (200) addressed the issues of the role of prefects in school governance with reference to Public secondary Schools in Machakos Central Division. There was, however none of the reviewed studies that addressed the issues of the factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya. Therefore, this study addressed the gaps the above reviewed studies.

2.8 Theoretical framework

The general system theory is based on the work of Ludwig Von Bertalanffy: for example, from a biological point of view, an organism is an integrated system of interdependent structures and functions. From a school point of view, school is a social system where you find the board, principal, deputy, teachers, students, student leader, resource materials, finances etc. The system transforms the inputs into output products. For example, a school transforms students to skilled labourers. For this to occur, the sub-systems e.g. teachers, board, students and parents must be coordinated and work together. Okumbe (2001) points out that the social systems theory was developed from the social theory to explain social changes and human interaction in organizations.

All the subsystems have important properties and they perform unique roles to help achieve the goals. Therefore, student's leaders (prefects) are equally important if the school is to be successful. The researcher is trying to investigate some of the factors influencing students' involvement in governance of public secondary schools. In this study, the influence of head teachers' gender and administrative experience; size of the school; school category and forms of students' participation in governance in public secondary schools: perhaps they could add value to the school success. That is why systems theory has been chosen by the researcher to show the relationship within the system.

Some of this “relational organizing” is seen in other models such as the following that look at organizational and social change theories. This review of literature highlights a trend toward new non-hierarchical models in the research on organizations. The four presented are Kotter’s (1996) Eight Stage Model, the Higher Education Research Institute’s (1996) Social Change Model, Owen’s (2000) Open Space Technology, and Allen & Cherrey’s (2000) four analogies. These models provide different lenses through which to view change. Although the founders of SLP did not indicate any “formal” change model guiding the group’s development there are elements of the following that are evident in SLP.

First, the Eight Stage Process of Creating Major Change (Kotter, 1996) includes the following steps: (a) establish a sense of urgency; (b) create a guiding coalition; (c) develop a vision and strategy; (d) communicate the vision; (e) empower broad based action; (f) generate short-term wins; (g) consolidate gains and produce more change; and (h) anchor new approaches in the culture. Kotter (1995) points out that major change effort often start with just one or two people, but "nothing much worthwhile happens" unless the number of leaders expands exponentially (p. 62).

The Social Change Model (Higher Education Research Institute, 1996) is a leadership and change theory that describes a normative process of creating social change. Seven values- based skills are defined and placed within a developmental process that focuses on the relationship between an individual and his or her community. These seven values are labeled the 7 C’s. The first

three values are consciousness of self, congruence, and commitment. These are considered individual values.

The second set of values includes collaboration, common purpose, and controversy with civility. These are considered the group process component of the model and focuses on leadership competencies needed to facilitate group development and change between oneself and others. The final C or value is citizenship which is a community or societal value. This model has been adapted and used by college campuses around the US. The Social Change model is symbolically presented in Figure 2.1.

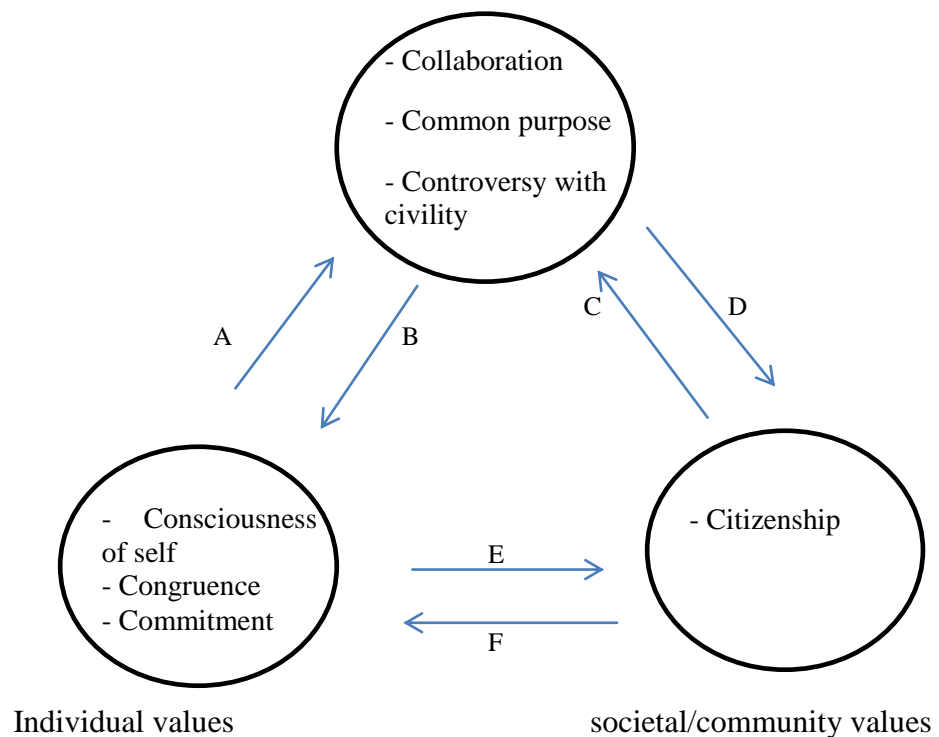


Figure 2.1: The 7C's organized by level of focus

Adapted from: The Social Change Model of Leadership Development Guidebook Version III, Higher Education Research Institute, 1996.

The model promotes the values of equity, social justice, self-knowledge,

personal empowerment, collaboration, citizenship, and service. The model is rooted in collaboration and concerned with fostering positive social change, and examines leadership development from three different perspectives, the individual, the group and community or society (Higher Education Research Institute, 1996). The social change model works as a leadership model, it works as a change model, and it can serve as a frame for many change activities (Middlehurst, 2004). The Social Change model is also appropriate in relationship to SLP as they work with the individual in developing leaders, the larger group and community through all of their programs.

The third organizational model is called Open Space Technology (OST; Owens, 2007). OST includes Four Principles and One Law which guide the process. “The four principles are: Whoever comes is the right people. Whatever happens is the only thing that could have. Whenever it starts is the right time. When it’s over, it’s over” (p. 95).

The first principle reminds people of the obvious fact that those present are the only ones there. It is essential to concentrate on those who are there. The experience is that, in some strange way, the group present is always the right group. In more practical terms, it has been discovered that if the group is deeply involved in the issue at hand and excited by the possibilities, that involvement and excitement are contagious, and others would soon join in.

However, if all the time is spent in telling each other that the group is neither right nor competent, it is always the case that the group lives down to its expectations. The Law of Two Feet briefly stated, this law says that every individual has two feet, and must be prepared to use them. Responsibility resides with exactly one person each participant. Individuals can make a difference and must make a difference. If that is not true in a given situation, they, and they alone, must take responsibility to use their two feet, and move to a new place where they can make a difference (Owen, 2000).

SLP concentrates on those who are there believing those are the right people and helping them reveal their leadership gifts and empowering them to use these gifts. SLP utilizes a similar philosophy of involvement and excitement as OST, calling it “passion.” I discussed more about other principles and how they tie into the program model in chapter four.

Finally, there are four analogies that are presented by Allen and Cherrey (2000) that fall under organizational change in a networked world. The first analogy is wet sand similar to networks that resists force, but like wet sand, if one patiently stands, their imprint appears; similarly in leadership your influence would be felt. The second analogy is birds on a wire—each time birds take off those left behind ruffle their feathers and settle back down until finally after the third or fourth “flight” all the others follow suit. Similarly like birds, in human networks we need to continue to influence the process over time. As the leading behavior is modeled with humans after time those left behind would follow. The third analogy is yeast activated through the mixing

process of having the right combination of people and conditions. The fourth analogy is that of a beneficial virus. A virus spreads through contact and the quality and quantity of our relationships allow us to impact the network through our influence. Two of the four analogies, especially, can be used to explain what happens with SLP: yeasts and viruses. Like yeast SLP has had the right combination of people in terms of the four founders and their individual gifts to create the movement. Similarly like a virus they also had the right conditions within colleges for their ideas to be activated. SLP's viral affect has spread quickly impacting many communities. Understanding these social change theories is important as SLP acts as a catalyst for the transformation of individuals (Heald and Moor, 2010).

Student leaders in wider political activities and in university governance structures are an important aspect of institutional life (Baules & Bosworth, 2012). They are involved in institutional governance for different reasons, ranging from career and academic aspirations to highly personal reasons to get access to the job market. By giving the students the necessary skills on democracy, it is both beneficial to the student and to the society thus resulting in high level of value for institutions as educational experience providers (Andrew, Duncombe & Yinger, 2012). Therefore as members of the community the student leaders engage in activities that may bring change in the institution since the major aim of the university is to transmit knowledge. As the student involve in decision making at this level, they are introduced to the academic life and research which are core components (Lumby, 2013).

In Kenyatta University, for instance the president and the secretary- general attend the senate meetings where they contribute in the decisions made about the students and the university (Mabena, 2011). By being members of the senate the student leaders gain more knowledge about decision making and the board 23 members get an opportunity to see the impact of student involvement in the decisions made. Student participation can also have an influence on the quality of educational end product of the university (Chapman, 2008).

By participating in the committees the student leaders can facilitate the evaluation of the curricula and the teaching practices through the identification of the shortfalls in the HE programs and instruction (Lee, 1987 cited in Menon, 2005). It also argued that by closely involving students in quality control means obtaining direct feedback from the consumers of education. They have a complete overview of the complete curriculum (Echina, 2000 and Huppertz, 2006).

The student leaders are best placed to give important feedback in several aspects of the curriculum. Student leaders have many ideas and suggestions and the university has a duty to find out or listen to their experience (Zippon, 2011). In the representative model, the students gain by participating in student governance in that they have improved self- discipline, increased development of multicultural view, a better acceptance of diversity and divergent thinking, a better understanding of complex organizations and democratic ideals, and a good avenue for the students to realize a democratic

process (May, 2009, Pascarelli & Terenzini, 2005 and Boland, 2005). Students who are in leadership positions gain a lot of knowledge about structure and politics of a large non-profit organization such as a university. Through their participation in the committees, they learn how to express and defend well- founded opinions in meetings. The student leaders given opportunity experience a certain level of control over their own decisions (Sergiovanni, 2005).

Students are empowered by this and can confidently be actively involved in discovering other areas of improvement (Visser et al, 2008). This involvement also improves the relationship between the students and the administrators. The university as a national instrument; the students are introduced to democratic ideals and practices (Lee, 2007). McGrath, 1970 also proposes that, students being consumers of education, they are entitled to participatory rights in managerial processes and practices at their institutions. This view corresponds to the current trends in HE, associated with the adoption of a marketing orientation by tertiary institutions. The view draws attention to the importance of meeting the consumer needs if the university is to survive and compete in the market (Menon, 2005).

Lizzio & Wilson, (2009) in their study, posits that the merits of involving students in the running of the affairs of institutions are generally described from one of the three perspectives namely: functional, developmental and social. Whatever the students involve in should be beneficial to the university, to the student and also to the society. As noted in (Sabin and Daniels, 2001 in

Lizzio & Wilson, 2009), the merits of sharing governance from the functional perspective brings about enhanced accountability in terms of transparency of policy and decisions, evident deliberation in relation to consideration of the stakeholder views and learning from experience. By involving students in quality control means obtaining direct feedback from the consumers of the education.

The students are more concerned about what they get in return in an environment of competitive market. As the university is more market oriented, the students have the right to question how the money they pay is used within the university. The university therefore gets direct feedback from the consumers of the products. Due to the competitive market the students have the freedom to choose the best provider. The university is therefore forced to come up with new innovations in the kind of programs they have to offer. The students have an opportunity to choose from a variety of courses and schools. However there are also negative feelings about involving students in the governance of the university. McGrath, (1970) cited in Sanseviro (2006), identified five objections to student participation; dominance of the academic society by the students, student maturity, student attrition/brief involvement, ignorance of professional values, interference with student academic and employment pursuits. In most cases the meetings are called when the students are in the class and so have to either miss the lectures or the meeting.

2.9 Conceptual framework

The conceptual framework of the study examined the independent and dependent variables. The conceptual framework on factors influencing students' involvement in governance was presented in figure 2.2.

Figure 2.2 shows the relationship between dependent and independent variables that may influence students' involvement in governance of public secondary schools and the process of bringing out the intended outcomes.

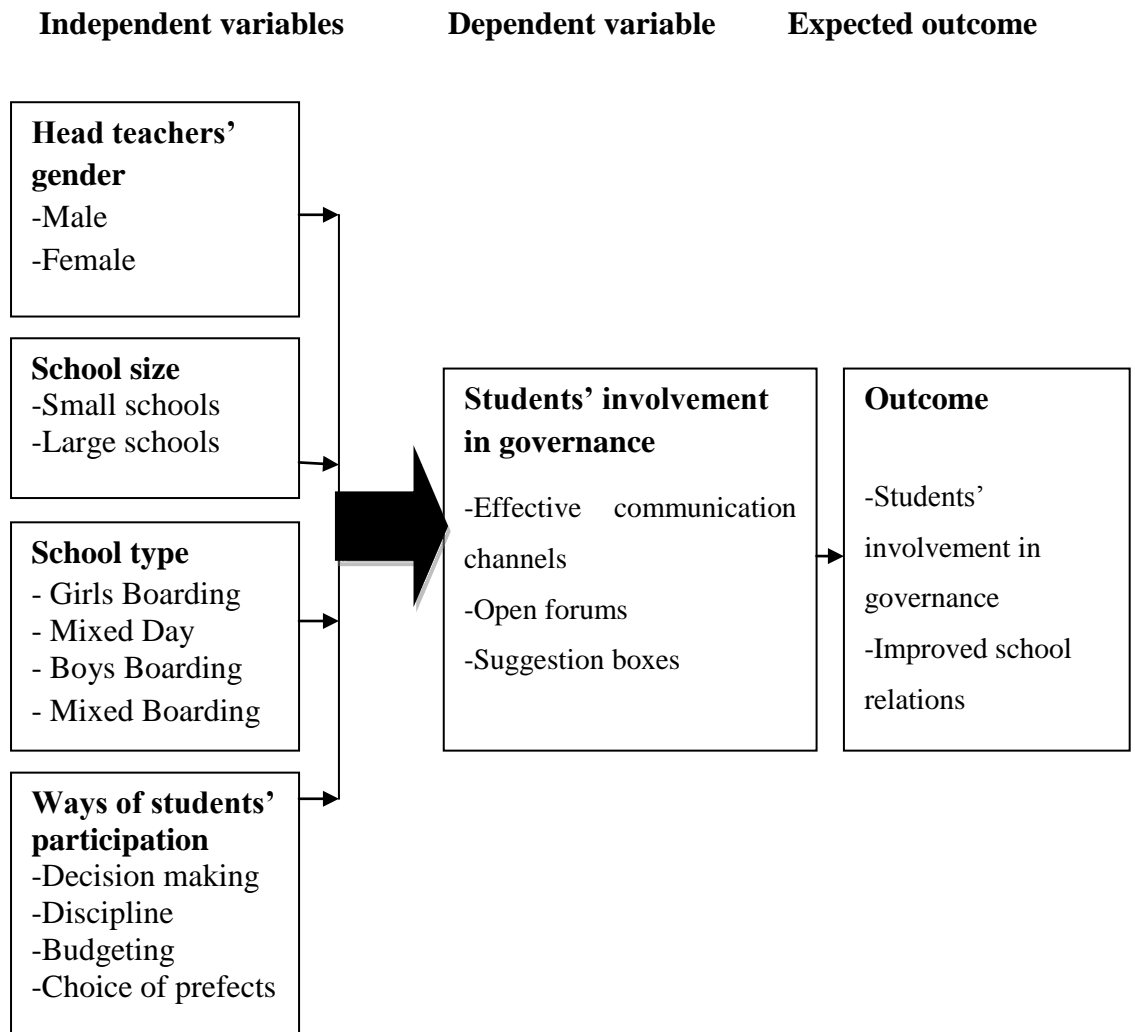


Figure 2.2: Conceptual framework

The independent variables of the study were the head teachers; gender and administrative experience; size of school; school category and type and the form of students' participation. These variables have profound influence in students' involvement in governance of public secondary schools.

It is expected that in schools where students are involved in school governance, to have less administrative problems are experienced, there is improved school learning climate and good relationship amongst all stakeholders; and vice-versa for those schools which do not involve their students in governance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study was designed to investigate the factors influencing students' involvement in governance of public secondary schools in Kajiado County of Rift Valley region. This chapter provides an outline of how the study was carried out. It defined the research design; the target population; sampling technique; research instrument and their validity and reliability; piloting; data collection procedures; and the plan for the analysis of data.

3.2 Research design

This study adopted a descriptive design to solicit both quantitative and qualitative data. According to Cooper and Schindler (2008), descriptive research designs gather data at particular point in time with the intention of describing the nature of existing conditions or identifying relationships that exist between specific events. The major sources of information here are physical settings, records, documents objects, materials and people directly involved. Additional data may be obtained from newspapers, photos and people who have knowledge of the situation but were not directly involved.

3.3 Target population

Borg and Gall (1989), define population as all members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result of his study. Defining the population to which the inquiry is addressed is important as it affects decisions that the researcher must take

about sampling and resources. Kajiado County has a total of 42 public Secondary schools. The schools have a population of 40 head and deputy teachers, 480 teachers and 1080 students. Therefore, the target population of the study was 1600 respondents (County Enrolment Report, 2015).

3.4 Sampling size and sampling procedure

According to Gay (1992) a researcher selects a sample due to various limitations that may not allow researching the whole population. From the targeted study population, a representative sample was determined using the guidelines by Kathuri and Pals (1993) which is used to calculate a sample size from a given finite population such that the sample would be within plus or minus 0.05 of the population proportion with a 95 percent level of confidence.

The sample size determination is as per the equations using Fishers' formula 1998

$$n = \frac{Z^2 p(1-p)}{e^2}$$

Where:

- i. Margin of error (e) on the estimate, as specified by the investigator.
- ii. Confidence level (1-level of significance)
- iii. Proportion (or percentage) of the sample that have (or expected to develop) the condition of interest (Kothari, 2004).

Z is the Z value for the corresponding confidence level (i.e., 1.96 for 95% confidence);

e is the margin of error (i.e., 0.05 = ± 5%) and

p is the estimated value for the proportion of a sample that have the condition of interest.

P= 50% (the most conservative estimate) =0.5

$$n = \frac{1.96^2 p(1-p)}{0.05^2} \quad n = \frac{1.96^2 0.5(1-0.5)}{0.05^2} \quad n = \frac{3.8416 * 0.25}{0.0025} \quad n = \frac{0.9604}{0.0025} \quad n = 384.16$$

$$n=384.16$$

The sample size was adjusted using the formula by Yamane (1967) which was recommended for a population of below 10,000 in view of this study where the population of students in all schools plus the teachers, which comprised of more than 1,000 and less than 10,000 population size.

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where

nf= desired sample size

n=calculated sample size

N= estimate of population in study area

$$n_f = \frac{384}{1 + \frac{384}{1600}}$$

n_f = 310

The sample population comprised of 310 respondents who comprised of students (115), head teachers and deputy head teachers (26), and teachers (169) of the selected schools.

Table 3.1: Sampling frame

Respondents	Population	Sample size
Principals/Deputy principals	40	26
Teachers	480	169
Pupils	1080	115

3.5 Procedure of data collection

The researcher first obtained an introductory letter from the University and a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). After which a courtesy call was made to the identified respondents. The researcher with the assistance of a research assistant carried out the data collection process. Introductions were done by the researcher to the public secondary school heads, teachers and students and informed them of the purpose of the research. The respondents were given

instructions on how to fill the questionnaires. After that, the questionnaires were distributed to the respondents, who were given adequate time to respond.

3.6 Research instruments

Research instrument refers to devices used to collect data such as questionnaires, tests, structured interview schedules, survey, observation and checklists (Seaman, 2011). Polit and Hungler (1997) define a questionnaire as “a method of gathering information from respondents about attitudes, knowledge, beliefs and feelings”. Therefore, the study used a semi structured questionnaires which entailed open and closed ended questions. This questionnaire was used to collect data from students on the factors influencing students’ involvement in governance of public secondary schools in Kajiado County.

3.7 Validity of instruments

Validity refers to the extent to which a list or instrument measures what it is intended to measure (Mbwea 2008). Validity is also defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions help to establish content validity (Wilkinson, 1991). As such, assistance was sought from the supervisors and other experts from the schools, in order to help improve content validity of the instruments.

3.8 Reliability of instruments

An instrument is considered reliable when it can measure a variable accurately and consistently and obtain some results under the same conditions (Orodho 2004). Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires were made to make a judgment on their reliability. Test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation coefficient of 0.6957 was obtained. A correlation coefficient 0.7 or higher is accepted as recommended by Mugenda and Mugenda (1999).

To establish validity, the research instrument was given to experts who were experienced to evaluate the relevance of each item in the instrument in relation to the objectives. The same were rated on the scale of 1 (very relevant) to 4 (not very relevant). Validity was determined by use of content validity index (CVI). CVI was obtained by adding up the items rated 3 and 4 by the experts and dividing this sum by the total number of items in the questionnaire. A CVI of 0.833 was obtained. Oso and Onen (2009), state that a validity coefficient of at least 0.70 is acceptable as a valid research hence the adoption of the research instrument as valid for this study.

The questionnaires used had Likert scale items that were to be responded to. For reliability analysis Cronbach's alpha was calculated by application of SPSS. The value of the alpha coefficient ranges from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = poor, 4 = excellent).

A higher value shows a more reliable generated scale. Cooper and Schindler (2008) indicated 0.7 to be an acceptable reliability coefficient. Since, the alpha coefficients were all greater than 0.7, a conclusion was drawn that the instruments had an acceptable reliability coefficient and were appropriate for the study.

3.9 Data analysis techniques

Data analysis was based on the research questions designed at the start of the research. Completed questionnaires were checked and edited for completeness and consistency. The data was then summarized, coded, edited and then the information synthesized to reveal the essence of data. The issues requiring open-ended questions were analyzed qualitatively. Data was then analyzed both manually and by use of Statistical Package for Social Sciences (SPSS) (Mugenda & Mugenda, 2003). In interpreting the results, the frequency with which the idea may appear was interpreted as a measure of importance using tables, percentages and frequencies, bar graphs and percentages, (Mugenda & Mugenda, 2003).

3.10 Ethical consideration

The constitution of Kenya 2010 (ROK 2010) acknowledges that the bill of rights is integral part of Kenya's domestic state and it is the framework for social, economic and cultural policies. In light of this, the researcher adhered to all demands of ethical consideration in relations to the respondents which include; informed consent, confidentiality, and anonymity.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is a presentation of results and findings obtained from field responses and data, broken into two parts. The first section deals with the background information, while the other section presents findings of the analysis, based on the objectives of the study as explored by the questionnaires where both descriptive and inferential statistics have been employed.

4.2 Response rate

A total of 26 principals' questionnaires, 169 teachers' questionnaires and 115 students' questionnaires were issued to the respondents. For the principals' questionnaires, 24 were returned back dully filled in, representing 92.3 percent. For the teachers, only 120 questionnaires were returned back, representing 71.0 percent. Besides, the students' questionnaires that were returned back added to 90, giving a total of 78.3 percent. The overall return rate was 234 out of 247 representing 94.7 percent. The return rate was considered credible to make conclusions for the study (Best & Kahn, 2006). The data collected was tabulated as per the questionnaires systematically covering all the items as per the research objectives.

4.3 Demographic information

The demographic data sought to establish the general information of the respondents. From the questionnaire, the following demographic statistics were established, gender of the respondents, age bracket of the respondents,

years worked in the organization and the education of the respondents. They are explained in the subsections.

4.3.1 Distribution of respondents by gender

Gender was considered important in this study because it directly or indirectly influenced the involvement of students in governance of public secondary schools in Kajiado County, Kenya.

This section also shows the gender disparity in the principals and teachers to determine whether there are more male principals and teachers in Kenyan schools than females. One gender dominating in a given school can influence the involvement of students in governance of public secondary schools in Kajiado County, Kenya. Both male and female respondents were to indicate their gender and data recorded in figure 4.1.

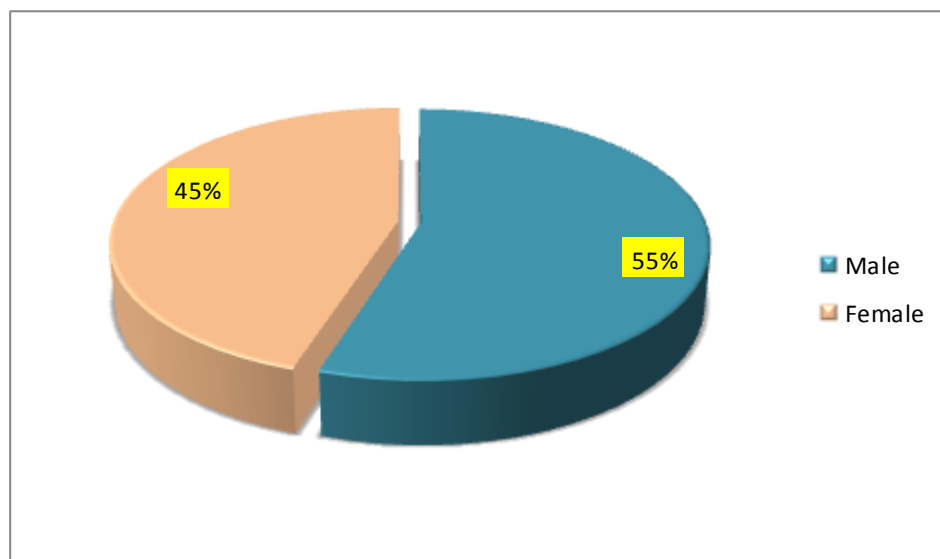


Figure 4.1: Gender of the respondents

From the findings as indicated in Figure 4.3, the majority were male respondents. The study deduced that there were more male respondents than female respondents. These findings indicate that there is still a gap in governance. Throughout history, many have believed that leadership is a traditionally masculine activity. A look at research dating back to the 1970's indicated that there was a tremendous amount of gender bias regarding women's achievements in the business sector. Kolb (1997) argued that if women in organizations are to emerge as leaders, it is important that they be perceived as individuals who can influence or motivate others. Thomas (2004) says that research has demonstrated that there are far more similarities than differences in the leadership behaviors of women and men, and that they are equally effective.

4.4.3 Age brackets of the respondents

The age of the respondents was also a factor to consider. Data from the respondents are shown in figure 4.4.

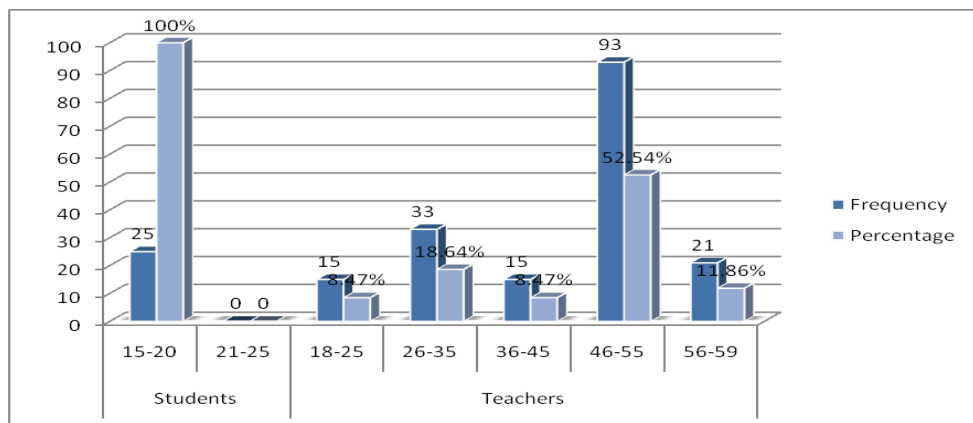


Figure 4.2: Age bracket of the respondents

From the findings, it was noted that all the students were aged between the 15 and 20 years. For the teachers, it was noted that most of them were of the age 46 and 55 years taking 52.5 percent. This implies that if children's rights are being integrated in their school curriculum, these students are old enough to provide reliable decisions on issues of governance in school. The findings concur with Provan and Kenis (2008), that age is not a limiting factor when it comes to governance. This is because governance has different level among different age groups. Therefore, age does not limit the involvement in governance by the stakeholders.

4.4.3 Level of education of the respondents

Level of education of teachers and students was also a factor to consider in this study. Level of education of teachers and students could determine how appropriately they vary leadership styles in governance issues in school. Figure 4.3 shows the findings on the level of education of the respondents.

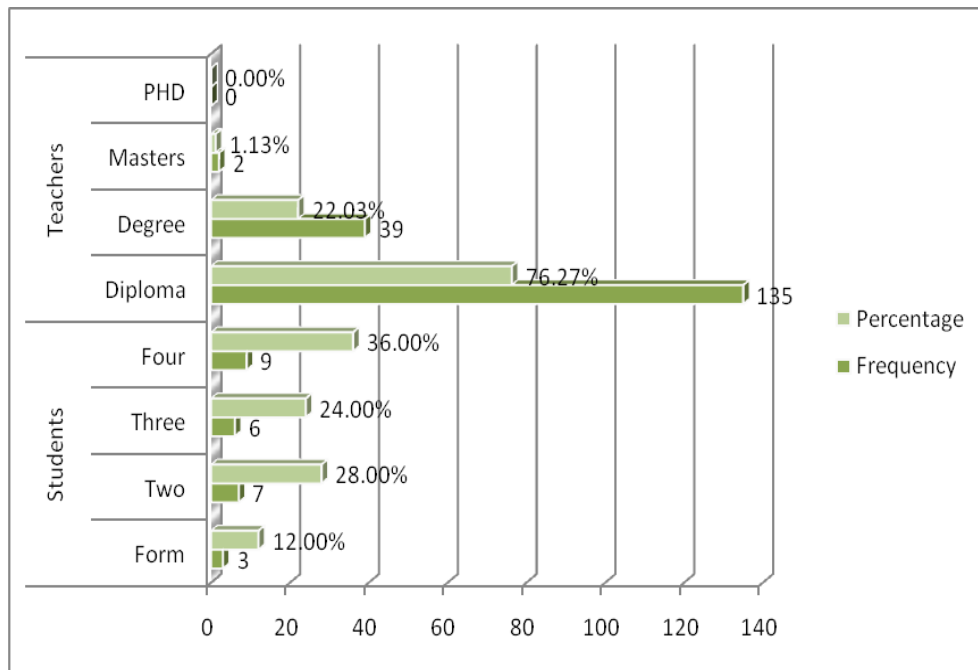


Figure 4.3: Level of education

From the findings, it was noted that majority of the student participants indicated that they were in form four with a frequency 36.0 percent, this was calculated from a frequency of 9 respondents.

Closely after were those who indicated that their highest level of education was a university degree with 22.0 percent of the teacher respondents. 1.1 percent of the respondents indicated that their highest level of education was a masters degree while none of the respondents indicated that they had done any PhD level of education.

The findings established that the respondents had attained basic education with some of the respondents going ahead to be trained in diploma, degree and post graduate studies such as masters and PhD.

The findings concur with Berghe and Levrau (2004) that education is highlighted because of the growing demand of professionalism and the increasing complexity of tasks in every organizations. This indicates that education is considered as a factor that influences the involvement of governance.

4.4 Principal’s gender and students’ involvement in governance

This study sought to establish the influence of principal’s gender on students’ involvement in governance. Data obtained was tabulated in Table 4.1.

Table 4.1: Distribution of principals by gender

Gender	Principals	%
Male	18	75.0
Female	6	25.0
Total	24	100.0

Table 4.1 shows that the principals for this study were predominantly male at 75 percent. This data supports Juma (2012), findings that there are more male principals in Kenyan schools than females.

4.5 Different modes in which students are involved in governance

One of the objectives of this study was to determine the different modes in which students are involved in governance in public secondary schools in Kajiado County. To address this objective, study respondents were presented with some statements measuring students’ involvement in school governance. They were required to give their responses using yes and no.

4.5.1 Students' involvement in school governance

Students were required to give their responses on matters of involvement in school governance using yes and no answers. Table 4.4 illustrates results obtained from the students.

Table 4.2: Students' involvement in school governance

Students' involvement in matters related with governance	Yes		No	
	Frequency	%	Frequency	%
Extracurricular activities to be involved	21	23.3	69	76.7
Students diet/school menu	11	12.2	79	87.8
Preparation of school budget	31	34.4	59	65.6
Choice of school uniform	20	22.2	70	77.8
Formulating school rules and regulations	4	4.4	86	95.6
Decision on teaching and learning methods	39	43.3	51	56.7
Discipline on students	31	35	59	65.5
Interviewing of prefects' council	23	25.6	67	74.4
Planning and development of physical facilities	23	25.6	67	74.4

N=90

As shown in Table 4.2, over 50.0 percent of the students indicated that the school did not involve them in matters related to governance. Looking at the results, it emerged that schools in Kajiado County were not involving students in school governance. This contradicts the findings by Hundleston, (2007) who argues that students should be involved in governance in all areas of school lives. This was a clear indication that students were not fully involved

in schools governance. This was also in line with the results Muritu (2012) found out that the level of students' involvement was not sufficient to give students a chance to practice participatory governance. The study therefore, concluded that student participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare issues. In addition to this, a study conducted by Menon (2005) found out that students believed that their involvement in the management of their institution was very limited. Consequently, this lead to feelings of frustration and dissatisfaction among students and hence demanded for a higher level of participation in decision making process.

4.5.2 Principals' responses on students' involvement in school governance.

To obtain more information on matters concerning students' involvement in school governance, the principals were also to give their responses using 'yes' and 'no' answers on statements given.

Table 4.3 Principals’ response on students’ involvement in school governance.

Students’ involvement in matters related with governance	Yes		No	
	Frequency	%	Frequency	%
Extracurricular activities to be involved	10	41.7	14	58.3
Students diet/school menu	8	33.3	16	66.7
Preparation of school budget	6	25.0	18	75.0
Choice of school uniform	11	45.8	13	54.2
Formulating school rules and regulations	12	50.0	12	50.0
Decision on teaching and learning methods	13	54.2	11	45.8
Discipline on students	13	54.2	11	45.8
Interviewing of prefects’ council	12	50.0	12	50.0
Planning and development of physical facilities	9	37.5	15	62.5

N=24

Results in Table 4.5 shows that 54.2 percent of the principals reported that they involved prefects in matters concerning decision on teaching and learning methods and also about discipline on students. However, over 50.0 percent of the principals confirmed that students were not always involved in matters concerning school governance but the teachers took role instead. This implies that majority of the principals view the process of involving students in school governance as crucial. They felt that students did not have any role to play on issues related to school governance.

4.5.3 Principals' response on appointment of prefects

The prefect system gives a good opportunity for student participation in school management. The school principal should thus ensure that there is a functional prefect system that acts as a link between the school administration and the students. The principals were to respond if they appoint their prefects and results captured in the figure below.

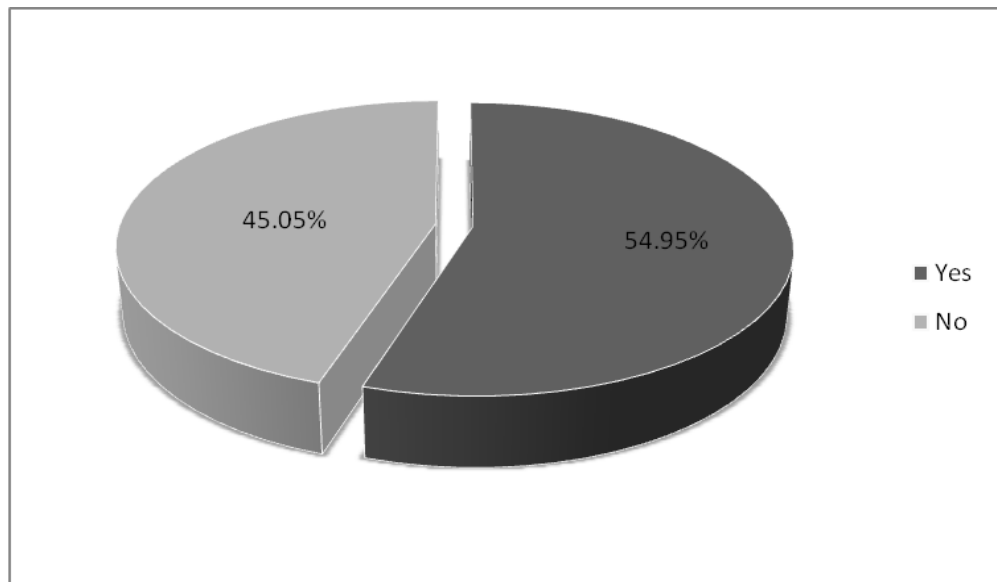


Figure 4.4: Principals' appointment of prefects

In most schools as found in figure 4.4, shows that principals reported that they appointed their prefects and it was done jointly by administrators, teachers, outgoing prefects and students.

4.5.4 Principals' response on training prefects after appointment

Principals were also to respond on training prefects after appointment. Data was recorded in figure 4.5.

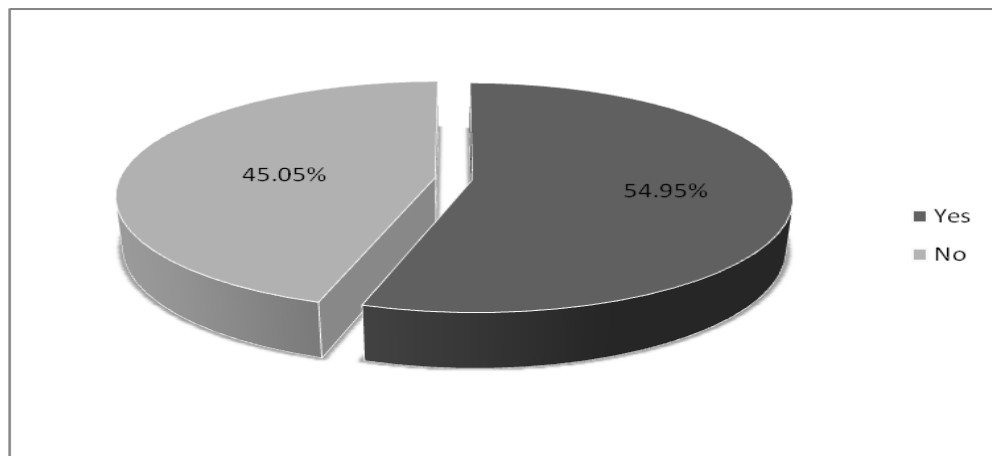


Figure 4.5: Principals' response on training prefects after appointment

From the analysis of findings in figure 4.5, it was noted that the majority 55.0 percent of the respondents indicated that they engaged their prefects in training tasks in school. After the appointment of student leaders, Okumbe (2001) argues that it was of paramount importance that such leaders be thoroughly inducted by the management on their roles and the boundaries within which they should operate. He says that constant leadership seminars for them should be an in-built programme in an educational organization so that student leaders' administrative skills are further sharpened.

4.5.5 Principals' response on prefects' decision-making

Principals were further asked to respond on whether they engage prefects on matters of decision making in school. Data obtained was presented in the figure below.

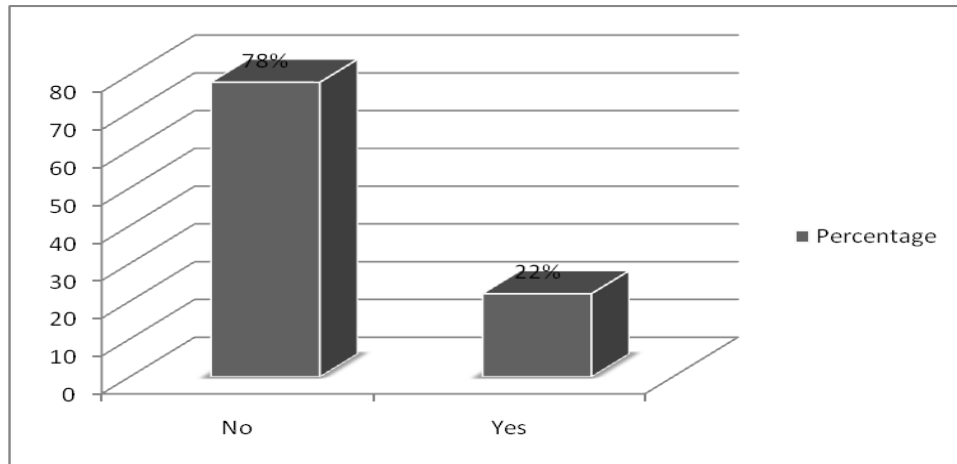


Figure 4.6: Engagement with prefects in decision making

From the analysis of findings, it was noted that majority of the respondents (78%) indicated that they did not involve prefects in decision making. According to Love and Miller (2003) principals have to work with students in schools as opposed to working for the students.

4.6 Influence of school type on prefects' involvement in governance

Another objective of the study sought to determine the influence of school type on students' involvement in governance in public secondary schools in Kajiado County. To answer this research objective, the researcher computed the overall scores obtained by the principals on aspects measuring their prefects' involvement in school governance. The study sought to determine

the influence of type of school on prefects' engagement in management. The results from the analysis of findings are illustrated in the table below.

Table 4.4: Principals' response on the influence of school type on prefects' involvement in governance

Selection of prefects	Girls Boarding		Boys Boarding		Mixed Boarding		Mixed Day	
	Counts	%	Counts	%	Counts	%	Counts	%
Administration	20	69.0	6	40.0	20	83.3	4	18.2
Teachers	0	0.0	6	40.0	3	12.5	16	72.7
Students	0	0.0	3	20.0	1	4.2	0	0.0
All the above	9	31.0	0	0.0	0	0.0	2	9.1
Total	29	100.0	15	100.0	24	100.0	22	100.0

The relationship between the type of school and the method used in appointing prefects was sought. It was observed that in the Girls Boarding, prefects were appointed jointly by the administration, teachers, outgoing prefects and students (31.0%). However, some schools (69.0%) used only the administrators to appoint the prefects. In Boys boarding it was observed that the prefects were largely (40.0%) appointed by the administration and teachers. In mixed Boarding schools, the largest percentage (83.3%) of the school administration appoints prefects. It was further observed that mixed day schools used teachers (72.7%) to appoint prefects.

4.7 School size and student's involvement in school governance

There is remarkable consistency among the research studies that have been reported on school size; smaller is better (Ehrich, 2013). To understand these findings one must appreciate the pressing need of children, especially the younger ones, for structure, social stability, and community support. It was from this premise that the study sought to determine the size of school and student's involvement in school governance. To establish the influence of size of the schools on students' participation in governance, the principals were to indicate the number of students involved in the school governance and data recorded in Table 4.5.

Table 4.5: Students' participation in school governance versus size of the school

Students enrolment	Principals	
	N	%
Below 200	2	8.4
2001-300	3	12.5
301-400	5	20.8
401-500	8	33.3
Above 500	6	25.0
Total	24	100.0

As shown in Table 4.5, it is clear that the bigger the school, that is with 300 students and above, the more number of students involved in governance. This

implies school size had a great influence towards students' participation in school governance, meaning the higher the level of students' enrolment, the higher the level of involvement in school governance. These results contradict findings obtained by Ehrich (2013), Sergiovanni (1995) and Holland, and Andre (1994) who found out that there is greater participation in small schools than in large schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations of the study. It also gives areas for further research.

5.2 Summary of the study

The study focused on the factors influencing students' involvement in governance of public secondary schools by examining the principal's gender and administrative experience; size of the school; school type and different modes in which students participate in public secondary schools in Kajiado County. Data for the study was collected from 24 principals, 120 teachers and 90 students from public secondary schools in Kajiado County. Given below are the main study findings.

In relation to ways in which students participate in governance, the study established that students were not fully involved in schools governance. Table 4.2 illustrated the fact, over 50.0% of the students indicated that the school did not involve them in matters related to governance.

Results from Table 4.1 show that the principals (75.0%) for the study were predominantly male. The study established that one gender dominating in a given school can influence the issues of students' governance in school. These findings indicate that there is still a gap in governance, hence there was a tremendous amount of gender bias regarding women's achievements in the

governance. If women in institutions are to emerge as leaders, it is important that they be perceived as individuals who can influence or motivate others. There are far more similarities than differences in the leadership behaviors of women and men, and that they are equally effective.

Results in figure 4.4 indicated that in most schools, principals (54.95%) appointed their prefects and it was done jointly by administrators, teachers, outgoing prefects and students. This was a clear indicator that many schools rely on teachers to appoint prefects with little or no student participation. For instance, it was observed that in the Girls Boarding, prefects were appointed jointly by the administration, teachers, outgoing prefects and students (31.0%). However, some schools (69.0%) used only the administrators to appoint the prefects. In Boys boarding it was observed that the prefects were largely (40.0%) appointed by the administration and teachers. In mixed Boarding schools, the largest percentage (83.3%) of the school administration appoints prefects. It was further observed that mixed day schools used teachers (72.7%) to appoint prefects.

Findings on Table 4.5 imply school size had a great influence towards students' participation in school governance, meaning the higher the level of students' enrolment, the higher the level of involvement in school governance. These results contradict findings obtained by Ehrich (2013), Sergiovanni (1995) and Holland, and Andre (1994) who found out that there is greater participation in small schools than in large schools.

With varying education levels, the majority of the respondents had been working for over 2 years in the schools studied. This implies that teachers were already conversant with the motivators in their respective schools and were therefore expected to assess how such motivators had affected their performance at work. Consequently, some of the study findings agree with the conceptual framework that was developed to guide the study while others do not. In all, however, the study found that motivation was necessary for high performance of teachers although in most cases teachers were poorly motivated.

5.3 Conclusions of the study

Based on the findings of the study, it can be concluded that students' were not fully involved in school governance. The study established that students were excluded from key decision making areas of the school.

Besides, it can be concluded that school size, principals' administrative experience, school size and school type had a significant influence on students' participation in school governance.

From this study, therefore, it can be concluded that students' participation in school governance should be improved. This is because the success of the school depends on how each stakeholder (students, teachers, principals and parents) are handled and participated in the school governance process. This means that absence of students in school governance may hamper decisions made by other stakeholders hence making them ineffective.

5.4 Recommendations of the study

Based on the findings of the study, the following recommendations were made:

- i) The school administration should create awareness to all the teaching staff on the importance of students' involvement in awareness school governance.
- ii) The school governing council should provide all the departments with copies of school guidelines.
- iii) School administration should ensure that the number of students represented at the school council meetings is raised from the Kenyan Constitution.
- iv) The school governing council should create clear channels of communication for instance making good use of the suggestion box and addressing the views expressed by students through it.

5.5 Suggestions for further research

Further research needs to be conducted on the following areas:

The study centered on the factors influencing students' involvement in governance and was limited to that due to time and financial constraints.

However, further studies can be conducted in the following areas;

- i) A study should be conducted to find out the influence of students involvement in governance issues on the academic performance of the students. This helps to find out the challenges involved hence

discover the best ways to involve students in governance to the benefit of all stakeholders.

- ii) This study was carried out in public secondary schools, another research study should therefore be conducted in private secondary schools to find out whether the same findings would be obtained.

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APPENDICES

Appendix I- Letter to the head teachers

University of Nairobi

P.O Box 30197

Nairobi

Head teachers

Kajiado County

Dear Sir/Madam,

REF: RESEARCH STUDY

I am a post graduate student at University of Nairobi. I am carrying out a research on the “Institutional factors influencing students’ involvement in governance in public secondary schools, in Kajiado County, Kenya”. Your institution has been sampled to participate in the study. I hereby request your permission to collect data from yourself, deputy principal and students.

The questionnaires are designed for this research only, and be assured that the identities of the respondents are treated confidentially. To ensure this, please do not write your name anywhere in this questionnaire.

Yours faithfully,

Kiria Henry Katei

Appendix II– Questionnaire for students

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; **Factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya.** Kindly answer the questions to the best of your ability. All information given would be treated with utmost confidentiality. Thank you

SECTION A: Basic Demographic Data

1. How old are you? (Years)

15 – 20 [] 21-25 [] Over 30 years []

2. What is your Gender?

Male [] Female []

3. Which Class are you in?

Form One [] Form Two [] Form Three [] Form Four []

Students' Perceptions towards establishment of Student Prefecture body in secondary schools?

1. Do you think the current prefects' body was establishment was free and fair?

Yes [] No []

If no to the question, why?

They were appointed by teachers []

They were selected based on class performance []

They were selected based on their fame []

Any other reason, specify

(Tick the appropriate response)

2. In relation to the statements indicated below give your opinion on the basis of the following scale

SD -Strongly Disagree "I firmly disagree with this statement."

D -Disagree "I think this statement is not true."

U -I am not sure

A -Agree "I think this statement is true"

SA -Strongly Agree "I firmly agree with this statement."

Students' perceptions towards establishment student councils **SD D U A SA**

- 1.The Prefecture system give students the opportunity to contribute to decision-making in order to enhance quality of decisions
 - 2.Student Prefecture body enhances students' commitment to the programmes of the secondary school
 - 3.The prefecture body delays activities in the secondary schools
 - 4.The prefecture promotes cordial relationship between staff and students
 - 5.The prefecture enhances students' feelings of belongingness
 - 6.The prefecture promotes school rules and regulations
 - 7.The prefecture represents students grievances/views to the administration
 - 8.The prefecture treats all students fairly/equally
 - 9.The prefects are role models to students
-

Appendix III- Questionnaire for prefects

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; **Factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya. Kindly answer the questions to the best of your ability.** All information given would be treated with utmost confidentiality. Thank you

SECTION A: Basic Demographic Data

1.How old are you? (Years)

15 – 20[] 21-25[] Over 30 years []

2.Please indicate your Gender;

Male []

Female []

3.Which class are you in?

Form One[]

Form Two []

Form Three []

Form Four []

SECTION A:

What are the roles of student councils in management of discipline in secondary schools?

Tick the appropriate response

Effectiveness of Student councils' role in the management of discipline	Not all	at Small extent	High extent	Very high extent
1.The prefects body take part in school governing body activities				
2.Policies are formed after rigorous deliberations including students				
3.The prefects body ensure enforcement of school rules and regulations to the latter				
4.The prefects body participate freely in disciplinary meetings with school authority				
5.The prefects body is an equal partners in decision making about discipline				
6.Decisions about discipline are transparent and open				
7.Prefects cultivate a culture of positive behavior amongst students				
8.Prefects encourage fellow learners to participate and are responsible for the sound functioning of school				
9.Prefects promote positive communication with educators and school management				
10.Prefects are involved in anti-bullying				
11.The prefects body promote good discipline by holding regular learners meetings and discussions				
12.Prefects use communication channels to discuss learners fears and frustrations				
13.Prefects create clubs and special projects to promote learners involvement				
14.Prefects act as ambassadors in the school and community				
15.Prefects develop and promote a positive learner spirit and culture within the school				

2.What is the extent of student’s participation in decision making in the identified administrative tasks? Comment with

VLE- Very great extent

LE- Large extent

FLE- Fairly large extent

ALE- Little extent

NA- Not At All

Extent of Student Councils participation in decision making in administrative tasks VLE LE FLE ALE NA

- 1.Planning of co-curricular activities
 - 2.Preparations of School budget
 - 3.Choice of school uniforms
 - 4.Extra tuitions
 - 5.Planning of School Menu
 - 6.Formulating School rules and regulations
 - 7.Decision on teaching methods
 - 8.Discipline of staff
 - 9.Interview of staff
 - 10.Planning and developing physical facilities
 - 11.Managing Free Secondary Education funds
 - 12.Decision on the nature of punishments
-

SECTION B:

3.How are the students involved in the management of discipline in secondary schools?

.....
.....

4. Indicate the methods that you most commonly use to involve the students maintain classroom discipline?

.....
.....

Kindly indicate how your students are involved in the administration of discipline in school.

.....

6. What in your opinion are the challenges faced in trying to involve students in management of discipline in secondary schools?

.....

7. What changes if any do you want to see in the school system to help involve students more in decision making process on issues affecting their school life?

.....
.....

Appendix IV- Questionnaire for principals, deputy principal and teachers

Dear respondents,

This questionnaire has been designed to solicit information for purely academic purposes. This is to enable the researcher complete my research on the topic; **Factors influencing students' involvement in governance of public secondary schools in Kajiado County, Kenya. Kindly answer the questions to the best of your ability.** All information given would be treated with utmost confidentiality. Thank you

SECTION A: Basic Demographic Data

1.How old are you? (Years)

26 - 35[] 36 - 45[] 46 - 55[] 56 - 59[]

2.Please indicate your Gender

Male [] Female []

3.What is your academic/professional qualification?

Technical certificate []

Diploma []

Degree []

Masters Degree []

Others (Specify)

4.How long have you been working in the same school?

I- 5 years [] 6 - 10 years []

II - 15 years [] 16 - 20 years []

What is your perception on the role of students in the management of secondary schools?

1. Tick the appropriate response

SD -Strongly Disagree "I firmly disagree with this statement."

D -Disagree "I think this statement is not true."

U -I am not sure

A -Agree "I think this statement is true"

SA-Strongly Agree "I firmly agree with this statement."

Perception on the role of student councils leadership	SD	D	U	A	S
1.Secondary schools are not compelled to have student councils					
2.Secondary schools should have a perfect system					
3.Students should be allowed to elect their leadership or prefects					
4.The Teachers and the principal must be allowed to nominate some members of the prefects' body.					
5.Involving students in decision making at school level interferes with school administration if it assumes some of responsibility of planning and executing the activities of schools					
6.The student body need not always be consulted, when student issues are discussed by educators					
7.There is need for regular interaction between student body and the educators regularly.					
8.The students have no knowledge on many issues of administration					
9.The prefects body should help educators to organize cultural and sporting events					
10.The prefects' works with the educators to promote a culture of learning in the school.					
11.The prefects body supports the principal, educators and non-teaching staff in the performance of their duties					
12.The prefects' body should help the educators with administrative duties during the registration period.					
13.Involving students on decision making may causes some educators to feel that they lose control over their work					

2. What policies are there in your school that governs students' involvement with the matters of the school?

.....
.....

3. To what level is students' involvement acceptable by the schools administration and their ideas considered by the management of the school?

.....
.....

4. What challenges does the school face in accepting students' involvement in governance in the school?

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

5. Rank the following areas in terms of which one needs most involvement of students in making its decision.

- i. Purchasing food items for the secondary school []
- ii. Planning the secondary school menu []
- iii. Purchasing items (t-shirts, exercise books) that are sold to students []
- iv. Disciplining students []
- v. Planning new projects for secondary school []
- vi. Formulating school rules and regulations []
- vii. Planning of extra tuition []

6. Which of the following two of the following factors do you think greatly prevent students from participating fully in the decision-making process of your secondary school.

- i. Fear of being victimized []
- ii. Authoritative nature of the secondary school administration []
- iii. Lack of students' representation in committees []
- iv. Non-functioning of the student councils []

7. What cultural factors in your opinion hinder student participation on issues of governance in your school? Explain.

.....
.....

8. In your opinion do you think the head teacher's administrative experiences facilitate effective involvement of students in issues of school governance?

.....
.....

9. Do you think the issues of the gender of the head teacher affect the involvement of students on governance issues? Explain your answer.

.....
.....

10. To what extent do you think student participation in decision making concerning curriculum should be encouraged?

ITEM	Not involved	Fairly Involved	Moderately Involved	Fully Involved
1.Choice of text books				
2.Number of exams				
3.Teaching methods				
4.Nature of assignments				
5.Appraising teacher performance				
6.Selecting Achievement targets				
7.Grading System				

5.Briefly give an explanation in consideration of your answer in the above table

.....

.....

.....

6.To what extent do you agree or disagree with the following statements on the extent of student participation in decision making.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students should participate on matters affecting them. Decision making should be left in the hands of experts in education matters like teachers					

Students lack
necessary
expertise in
decision making.

7. Rank the following in order of the factor most hindering effective participation of students on governance of schools

- i. Academic pressure []
- ii. Limited intellectual capacity []
- iii. Lack of maturity and exposure due to young age []
- iv. Ineffective or unequal involvement []
- v. Lack of interest on school matters []
- vi. Most do not attend school meetings []

Appendix V: Research authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

21st August, 2015

NACOSTI/P/15/5118/7090

Kiria Henry Katei
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing involvement of students in governance in public secondary school in Kajiado County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **30th November, 2015.**

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

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

13th July, 2015

Our Ref: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam

SUBJECT: KIRIA HENRY KATEI - REG NO. E55/83637/2012

This is to certify that **Kiria Henry Katei** is our Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. He has successfully completed his course work and is currently working on his research project entitled "**Factors Influencing Involvement of Students Governance in Public Secondary School in Kajiado County, Kenya**".

Any assistance accorded to him will be highly appreciated.

Yours faithfully,



DR. GRACE NYAGAH
CHAIR
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

GN/nd

THE REPUBLIC OF KENYA



THE PRESIDENCY

Telegrams: "DISTRICTER", Kajiado
Telephone: 0203570295
Fax: 0202064416
E-mail: dcckjdcentral2013@yahoo.com
E-mail: dcckjdcentral2013@gmail.com
When replying please quote

MINISTRY OF INTERIOR
AND COORDINATION
OF
NATIONAL GOVERNMENT

OFFICE OF COUNTY COMMISSIONER
KAJIADO COUNTY
P.O BOX 1-01100
KAJIADO

Ref. No. KJD/CC/ADM 45 (43)

Kiria Henry Katei
University of Nairobi
P.O. Box 30195- 00100
NAIROBI



28th August, 2015

RE: RESEARCH AUTHORIZATION: KIRIA HENRY KATEI

Following the request made on your behalf by National Commission for Science, Technology and Innovation vide letter Ref. No. NACOSTI/P/15/5118/7090.

You are hereby granted the above authority to carry out your research on "Factors influencing involvement of students in governance in public secondary schools in Kajiado county," for a period ending 30th November, 2015"

It is expected that you adhere to research ethics in doing your study.

A handwritten signature in blue ink, appearing to read 'Kisilu Mutua'.

KISILU MUTUA
FOR: COUNTY COMMISSIONER
KAJIADO COUNTY

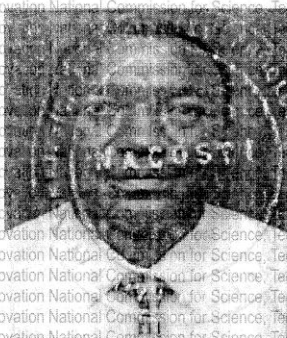
CC:

County director of Education
KAJIADO COUNTY

Appendix VI: Research permit

THIS IS TO CERTIFY THAT:
MR. KIRIA HENRY KATEI
of UNIVERSITY OF NAIROBI, 30197-100
Nairobi, has been permitted to conduct
research in Kajiado County
on the topic: FACTORS INFLUENCING
INVOLVEMENT OF STUDENTS IN
GOVERNANCE IN PUBLIC SECONDARY
SCHOOL IN KAJIADO COUNTY, KENYA
for the period ending:
30th November, 2015

Permit No: NACOSTI/P/15/5118/7090
Date Of Issue : 21st August, 2015
Fee Recieved :Ksh 1000



Handwritten signature
Applicant's Signature

Handwritten signature
Director General
National Commission for Science, Technology & Innovation

APPENDIX VII: MAP OF STUDY AREA (KAJIADO COUNTY)

