INFLUENCE OF INSTITUTIONAL FACTORS ON STUDENTS'
COUNCIL INVOLVEMENT IN PUBLIC SECONDARY SCHOOL
MANAGEMENT IN EMUHAYA SUB-COUNTY, VIHIGA
COUNTY, KENYA

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DECLARATION

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

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DEDICATION

This work is dedicated to my parents: Cedrick Okonji and Esther Oyoka , my husband Wycliffe Odede, my children Brilliant Kadosa, Zawadi Kadzo,Rehema Kanini and Ebenezer Mshindi.

ABSTRACT

The main reason of conducting of this research was to find out the influence of institutional factors on students' council involvement in public Secondary school management Emuhaya Sub-County Vihiga County. The study was based on the following objectives; to find out the influence of principals administrative experience on the students' council involvement in public Secondary school management; to determine the influence of the election process on students council involvement in public Secondary school management; to establish the extent of students' council involvement in the formulation of school rules and regulations in public Secondary school management; to establish the influence of communication channel on the students' council involvement in public Secondary school management. The descriptive survey design was used and the target population was 792 respondents while the sample size included 36 principals, 36 deputies and 180 students' council members. The sample of the study was selected by use of purposive sampling and census survey method. To test for validity and reliability the researcher used test-retest method. Data collected were both quantitative and qualitative in nature and was appropriately analyzed using SPSS computer programmer for accuracy and reliability. The findings revealed that: the principals administrative experience had an influence on the students' council involvement in school management, the more years of principal administrative experience the more they involve the students council in management and the more they motivate them to be involved in management; most students' council in Emuhaya Sub-County were democratically elected by students with principals input and this indicated empowerment of the students' council to be involved in management matters at school; the students council is part of the body that is involved in formulation of school rules and regulations and ensures that rules in school are followed and thus they don't differ with the administration; the right communication channel are adhered to and the students council are able to air their views to the management and they always get feedback on what they write. The study found that students' council is more involved in some areas of management and not all areas of management. The study recommends that: the Ministry of education should come up with policies to ensure effective engagement of students' council involvement in management; there is need for Kenya Education Management Institute to introduce programs that will enhance teachers understanding of school management in regard to students' involvement.

TABLE OF CONTENT

CONTENT   PAGE

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

HASAS   Having a Say at School

KSSHA   Kenya Secondary Schools Heads Association

KSSSC   Kenya Secondary Schools Student Council

MoE   Ministry of Education

NACOSTI   National Council for Science, Technology and Innovation

SC   Student Council

SCLs   Student Council Leaders

SRC   Student Representative Council

TSC   Teachers' Service Commission

UNICEF   United Nations Children's Education Fund

CHAPTER ONE

INTRODUCTION

1.1Background to the study

A Students' council is a body through which students in a Secondary school can be able to be involved in the issues of management of school, cooperating with the school management, teachers, subordinate staff and their parents for the benefit of the school and its students (Woods, 2002). According to him he sees students' council as workers for the betterment of the school and its students, thus contributing to a conducive environment for learning and indicates that students' council can improve academic standards while reducing dropout rates in school. (Woods, 2002) notes that the students' council can become part and parcel of the school and develop a feeling of belonging to the school and its activities among the student population. He notes that the forming of the student body that is the students' council provides students with opportunity to get the required skills in communication ,planning and organizational which will be of importance in the coming years. However he fails to point out the influence of institutional factors on students' council involvement in management.

According to (Maghradze,2014) research on students' council in Georgian Schools. The study intended to find out how the students' council should work and how it's currently working. The research was based on the data obtained from 16 schools participating in the project 'School of Debate 2014'. He noted that during the initial phase of the research it occurred that in nearly 40% of the

schools involved in the project, students' council exist only formally. (Maghradze,2014) found that the students council is appointed by the teachers and exists in documents ,but does not play the active role in school life.

Mueller,et al (2007) explored areas that relate specifically to involving the students council like the students ability to participate in the mediation process when there is conflict in school; ability to understand the school process and conduct him/herself appropriately having developed emotional maturity and lastly discuss issues on accommodation needs. They fail to point out that when the students' council is involved in those areas what about the influence of institutional factors on their involvement in management. They have not taken into consideration the students themselves as individuals in the school. They have limited the areas of students' council involvement in management in school environment.

In the United States of America, Britain and Germany offer students the opportunity to participate in some sort of students' government. (Neigel,2006) notes that institutional policies of school reforms strongly recommends that each secondary school put in practice democratic principles and give its learners, teaching staff, and all stakeholders a significant role in school management and decision-making process. This has led to increased participation of students in management. (Miller,2004) Argues that participation in student government is

done through a student government course, in which students learn leadership and decision-making skills.

The government policies have given many reasons of why students' council should be promoted in all secondary schools in Kenya. The policies emanates from the changing views, attitudes and perceptions towards children and young people in society; and the advocacy have increased on the need to encourage the children and the youth in participating and giving their view where they are.

According to (Koegh and Whyte,2005) Empirical evidence that exists demonstrates the positive aspects of students council; these are assistance in management, improving staff and student relationships, reduction in indiscipline cases, unrest in schools and improved performance in both academic and co-curricular programmes. The students' council election process in secondary school is an important way to raise awareness among the students and the teaching staff.

A study conducted by Yuen and Leung(2010) in Hong Kong showed that establishment of school governance in secondary schools was faced with challenges, such as conflicting interests of the students and tension between students and the administration. These challenges surfaced when the schools become more established, grew in size, took in more students, moved into a bigger campus and subsequently needed to face the public examinations. Yuen and Leung(2010) argued that understanding such institutional factors could enable

school administrators to effectively institutionalize students participation such as forming students council.

In Ghana (Glover, 2015) conducted a study on student representative council. The findings of the study suggested that the forums provided for student participation

Were similar in the four selected schools in decision-making .These decision-making forums included feeding, discipline, students' accessibility to school heads, school durbars and SRC general forums. The study however focused on decision-making forums of feeding and discipline as these were the areas participants mostly stressed on their feedback. The study found that participation in the forums studied varied across the schools, with some schools providing more opportunities for students' participation than others did.

In Zambia Sandra and Hall(2011) carried out a case study on student council. The results from the case study showed that all participants expressed that they are very satisfied with the class and school councils, the way they are organized and operated .Further, the class and school councils seem to be well structured and encouraging student participation at all levels, applying to students both in and outside the students council.

Perhaps the most important changes with the establishment of the class and school councils concern the improved relationship between teachers and students as well as the view of the child as an active participant at the school. Even though there have been some challenges with the establishment of the class and school

councils, the general attitude towards student participation are very positive and an awareness of the child is obvious.

In Kenya, Kinyua (2015) investigated factors influencing effectiveness of students' council in public secondary schools in Kirinyaga East. The study showed that democratic election process was embraced in many schools when setting up a student council. The study also revealed that students' councilors underwent formal and informal training and were made up of different student council sizes which were effective in execution of their mandates. The principals reported that the school size does determine the effectiveness of the student council. The study only sought out how students' council can be effective in public secondary school management. It did not point out how the council is influenced by institutional factors such as the principals' administrative experience and communication channels.

Research by Mwangi (2006) and Mulwa(2004) has shown that failure by school administrators to involve students in selection of prefects contributes to strikes and indiscipline in Kenyan schools. Since the establishment of the students' council in 2008 there have been increased calls for championing the awareness for increasing the extent of inclusion of students in management issues and decision making process in secondary school in Kenya owing to the frequent occurrence of students unrests in the education sector.

Mule (2011) conducted a study on factors influencing student leader's involvement in governance of public secondary schools in Mwala District. The study found that in Mwala District there was no significant difference that exists between the students council involvement in school governance and the principals administration experience in years.

Research by Nyambisi (2014) on students' participation in school governance at the secondary school level: a Kenyan principal's perception found that; school governance is still bureaucratic in nature, with power and authority being vested in the principal and student governance being mainly through appointed school prefects by teacher while emphasize is on obedience to school rules and authority; as opposed to critical thinking, questioning of the status quo and awareness of individual and social rights. Nyambisi study only looked at the principal's perception and not on the influence of institutional factors on students council involvement in public secondary school management in Emuhaya sub-county.

1.2 Statement of the problem

Sithole (2008) conducted a study on the level of students' council involvement in participation of decision making in South African secondary school and found that student involvement in formulation of school rules in most school was very limited.

Also a study by Jeruto and Kiprop (2011) looked at different level of students council involvement in making decision process in secondary schools in Kenya

and found that student involvement of students council in core issues like rules and regulation were limited and it's the teachers who formulated the rules while the students directors were supposed to execute them.

However Kinyua (2015) in a study that looked at school factors influencing the effectiveness of students' council in public secondary school in Kirinyaga East and found that democratic election process was being embraced in many schools when setting up a student council. However the study did not look at the institutional factors that influence students council involvement in management at the secondary level. Earlier empirical researchers they concluded that students council are not involved in secondary school management because of the institutional factors like bureaucratic nature of schools.

The researches have conducted outside Emuhaya Sub-County in particular and Vihiga County in general which is different contest. Therefore this study was being carried out to establish and determine the influence of institutional factors on students council involvement in public secondary school management?

1.3 Purpose of the Study

The main purpose of the research was to establish the influence of institutional factors on students' council involvement in public Secondary Schools management in Emuhaya Sub-County, Vihiga County, Kenya.

1.4 Objectives of the study

The study is guided by the following objectives:

1. To determine the influence of principal's administrative experience on the students' council involvement in public secondary schools management in Emuhaya Sub-county.

2. To establish the influence of the election process on the involvement of student councils in public secondary schools management in Emuhaya Sub-County.

3. To determine the extent of students council involvement in the formulation of school rules and regulations in public secondary schools management in Emuhaya Sub-County.

4. To determine the influence of communication channel on the involvement of student councils in public secondary schools management in Emuhaya Sub-County.

1.5 Research questions

The study was guided by the following research questions:

1. What is the influence of principal's administrative experience on the involvement of student councils in public secondary schools management in Emuhaya Sub-County?

2. What is the influence of student councils election process on the involvement of student councils in public secondary schools management in Emuhaya Sub-County?

3. To what extent are students council involved in the formulation of school rules and regulations in public secondary schools management in Emuhaya Sub-County?

4. What is the influence of the communication channel on the involvement of student councils in public secondary schools management in Emuhaya Sub-County?

1.6 Significance of the Study

The research may provide a level for examining other related issues in educational administration, such as the establishment of more professional training for administrators to help them become better decision managers, teacher's involvement in decision making and the effects of communication channels on decision making patterns.

The study findings may sensitize principals and others concerned with student council matters on the importance of addressing the needs of the student council. This is because addressing the needs may enable the student council to carry out their roles effectively, which may in turn improve discipline and academic performance. They will also form a base on which other researchers can develop

their studies. The study findings may give the student council more insight regarding their role in governance of public secondary schools.

1.7Limitation of this Study

Limitation is the aspects of the study that the researcher knows may negatively affect the research but has no control over them (Mugenda.O & Mugenda .A, 2003) the respondents may not be comfortable to discuss information. The study is limited by the fact that data was collected using a self-assessment questionnaire, which was subject to respondent bias and to mitigate this challenge the researcher had informed them to inquire if they don't understand any area. 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 study was done in Emuhaya Sub-County Vihiga County, which may not represent the remaining parts of the country and the topic is a current concept in Kenya and it has not been researched much. The study targeted only 36 principals, deputies and 180 students' council which may not include all the stakeholders in a school like parents and board of management, it also focused on only public secondary schools not private schools which could be employing different students' involvement approaches.

1.9 Assumptions of the Study

The study was based on the following assumptions.

i. That the principals and the student leaders gave opinions uninfluenced and

honestly.

1.10 Operational Definition of Terms

This section presents the significant terms used in the study.

Election process: refers to the procedure of electing student leaders

Institutional factors: refers to the conditions within the school

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

Principal: Refers to a person or body of persons responsible for the management

and conduct of a school.
School management: refers to the formation and implementation of school
policies by the school management body.
Student council: refers to a representative body of students within a school.

Students' involvement: Refers to students' participation in all aspects of school

life and decision making in all activities.

1.11 Organization of the Study

This study has five chapters. The first chapter deals with the introduction,

statement of the problem, purpose of the study, objective of the study, research

questions, significance, limitations, delimitations, assumptions of the study, and

definition of significant terms of the study. The second chapter deals with the

literature review and looks at the following sub-headings: principals'

administrative experience, election process, extent of students council

involvement in the formulation of school rules and regulations , communication

channel and its influence on students' council's involvement. The third chapter deals with the research methodology that includes introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques while,chapter four presents the findings from data analysis and chapter five deals with the summary of the research study, conclusions, recommendations and suggestions about further research in this same area.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter provides literature on the influence of the principal's administrative experience on the involvement of student councils, election process, extent of students' council involvement in the formulation of school rules and regulations, communication channel and involvement of students' councils in secondary management, summarizes the literature review, theoretical frame work and conceptual framework.

2.2 Principal's administrative experience and the involvement of student councils.

The Head teacher is perhaps the most key source of reference an information for the school council at the primary level while at the secondary level is the principal. He or she is the students' council's and other students best link to finding out about what the Education Act says and its regulations, the principals gives ministry directives, laws, school policies to the learners, board policies, the school profile, school environment plans, and other new initiatives at the school and at the board level acts like the secretary. By sharing knowledge and acting as a resource, the principal is able to provide the school council with the information required to be effective.

Head teachers should be ready at all times to answer questions and volunteer information on any matter being discussed by their students' councils. The well knowledgeable a students council is, the perfect way it will be able to provide the principal and teachers with good advice and contribute to the effective operation of the school.

The role placed by the society on the school was very important so much that according to Okumbe (1998), the school should be viewed as a processing device or a laboratory for democracy. The learners at this stage are in adolescent stage moving to adulthood and it is at the secondary level where they can be prepared to handle issues in adulthood. Therefore, molding a student leader is preparing them for the future.

According to (Macmillan, 2005) administrative experience is knowledge and skills gained through time spent doing administrative work. The definition of administrative fits properly in the secondary school setting. As the role of the principal cannot be underestimated in administration of school but, the personal inborn and acquire characteristics of a Principal, such as age and professional experience, have an impact on the student council in the school.

The administrators who are also instructors should therefore be ready to practice democratic leadership style in schools. In this changing world of

technology and invention we do have principals of institutions in the secondary levels who still do not want to embrace change in the learning institutions. As noted by Mager and Nowak(2012) that tradition and conservative mindset of school administrators.

That habits have been formed and the belief that things have been this way for years and should not change. Some want to run the school the way they run their homes. This can be attributed to what they have been learning from their predecessors' before they became principals of secondary school. As noted by Kiprop, Tikoko and Kanyiri(2012) Overreaction by the school administration may make students reluctant to voice their opinion. Some administrators become overzealous in their quest to implement suggestions by students e.g. sacking of staff and teachers whom the students had complained about.

Mule (2011) conducted a study on factors influencing student leaders' involvement in governance of public secondary schools in Mwala District. The study established that there was no significant difference between the level of students' involvement in school governance and the principal's administration experience.

Research by Nyambisi (2014) on students' participation in school governance at the secondary school level; a Kenya principals' perception found that; First school governance is still bureaucratic in nature, with power and authority being vested in the principal and student governance being mainly through appointed school perfects. Secondly most schools are adequately preparing students to fit into a bureaucratic society that emphasizes obedience to rules and authority; as opposed to critical thinking, questioning of the status quo and awareness of individual and social rights.

Thirdly school principals do not approve of student participation in areas that touch on school finances, and do not allow students to hold them accountable for decisions made in such area. This is indicated by a lack of student representation in key decision making organs of the school. Fourthly despite Principal's genuine desire to relinquish power and share governance, they face the serious problem of how to successfully involve students as well as maintain their authority as school principals. Nyambisi study only looked at the principal's perception and not on the influence on institutional factors on students' council involvement in public secondary school management.

It is observed by Kinyua (2015) that students participation in decision making was hampered by a variety of issues namely; fear of intimidation

by school administrators, delays in effecting student suggestion and a perceived lack of avenues through which students can effectively participate also failure by the administration to give proper recognition to the student councilors also contributes. Some school administrators blame student council leaders when there is a crisis in school.

According to Argyrious and Lordanidis (2014) an effective headmaster fosters a development- oriented school culture through their personality, attitude and behaviour since the performance orientation enhances the effectiveness. They seek to create an "academic institution" by promoting high expectations and standards for students and teachers.

2.3   Election process and involvement of students' councils.

According to (Doddington et al 2000) from the study findings, majority of the respondents of all categories that is principals, teachers, students and prefects reported the prefects to have been selected as opposed to being appointed. This was confirmed by majority of the current prefects who reported to have been selected. The study has revealed that majority of prefects are selected by the school administration. However some are selected by teachers, students and to some extend the outgoing prefects. Discipline has come out as the criterion which many schools use in selecting prefects. However some were using academic performance and ability to command others as their criterion. Majority of the respondents

reported the process of selecting prefects having been very successful and others saying it was conducted in a fair manner. The study further revealed that the students were every satisfied with the prefects selected and that the process of selection was a likely determinant of their performance of duties.

According to Doyle(2007) study In Durham Public schools in 2007, policy 4900 – the High School student Advisory Council – was formed to give students a voice in decision making in the Durham Public Schools and to facilitate communication between students and DPS administration. This policy states that; Students will elect a member from each high school in the district to serve as a Student Advisory. He was able to find that the student body will feel involved and work together with the administration.

According research by to having a Say at school (HASAS) : Research on pupils Councils in Scotland (2010), on the ways in which pupil councilors are elected / selected and a variety of communication issues, are deemed to be as significant in judging" effectiveness" as the actual changes in school life to which pupil councils contribute. The researchers found that when selection is seen as fair, pupil's councils are more likely to be perceived as effective and work with the administration.

A SC will work well if its establishment and is perceived by other students to be right and that it followed a democratic process in setting it up. The HASAS school survey (2010) suggests that the perceived fairness of each school's election / selection process is an important predictor of SC's perceived effectiveness. Pupils councils that help to make significant changes in school life elicit somewhat negative reactions if the students councilors were selected in a manner that was perceived as unreasonable, undemocratic or otherwise unfair.

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

Doddington, et al (2000). The RCL is the body that represents learners on the matters that concern them. It is the link between the students of the school and the school administration as well as the school governing body. The RCL then elect two learners who will serve on the governing body. Their term of office is only one year, whereas other stakeholders can serve up to three years. This implies that the term of office may come to an end before the learners adapt or familiarize themselves with the acts, procedures as well as the role that they are supposed to play in the school governing body (UNESCO, 2005).

According to Doddington, et al (2000) however policies pertaining to students' discipline are fraught with tensions and contradictions especially regarding the different notions of participation by fellow students. This suggests that the issue of students being unable to participate fully in the school governing body can be one of the causes of tensions.

2.4 Students council involvement in formulation of school rules and regulations.

Student council involvement in implementation of school rules refers to the work of the body in formulation of school rules. It also encompasses all aspects of school life and decision-making where students' council may make a contribution, informally through individual negotiation as well as formally through purposely- created structures and mechanisms.

Students council in secondary school involvement also means participation of students council in all areas of school or class level and to communicate between students council and other stakeholders, not only consultation or a survey among students (Jeruto and Kiprop, 2011). Students involvement in formulation of school rules is taken as problematic to school administrators, parents and society at large. This is because in many African schools which were colonized they see students council underage, immature and lacking in the knowledge and technical expertise that is needed in the running of a school at the secondary level. Thus student involvement is often taken to be of issues concerned with students welfare and not in core governance issues such as school rules (Magadla, 2007).

Sithole (2008) conducted a study on the level of students council involvement in decision making in south African secondary schools. Sithole found that students' involvement in decision making especially in as far as formulation of school rules and regulation is concerned was always discussed with conflicting view and ideas. They see students as not in position to make any concrete decision concerning issues at school. This points are propagated by differing stakeholders depending on their academic back ground and world view on issues of school management. Basically, there were three view points that were found to guide the extent of students involvement in formulation of school rules. The first was that

learners must remain at all times passive and must receive instructions from parents and teachers or their seniors(Sithole, 2008)

According to this view point it meant that rules and regulations must be designed by principal and teachers while students are to follow them without questioning. The second view-point which   suggested that students councils can participate but only to a particular level.

According to, Mutua (2004) the study found out that there is a tendency among some principals and teachers and school leaders to define the issue which affect students quite narrowly without involving them or even asking for their suggestions. While the learners consultation and decision-making is often limited to specific aspects of school life that affect students only and which have no immediate relevance to their discipline, e.g play grounds, toilets, and lockers.

 According to Aggrawal (2004) he found that students representatives may not participate in matters relating to formulation of school rules and regulations but in executing those rules and regulation and pointing out offenders, he states that the involvement students council should be ensured in all other academic and administrative decisions taken by the principals and teachers. Although this view point tends to support students council involvement in decision making, it however confines students

involvement in decision making to specific areas of school life leaving out the most crucial aspect of rules and regulations. Defining the limits of students participation in this was is however not only likely to give students the impression that the school's commitment is tokenistic and therefore learning (about the nature of schooling and the education system as well as in different forms of public decision- making).

According to(Okumbe, 2008). The point is seen as authoritave and paternalistic, rather than democratic. The view point only assumes that secondary school students have a legitimate interest only in students-specific issues, but it also assumes that students have no right to decide for themselves the issues in which they want or do not want to be involved in. For this reason, Simatwa (2012) suggested that opportunities for students council involvement should go beyond specifically student-related issues and extend to wider aspects of school life especially concerning school rules and regulations. The effective participation, it has been said, would givelearners a sense of ownership thereby compelling them to adhere to school rules and regulation.

According to (Fielding, 2002). At school there are very few activities of school life and decision-making in which, school students cannot be meaningfully involved – depending on their age and experience hence the need to examine the third level of student involvement in decision making.

The third view point concerning school life suggests that students should at all times fully participate in making decision which includes the formulation of rules and regulations (Magadla, 2007). This view is supported by Njozela (2008) who points out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007) states that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways. However one should expect students to have opportunities for involvement in each major are – in particular in a school; ethos and climate – including rules, rewards and sanctions.

Jeruto and Kiprop (2011) conducted a research on the extent of students participation in decision making in secondary schools in Kenya. The study was prompted by the recurrence of student unrest in Kenya; often blamed on 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 were that though there are attempts to include views of students in school policy, such attempts were mainly tokenistic and did not extend to core issues of school rules and regulations. Students were only allowed to participate in students welfare issues but were deemed to be immature and therefore unable to participate in administrative issues such as formulation of rules and regulations. It was thus concluded that students participation in secondary schools was still wanting and needed to be expanded to include issues beyond students welfare issues. Students' views excluded when making decisions on the formulation of school rules, discipline of students and nature of punishments.

The study by Jeruto and Kiprop (2011) looked at student participation in decision making, which is a wider perspective while the current study specifically focused on the formulation of school rules. Further, this study investigated how student participation in the formulation of school rules enhances discipline, an aspect which the above study fell short of.

2.5 Communication Channel between student council and management.

Communication is the key to ensuring strong partnership and a successful school council involvement. It is crucial to achieving increased involvement and greater influence for parents in their children's education. School councils must have sound methods of communicating with the

school principal, with the school board of management, with the community, parents and with each other. The school council's communication strategy should also include an effective method of communicating with the school community on a regular basis. This process should in time become routine. Many channels of communication are required to ensure that school council effectively.

Glover, (2015) noted that SRC organized forums and discussed issue that affected them at their (SRC) general meetings. The presence of the headmaster at the SRC general meetings was a setback for students' participation in decision making because it could intimidate and prevent students from speaking out on issues that were of concern to them. Though the principal might not interfere with the deliberations at the meetings, but his presence, as one in authority diminished the relevance of the SRC executives. One would argue that he was at the students' council forum to get first-hand information of students " perspectives, but for one who wanted asked students to deal with their patron it would have been more appropriate to ask the patron to attend the meeting. The point being raised is that the head's presence at the students" forum could mute some students who might want to speak on issues..

Fielding and Rudduck (2000), state that there were many silent or silenced voices – students who would like to say things about teaching and learning but who don't feel able to without a framework that legitimates comment and provided reassurance that teachers would welcome their comments and not retaliate. They further stressed that attempts to define students' council participation in decision making referred to token consultation with students discussing matters as school uniform and how to reduce littering. However, if democratic culture was to be upheld, students should be enabled to understand why things are done as they are and able to voice their views about change and to have those views heard and carried out.

Sifuna (2000) noted that a major factor in the existence of strikes and riots in many African secondary schools is the problem of lack of proper channel communication between layers of school hierarchy. This lack of effective communication channels comes with an attempt to operate a bureaucratic organization in a setting where congruent norms of behavior are not sufficiently developed.

Attempts to improve communications channels through bulletins, assemblies suggestion boxes school magazines and student councils were quite welcome since they make the bureaucratic machinery run more

smoothly. In the United States of America, for instance, Neigel (2006) notes that high school reform effort strongly recommend that schools model democratic principles and give students, teachers, parents, and community members a significant role in school management and the decision – making process, and this has led to increased participation of students in management. Most secondary schools in developed countries such as the US, Britain, and Germany offer students the opportunity to participate in some sort of student government.

2.6 Summary of the literature review.

Literature has reviewed influence of students councils' involvement in management in public secondary schools in Emuhaya sub-county. Several studies have been conducted in this area. For example, Huddleston (2007) has shown that there is a tendency among teachers and school leaders to define issues that affect students and their councils' quite narrowly. Njozela (1998) has established that principals and other stakeholders should not underestimate the contributions of students. A well constituted student council should be able to fully represent the student body in the matters that concern them, help create a conducive learning environment and help reduce the may cases of unrests experienced in schools (Chemutai & chumba, 2014) The election process must be seen to be fair and democratic. It is against this background that a research need arose to

determine the influence if institutional factors on student council involvement in management in public schools in Emuhaya sub- county.

2.7 Theoretical framework.

The social systems theory is a theory that attempts to describe, explain and predict organizational behavior. Katz & Kahn (1966) . According to the social systems theory, all organizations are systems comprised of different units or parts, which are interrelated and, inter dependent in carrying out their activities, are all geared towards attainment of common goals. Thus schools are social systems. They have principals, teachers, support staff and students councils who carry out various tasks towards the major purpose of enhancing student learning.

All sub-systems perform unique but complementary roles to attain the common goals of the school. In the managerial sub- system, the principal, plays the role of; coordinator, planner, controller and facilitator of activities of the entire system to ensure efficiency. Thus, principals should put in place good communication systems in schools to ensure a smooth two-way flow of information to all student councils, students and teachers and support staff. They should also facilitate the setting up of the school

code (Rules and Regulations) to ensure order and tranquility in schools, act with impartiality and train student councils to make them competent in their work and clearly define their roles.

It is because of the above reasons that the social systems Theory was suitable for this study. This is because schools are social system with sub-systems such as the student council, which requires proper coordination, training, role clarity and healthy relationship with the school administration and students to enable it to get involved in management.

2.8 Conceptual framework of the study

The conceptual frame work shows that various institutional factors can influence involvement of student councils in public secondary schools. These are the independent variables of the study. These factors will impact directly on the dependent variable of the study which is the student councils involvement in public secondary schools management.

Principal Administrative Experience Principals year in

Students' council election Process. How election is carried out and frequently

Students' council formulation of rules and

Management Process

Involvement of Student Council in school management
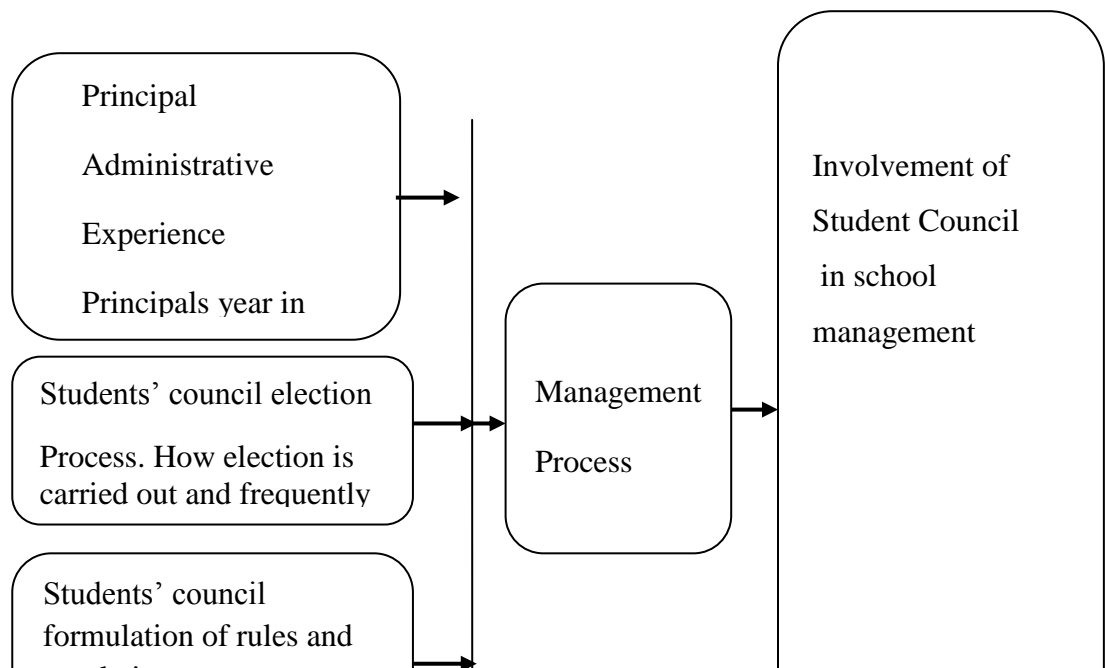
Figure 2.1. Conceptual framework.

Figure 2.1 : Conceptual framework on factors influencing students councils involvement. The independent variables of this study are the principals administrative experience, election process, formulation of rules and regulation and communication channel. These independent variables have an influence on the dependent variables of the study which is involvement of the student council in school management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

The chapter is divided into the following sub- sections; the research design, target population, sample size and sampling techniques, research instruments, validity and reliability of instruments, data collection procedures and techniques of data analysis.

3.2   Research Design

The study adopts descriptive survey design was found suitable for the study because it enabled the researcher to collect facts and views from diverse categories of respondents on the influence of institutional factors on student council involvement in management in secondary schools. Survey study gathers data at a particular point in time with intention of describing the nature of the existing conditions and determining the relationship that exist (Orodho, 2005).

3.3   Target Population

For this study population consisted of 36 public secondary schools, 36 principals, deputy principals and approximately 720 student council members in Emuhaya sub-county of Vihiga (TSC Teacher's directory 2015).

3.4   Sample size and sampling procedure

The census survey method to select public schools, principals and deputy principals. According to Cohen et al (2007). In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typically or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs. Purposive sampling will be used to select the student councils from the 36 schools, the researcher will handpick 5 SCs in senior classes.

Table 3.1 Sampling Frame

Category of respondents	Population	Sample	%
Principals	36	36	100
Deputy principals	36	36	100
Students	720	180	25
Total	**792**	**252**	**32**

3.5   Research Instruments.

The use of questionnaire designed for principals, deputy Principals and student leaders. Questionnaires have four sections. Section A for the both questionnaires solicit demographic data about the participants; section B of the both questionnaire sought for information on the principal administrative experience; part C item on election process; Section D has item on formulation of school rules and regulations; Section E has item on communication channel between student council and school management.

The use of document analysis information obtained from the respondents through the questionnaire was further supplemented with data from document analysis. The sources of documentary data used in this study included memos and notices written to students to convey decisions made in school, minutes of school and student council meetings, schools "code of conduct", newspaper report on student

council, and school log book. All these were analyzed for information pertinent to the study.

3.6   Validity of the Instrument

Orodho (2008) refers to the degree to which the empirical measure or several measures of the concept accurately the concept as validity. As such, the instrument was analyzed by at least two supervisors competent in the area. They assessed the relevance of the content used in the questionnaires developed for content validity; examine the questionnaire individual for face validity and provided feedback and recommendations that made the final questionnaire appropriate for the study.

3.7   Reliability of measuring instrument.

According to Borg and Gall and Mcmillan and Schumacher (2001), reliable instruments are consistent and can be depended upon to yield similar results under different circumstances. The test – reset technique of assessing reliability was used to measure reliability with the purpose of improving on the instruments reliability   was used to measure reliability with the purpose of improving on the instruments reliability. This, as asserted by Orodho (2010), involved administering the same instrument twice to the same group of selected

respondents at two separate times. The scores of the two tests was co-related using the Pearson's Product Moment Co-relation Co-efficient formula as follows;-

$$r= \frac{N£xy - (£ x) (£y)}{(N£(x)2-(£x2) (N£(y)2-(£y)2}$$

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

£x2 – Sum of squared deviation x

£x2 - Sum of squared deviation y

 (Kombo & Tromp 2006)

3.8 Data Collection procedures.

The researcher got a letter of introduction from the University of Nairobi. The Researcher sought a permitted from the national Commission for Science, Technology   and innovation to conduct the research. After that the researcher went to visit the sub- county office. The researcher then proceeded to each sampled school and booked an appointment with principals to administer the questionnaires. The researcher established a rapport with the respondents and made the necessary clarification before they filled in the items. The researcher administered the questionnaires in person and the respondents' were given enough time to respond. The filled in questionnaire were collected.

3.9   Data Analysis techniques

All the data collected from the field was checked for completeness, Quantitative data was entered into the computer for analysis using the statistical package for

Social Sciences (SPSS) programme. Descriptive statistics such as percentages and frequencies used to answer research questions. Qualitative data was analyzed according to the themes and the research objectives. Tables used to present the data and the use of narrative descriptions.

3.10   Ethical considerations.

According to (Cohen et al, 2007) one should observe protocol and ensure that the relevant authorities have been consulted, informed and that the necessary permission and approval obtained. The ethical considerations in this study were enhanced by the respondents being informed of the purposes and importance of the study so as to make voluntary and informed decision as they took part in this study. They were assured of respect of their views and confidentiality on any information they gave related to the study on influence of institutional factors on students' council involvement in Public Secondary School management in Emuhaya Sub- County, Vihiga County.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers data analysis, presentation and interpretation. It's divided into two main sections. Section one presented demographic data for the respondents. The second section presented the results of the study which were organized along the research questions of the study. The main purpose of the study was to

investigate the influence of institutional factors on student councils' involvement in public secondary school management in Emuhaya Sub County.

The study was guided by the following specific objectives: To determine the influence of principal's administrative experience on the student councils involvement in public secondary schools management, to establish the influence of the election process on the involvement of student councils in public secondary schools management, to determine the extent of students council involvement in the formulation of school rules and regulations in public secondary schools management and the influence of communication channel on the involvement of student councils in public secondary schools management.

In order to simplify the discussions descriptive analysis comprising of frequencies, percentages and other measures of dispersion and variability were used. , For qualitative data, Inferential statistics used in the study included Pearson Product Moment Correlation Coefficient,   the researcher   provided tables and figures that summarize the collective reactions and views of the respondents.

4.2 Response rate

The study targeted 252 respondents out of which 36   principals', 36 deputy principals responded and 180 students' leaders returned their questionnaires contributing to the response rates of 100%. This response rates were sufficient and representative and conforms to Mugenda.O and Mugenda.A (1999)

stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

As shown on table 4.1

Table 4.1: Questionnaire return rate

Respondents	Sample	Response	Rate (percent)
Principals	36	36	100
Deputy principals	36	36	100
Students council	180	180	100
Total	**252**	**252**	**100**

4.3 Demographic information

The study sought to ascertain the demographic information of the respondents

Involved in the study with regards to; gender, age, duration of working as principals. The demographic information points at the respondents' suitability in answering the questions on influence of institutional factors on student councils' involvement in public secondary school management.

4.3.1 Gender distribution of the respondents

The study sought to establish the gender of principals, deputy principals and students' council participants in the study and the findings are as shown below.

Table 4.2 Gender distribution of the respondents

	Principals		Deputies		Students Councils	
Responses	F	%	F	%	F	%
Male	23	63.9	26	72.2	80	44.4
Female	13	36.1	10	27.8	100	55.6
Total	**36**	**100**	**36**	**100**	**180**	**100**

From the findings, majority 23(63.89%) of the principals are male while 13(36.11%) of the principals female. This can be attributed to that most of the schools are mixed day secondary school and are headed by male. The girls' boarding schools are few compared to boys boarding schools. From the findings, majority 26(72.2%) of the deputy principals are male while 10(28%) of the deputy principals female. From the findings, majority 100 (55.6%) of the students council were female while 44.4% were male. This was contrary to that of the principals and deputies which indicated the dominance of the male. This indicated that all genders were represented and therefore the study did not suffer from gender bias.

4.3.2 Distribution of the respondents by age

The principals, deputies and the students' council were asked to indicate their age bracket. The study findings are illustrated on table 4.3.

Table 4.3 Distribution of the respondents by age

	Principals		Deputies		Students council	
Years	F	%	F	%	F	%

12-15	0	0	0	0	7	3.9
16-18	0	0	0	0	141	78.3
19-20	0	0	0	0	32	17.8
21-30	0	0	0	0	0	0
31-40	1	2.8	6	16.7	0	0
41-50	15	41.7	29	80.6	0	0
51 and above	20	55.6	1	2.8	0	0
Totals	**36**	**100**	**36**	**100**	**180**	**100**

From the principal data the findings reveal that the age bracket of 41 to 50 had 15(41.7%) and 50and above percentage of 20(55.6%). This implies that majority of head teachers were of great age and hence were reliable to provide information required about students council involvement in management of school .From the Deputy principal data the findings reveal that the age bracket of 31 to 40 covered 6(16.7%) and 41 to 50 had 29(80.6%) who form the majority. This implies that majority of Deputy Principals were of great age and hence were reliable to provide information required about students council involvement in school management.

The findings from the student's data revealed that, the highest number 141(78.3%) of the students participants aged between 16 to 18 with age of 12 to 15 having the lowest number of 7(3.9) and those 19 and above 32(17.8)

This implies that the majority of students were of good age and hence were reliable to provide information required abut students council involvement in management of school.

4.4 Principals' administrative experience in years

The principals were asked to indicate their administrative experience. The study findings are illustrated on table 4.4

Table 4.4: Principals' administrative experience in years

Years	F	%
1-6	8	22.2
7-12	17	47.2
13-18	9	25
19-24	2	5.5
Totals	**36**	**100**

Majority of the principals respondents 17(47.2%) indicated that their administrative experience is between7-12 years. This implies that the principals had the experience in management as leaders to give information on the topic influence of institutional factors on student councils' involvement in public secondary schools management. Nyambisi,(2014) study on students' participation in school governance at the secondary school level: a Kenyan principals' perception found that the principal's administrative experience is very critical in making decisions on how student council can be involved in school management.

4.5 Principal's administrative experience and involvement of students' council in management.

Principal, deputy principal and students' council members were asked to indicate the extent to which they agreed with the statements . Using a scale of 1 to 5 where 5 strongly agree (SA); 4 – agree(A); 3- undecided (U)2- disagree(D); 1- strongly disagree(SD). The results are displayed on Table 4.5.

Table 4.5.Principals responses on involvement of student council

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Involved if Motivated.	0	0	1	2.7	7	19.4	17	47.2	9	25
Train in management.	0	0	2	5.5	0	0	28	77.7	6	16.6
principal's administrative Experiences.	0	0	0	0	6	16.6	10	27.7	20	55.5
Given more support by the administration.	0	0	5	13.8	3	8.3	11	30.5	21	58.3

When the principals were asked whether principals administrative experience influenced the involvement of the students' council, majority 20(55.5%) of the principals "Strongly agreed".

The deputies were asked to respond on involvement of student council . The study findings are illustrated on table 4.6

Table 4.6: Deputy Principals' response on the influence of principals' administrative experience in management

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
involved if motivated	0	0	3	8.3	6	16.6	19	52.7	8	22.2
Train in management.	0	0	2	5.5	0	0	27	75	7	19.4
Principal's administrative Experiences.	0	0	0	0	4	11.1	16	44.4	16	44.4
given more support by the administration.	0	0	1	2.7	3	8.3	14	38.8	18	50

The Deputy Principals were asked the same questions and their responses were that 4(11.1%) of them were undecided while 16(44.4%) agreed with the statement and had equal respondents 16(44.4%) who strongly agreed with the statement.

The students' council was asked the same questions and their responses are shown on table 4.7

Table4.7 Student councils' response on the influence of principals' administrative experience in management

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
involved if motivated.	0	0	0	0	1	0.5	34	18.8	145	80.5

train in management.	0	0	1	0.5	5	2.7	47	26.1	127	70.5
Principal's administrative experiences.	0	0	0	0	1	0.5	20	11.1	159	88.3
given more support by the administration.	0	0	1	0.5	3	1.6	5	8.3	161	89.4

Majority, 159(88.3%) of the respondents "Strongly agreed" with the statement. These findings indicated that the experience of the Principals therefore had an influence on the students" council involvement in school management.

This implies that when the principal is experienced is able to handle students' council with some maturity because of so many years in dealing with the students' body. Mule (2011) conducted a study on factors influencing student leaders' involvement in governance of public secondary schools in Mwala District. The study established that there was no significant difference between the level of students' involvement in school governance and the principal's administration experience. Mule (2011) findings are different with the findings above.

4.6 Correlation between Principal's Administrative Experience and Involvement of Student Council in School Management

The study aimed at establishing the influence of principal's administrative experience on the involvement of student councils in public secondary schools management. Table 4.8 depicts the correlations.

Table 4.8 : Correlation between Principal's Administrative Experience and Involvement of Student Council in School Management

	Involvement of Student council in school management		
	Pearson Correlation	Sig. (2-tailed)	N
Student council more involved	.342**	.000	252
There is need to train the student council in management	.820**	.000	252
Principal's administrative experience influences the involvement of student councils.	.882**	.000	252
Student council more involved if support by the administration.	.786**	.000	252
**. Correlation is significant at the 0.01 level (2-tailed).			

The results indicate that the principal's administrative experience is highly correlated to involvement of student council in school management at the .01 level of significance. The highest correlation is between principal's administrative experience and involvement of student council in school management at .882, The study also shows that principal's administrative experience influences the involvement of student council in school management ($r=0.882$**, $p<0.01$, N=252).

4.7 Students' councils election process

The study aimed at establishing the influence of students' council's election process on the involvement of students' councils in public secondary schools in Emuhaya Sub-County.

4.7.1 Response on participation of student council in school.

The principals, deputy principals and the students' council were asked about the participation of students' councils in their schools. The findings are on table 4.9

Table 4.9 Response on participation of student council in school.

	Principals		**Deputies**		**Students council**	
Responses	F	%	F	%	F	%
No participation	2	5.6	1	2.8	12	6.7
Little participation	8	22.2	7	9.4	36	20
Full participation	26	72.2	28	77.8	132	73.3
Total	**36**	**100**	**36**	**100**	**180**	**100**

The findings indicated that majority of the principals 26(72.2%) of them responded that there is full participation in selection of student council. The deputies 28(77.8%) concurred that there is full participation in selection of the students council also the students council concurred 1327(73.3%) that there is full participation in the selection of students council.

These findings then indicated that there is full participation in selection of the students' council in schools in Emuhaya Sub-County as indicated by the findings from the principals, deputies and the students' council. This is in line with the emphasis placed by UNICEF (2009) in their National Baseline Survey on the need for every school in Kenya to put in place an elected SLC through which students can participate in the governance of their school. The findings also concurs with the argument raised for the need for schools and school Principals to

allow an all inclusive and participatory governance style in which students have an opportunity to give their input in school affairs, through SLCs (Tikoko & Kiprop, 2011.

These findings are contrary to assertion by Sifuna (2000) that school principals, who are often used to the bureaucratic nature of the school structure, see nothing wrong or undemocratic in the selection of prefects.).

4.7.2 Formation of student council in schools

The principals, deputy principals and the students' council were asked how the students' councils were formed in their schools. The findings are on table 4.10

Table 4.10 Formation of student council in schools.

	Principals		Deputies		Students council	
Response	F	%	F	%	F	%
principal without students	3	8.3	4	11.1	24	13.3
students without principals	3	8.3	4	11.1	24	13.3

students with principals	25	69.4	24	66.7	124	68.9
Any other	5	13.8	4	11.1	8	4.4
Totals	**36**	**100**	**36**	**100**	**180**	**100**

The majority 25(69.4%) of the principals said that the students' council was elected by students with an input from the principal. Some principals indicated that that besides input from the principals there was input from the teachers.

This agrees with Keogh and Whyte (2005) who observed that councils which were mainly elected by students but had some teacher input in to the election of council leaders seemed to be the most effective. Majority of deputies 24(6.6%) out of 36 in this study indicated that formation of students council in their schools was by students with principals input followed by 4(11.1%) who indicated that Selection was done by Students' without principals input and the same percent reported that Selection was by principal without students input and other form of selection had the same percent. a majority of students council124(68.9%) out of 180 in this study indicated that formation of students council in their schools was by students with principals input followed by 24(13.3%) who indicated that Selection was done by Students' without principals input and24(13.3%)reported that Selection was by principal without students input while a small number 8(4.4%) reported that other form of selection was in place.

4.7.3 Students council representation in school

The study in Table 4.11 reveals the student council representation in school

48

Table 4.11: Students council representation in school

Respondent		Frequency	Percent
	Class	**19**	**52.8**
Principal	Form	17	47.2
	Total	36	100.0
	Class	27	75.0
Deputy	Form	9	25.0
	Total	36	100.0
Students council	Class	87	48.3
	Form	93	51.7
	Total	180	100.0

According to the analysis representation of students' council is by class as most respondent:17(47%) for principal.27(75%) for deputies, while students council cited form 93(51.7%)strongly agreed.

4.8 Correlation between Student Councils Election Process and Involvement of Student Council in School Management

The study in Table 4.12 reveals the correlations between student council election process and involvement of student council in school management.

Table 4.12: Correlation between Student Councils Election Process and Involvement of Student Council in School Management

	Involvement of Student council in school management		
	Pearson Correlation	Sig. (2-tailed)	N
The degree of student involvement in selection of student council	.606**	.000	252
How student council was formed	.839**	.000	252

Students representation in the student council	.750**	.000	252
**. Correlation is significant at the 0.01 level (2-tailed).			

The results indicate that the student council election process is highly correlated to involvement of student council in school management at the .01 level of significance. The highest correlation is between student council election process and formation of student council in public secondary schools at .839, while the lowest is between the degree at which student involvement in election of student council and involvement of student council in school management at .606.

The study found that the degree of student involvement in election of student council in public secondary schools influences the involvement of student council in school management at (r= .606**, P< 0.01, N= 252). It was found from the study that how the student council was formed in public secondary schools, determines the degree at which student council is involved in school management (r= 0.839**, p<0.01, N= 252).

4.9 Involvement in formulation of school rules and regulations

members were asked to indicate the extent to which they agreed with the statements on student councils' involvement in formulation of school rules and regulations using a scale of 1 to 5 where 5 strongly agree; 4 – agree; 3- undecided 2- disagree; 1- strongly disagree.

The results are displayed on Table 4.13

Table 4.13: Extent of student councils' involvement in formulation of school rules and regulations according to the principals.

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
formulation of rules.	7	19.4	20	55.5	0	0	3	8.3	6	16.6
Ensuring rules are followed.	0	0	0	0	0	0	27	75	9	25
Give suggestions.	3	8.3	7	19.4	0	0	15	41.6	11	30.5
Never differ with administration.	0	0	1	2.7	1	2.7	28	77.7	6	16.6
Opportunity to represent other students.	0	0	0	0	0	0	12	33.3	24	66.6

According to the analysis of the findings Principals from most schools 27(75%) agreed that student councils contributes in ensuring that rules in school are followed. However, principals from half sampled schools 15(41.6%) agreed that student councils should give suggestion in the formulation of rules and regulations in school as a way of involving them in management. Principals 20(55.5%) disagreed on the statement that student council are part of the body that is involved in the formulation of rules and regulation. These findings indicate that student's council are not involved in formulation of school rules and regulations .

Deputies were asked to indicate the extent to which they agreed with the statements on student councils' involvement in formulation of school rules and regulations using a scale of 1 to 5 where 5 strongly agree; 4 – agree; 3- undecided 2- disagree; 1- strongly disagree. The results are displayed on Table 4.14

Table 4.14: Extent of student councils' involvement in formulation of school rules and regulations according to the deputy principal

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Formulation rules and regulations.	0	0	20	55.5	0	0	5	13.8	11	30.5
Ensuring rules are followed.	0	0	7	19.4	0	0	10	27.7	19	52.7
Give suggestions on rules and regulations.	3	8.3	7	19.4	0	0	18	50	8	22.2
Never differ with the administration.	0	0	2	5.5	1	2.7	28	77.7	5	13.8
opportunity to represent other students.	0	0	0	0	0	0	1	27.7	26	72.2

According to the analysis deputies from most schools 19(52.7%) strongly agreed that student councils contributes in ensuring that rules in school are followed, deputies from sampled schools 18(50%) agreed that student councils should give suggestion in the formulation of rules and regulations in school as a way of involving them in management, deputies 20(55.5%) disagreed on the statement that student council are part of the body that is involved in the formulation of rules and regulation. These findings indicate that student's council is not

involved in formulation of school rules and regulations .The results are displayed on Table 4.15

Table 4.15: Extent of student councils' involvement in formulation of school rules and regulations according to students

Statement	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
Formulation of es and regulations.	65	36.1	70	38.9	15	8.3	10	5.6	20	11.1
Ensuring rules are followed.	0	0	7	3.8	10	0.5	69	38.3	103	57.2
Suggestions on rules and regulations.	23	12.7	27	15	10	5.5	70	38.8	50	27.7
Never differ with the administration.	10	5.5	9	5	7	3.8	31	17.2	123	68.3
Opportunity to represent other students.	0	0	0	0	0	0	112	62.2	68	37.7

According to the analysis of the findings 70(38.8%) agreed that they should give suggestion on rule and regulation when they are formed. Students council members 70(38.6%) disagreed on the statement that student council are part of the body that is involved in the formulation of rules and regulation. These findings indicate that student's council is not involved in formulation of school rules and regulations.

This contradicts the findings by Huddleston (2007) who states that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways; his view is supported by Njozela (2008) who points out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support,

4.10 Correlation between Involvement of Student Council in School Management and Formulation of Rules and Regulations

Table 4.16 depicts the correlations between involvement of student council in school management and the extent at which the student council is involved in the formulation of the school rules and regulations in public secondary schools.

Table 4.16: Correlation between Involvement of Student Council in School Management and Formulation of Rules and Regulations

	Involvement of Student council in school management		
	Pearson Correlation	Sig. (2-tailed)	N
Student council is part of the body that is involved in the formulation of school rules	.079	.000	252

and regulations			
The student body contributes in ensuring that rules in our school are followed.	$.898^{**}$	.000	252
Student council gives suggestions in the formulation of rules and regulations.	$.735^{**}$	.000	252
Student councils should never differ with the administration concerning rules and regulation set.	$.813^{**}$	.000	252
Students should be given opportunity to represent other students.	$.846^{**}$	.000	252

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

The results from the study show that the student council involved in the formulation of school rules and regulations is significant at 0.05. The highest correlation is between involvement of student council in school management and student body ensuring that rules are followed in public secondary schools at .898, while the lowest is between the involvement of student council in school management and provision of direction and motivation to other students at .144. The study shows that student council is not part of the body that is involved in the formulation of school rules and regulations (r=0.079, p<0.001, N=252), although the council ensures that rules in the schools are followed (r=0.898**, p<0.01, N=252). The study found that student council gives suggestions in the formulation of rules and regulations hence it is important to involve the council in the school management (r=0.735**, p<0.01, N=252).

4.11 Communication Channels between Students council and management.

The researcher therefore sought to find out whether suggestion box facility was available in school. Table 4.17 represents the responses .

Table 4.17: Availability of the Suggestion Boxes in Schools as Reported by principal, Deputy Principals and Student council

Respondents	Responses	F	%
Principals	Yes	36	100
	No	0	0
	Total	36	100
Deputy Principals	Yes	36	100
	No	0	0
	Total	36	100
Students council	Yes	149	82.8
	No	31	17.2
	Total	180	100

According to analysis 36(100%) both the principals and deputies used in this study indicated that suggestion boxes were available in their schools. , the majority of students 149 (82.8 percent) out of 180 reported that suggestion boxes were available in their schools and only31(17.2 percent) reported that they were not available. The study went out to further ascertain whether the suggestion boxes were functioning so as to assess the effect on students council involvement in management of the schools. The researcher therefore sought to find out whether this facility was being used in school. Table 4.18 represents the responses

Table 4.18: Responses on use of suggestion box Reported by principal, deputy principals and student council

Respondents	Responses	F	%

Principals	Yes	36	100
	No	0	0
	Total	36	100
Deputy Principals	Yes	36	100
	No	0	0
	Total	36	100
Student council	Yes	145	80.6
	No	35	19.4
	Total	180	100

According to analysis 36(100%) both the principals and deputies used in this study indicated that suggestion box was in use in their schools. The students report was that majority of students 145 (80.6 %) out of 180 reported that suggestion box was in use in their schools and only35 (19.4 percent) reported that they were not in use.

The researcher therefore sought to find out on the frequency of opening the suggestion box. Table 4.19 represents the responses on the opening of suggestion box in schools.

Table 4.19 Responses on the frequency of opening of suggestion box

Reported by principal, deputy principals and student council

Respondents		F	%
statement			
	Everyday	11	30.6
Principals	weekly	20	55.6
	Monthly	5	13.9

	Total	36	100.0
	Everyday	5	13.9
Deputies	Weekly	28	77.8
	Monthly	3	8.3
	Total	36	100.0
	Everyday	19	10.6
	Weekly	120	66.7
Students council	monthly	41	22.8
	Total	180	100

Table. 4.20 above reflected the frequency of opening the suggestion boxes by principals, Deputies and students council to get students' views on administration of the school affairs. Out of the 36 Principals who were sampled only20(55.6 %) reported that they opened suggestion boxes to read students' views weekly followed by 11 (30.6%), who reported they opened every day and 5(13.9 percent) reported opening per month. Majority of the deputies' 28(77.8%) responded that they opened weekly. This view concurred with the student 120(66.7%) who responded the box was opened weekly. This findings concurs with Glover, (2015) who noted that the SRC organized forums and discussed issues that affected them at their (SRC) general meetings.

The researcher therefore sought to find out whether they get the feedback on what they write. Table 4.20 represents the responses on the getting the feedback.

Table 4.20: Responses on getting the feedback of suggestion boxes reported by principal, deputy principals and student council

58

	Principal		Deputy Principal		Students council	
	F	%	F	%	F	%
YES	30	83.3	34	94.4	152	84.4
NO	6	16.7	2	5.6	28	15.6
TOTAL	36	100	36	100	180	100

According to the analysis majority of the principal 30(83.3%) responded that students get feedback on what they write in suggestion box while 6(16.7%) they don't get feedback. The deputies 34(94.4%) concurred that student get the feedback on what they write and the students council took the same trend with majority 152(84.4%) responding they get the feedback on what they write to school managers only 28(15.6%) of the students council responded that they don't get the feedback on what they write.

Sifuna (2000) noted that a major factor in the existence of strikes and riots in many African secondary schools is the problem of lack of proper channel communication between layers of school hierarchy. This lack of effective communication channels comes with an attempt to operate a bureaucratic organization in a setting where congruent norms of behaviour are not sufficiently developed. Attempts to improve communications channels through bulletins, assemblies, suggestion boxes, school magazines and student councils were quite welcome since they make the bureaucratic machinery run more smoothly .

The researcher therefore sought to find out whether meetings are conducted Table 4.21 represents the responses .

Table 4.21 Responses on having Open Air Meetings.

	Principal		Deputy Principal		Students council	
	F	%	F	%	F	%
YES	36	100	36	100	158	87.8
NO	0	0	0	0	22	12.2
TOTAL	**36**	**100**	**36**	**100**	**180**	**100**

According to a analysis all 36(100%) of the principals responded that they normally have meetings to discuss general school issues. The same trend was observed by the Deputies who all accepted they normally have meetings. The students council a majority 158(87.8%) responded that they normally have meetings while 22(12.2%0) of the students council responded that their no meetings to discuss general issues of the school.

Sifuna (2000) noted that a major factor in the existence of strikes and riots in many African secondary schools is the problem of lack of proper channel communication between layers of school hierarchy. This lack of effective communication channels comes with an attempt to operate a bureaucratic organization in a setting where congruent norms of behaviour are not sufficiently developed.

Attempts to improve communications channels through bulletins, assemblies, suggestion boxes, school magazines and student councils were quite welcome since they make the bureaucratic machinery run more smoothly Sifuna (2000) noted that a major factor in the existence of strikes and riots in many African secondary schools is the problem of lack of proper channel communication between layers of school hierarchy. This lack of effective communication channels comes with an attempt to operate a bureaucratic organization in a setting where congruent norms of behaviour are not sufficiently developed.

Attempts to improve communications channels through bulletins, assemblies, suggestion boxes, school magazines and student councils were quite welcome since they make the bureaucratic machinery run more smoothly

The researcher therefore sought to find out the frequency of meetings conducted Table 4.22 represents the responses .

Table 4.22: Frequency of Having Open Air Meetings to Discuss General School Issues

	Principal		Deputy Principal		students council	
	F	%	F	%	F	%
Per week	7	19.4	5	13.9	98	54.4
Per month	27	75	30	83.3	58	32.2

Per term	2	5.6	1	2.8	2	2.2
Missing	0	0	0	0	22	12.2
Total	**36**	**100**	**36**	**100**	**158**	**100**

Results from Table 4.23, indicated a majority of 98 (54.4%) out of158 students council reported that they held meetings per week in schools to discuss issues concerning them, followed by 58 (32.2%) who indicated that they sometimes held 'barazas' per month and2 (2.2%) indicated it was pre term. The deputy Principals of the sampled schools. Their responses were as followed, the majority 30(83.3%) reported that they held barazas once per month, followed by 5 (13.9 %) who indicated they were involved in holding barazas per week and a very small number 1(2.8 %) reported that this happened once per term. The same question was put to the Principals of the sampled schools and their responses were as followed, majority of 27 (75%) reported that they held open barazas once per month, followed by 7(19.4%) who indicated they were involved in holding open barazas once per week and a very small number 2(5.6%) reported that this happened once per term.

4.12 Correlation between Communication Channel and Involvement of Student Council in School Management.

The study in Table 4.23 shows a relationship between communication channel and involvement of student council in the management of public secondary schools.

Table 4.23: Correlation between Communication Channel and Involvement of Student Council in School Management

| | Involvement of Student council in school management | | |
	Pearson Correlation	Sig. (2-tailed)	N
Availability of suggestion box	.331**	.000	252
Letters or suggestions written by student council about issues concerning the school administration	.462**	.000	252
Frequency of opening the suggestion box	.361**	.000	252
Feedback about the suggestions from the school administration	.464**	.000	252
Special days when student council and school administration come together and discuss matters affecting the school	.488**	.000	252
Frequency of meeting between student council and school administration	.255**	.000	252
**. Correlation is significant at the 0.01 level (2-tailed).			

The results indicate that the communication channel is highly correlated to involvement of student council in school management at the .01 level of significance. The highest correlation is between special days when student council and school administration come together and discuss matters affecting the school and involvement of student council in public secondary schools at .488, while the lowest is between the frequency of meeting between student council and school administration and involvement of student council in school management at .255.

The study shows that the involvement of student council in school management has contributed in the availability of suggestion box (r = 0.331**, p<0.01, N=252). The study reveals that due to the involvement of student council in school management, the council is able to write letters and suggestions about

issues concerning the school administration (r = 0.462**, p<0.01, N=252). The involvement of student council in the school management has enhanced the frequency of opening the suggestion box (r = 0.361**, p<0.01, N=252). The study also reveals that the involvement of student council in school management has made it possible for the students to get feedback about the suggestions from the school administration (r = 0.464**, p<0.01, N=252). The involvement of student council in school management has facilitated the formation of special days when student council and school administration come together and discuss matters affecting the school (r = 0.488**, p<0.01, N=252). This has enhanced the frequency of meeting between student council and school administration (r = 0.255**, p<0.01, N=252).

The study implies that the right communication channel is paramount in involving student council in school management. The study findings showed that principals and deputies faced the same challenges when working with the students council, one challenge which was prevalent was that the student council do compromise with students and they sometimes do not report indiscipline cases on time. Other challenges they face are some uncooperative student councilors. Some of them fail to report indiscipline cases among students. Students being unsupportive of the student councilors. Lack of confidence among some of the student councilors in performing their roles leaders. Some student councilors are undisciplined.

Some student councilors are not firm in decision making and hence they are easily influenced by the fellow students.

Some student councilors are unable to handle and resolve some issues because of lack of adequate training. Some parents refuse their children to be elected and appointed in the student council. Some student councilors are unable to balance academics with leadership making them drop in their academic performance. Some student leaders lack self-drive and motivation in executing their duties. Lack of team work and support between the student leaders. Junior student councilors fear the senior school students in form three and four. The study findings showed that student councils experience a lot of challenges in executing their roles including; Lack of motivation to serve selflessly, inadequate leadership skills where the selected student may not be the best to lead the others, lack of teamwork, overreactions from the students and teachers. Issues like drug abuse ,lesbianism and homosexuality are difficult to deal with.

CHAPTER FIVE

SUMMARY OF STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of the study was to investigate the influence of institutional factors on students' council involvement in public secondary school management. This study was guided by the fact that very few empirical studies have been done to establish the influence of institutional factors on students' council involvement in management. The study objectives were to determine the influence of principal's administrative experience on the student councils involvement management , influence of the election process on the involvement of student councils, determine the extent of students council involvement in the formulation of school rules and regulations and determine the influence of communication channel on the involvement of student councils in public secondary schools management.

Literature was reviewed based on the concept of institutional factors that influence students council involvement in school management, Principals administrative experience, the election process, formation of rules and regulations and communication channels between students council and management.

Data collected was mainly quantitative and qualitative in nature and was appropriately analyzed using descriptive statistics and descriptive narrative. Quantitative data was entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) programme. Descriptive statistics such as percentages and frequencies tables were used to answer research questions.

5.3 Summary of Findings

The analysis of data revealed the following findings:

The results indicate that the principal's administrative experience is highly correlated to involvement of student council in school management at the .01 level of significance. The study reveals that principals have a responsibility to train the student council so that they can be more involved in school management. The study found that student council would be more involved in public secondary school management if they are given more support by the administration.

The study reveals that the correlations between student council election process and involvement of student council in school management. The results indicate that the student council election process is highly correlated to involvement of student council in school management at the .01 level of significance. It was found from the study that how the student council was formed in public secondary schools, determines the degree at which student council is involved in school management .The correlations between involvement of student council in school management and the extent at which the student council is involved in the formulation of the school rules and regulations in public secondary schools. The results from the study show that the student council is not involved in the formulation of school rules and regulations.

The study found that student council gives suggestions in the formulation of rules and regulations hence it is important to involve the council in the school management ($r=0.735^{**}$, $p<0.01$, N=252). The study shows a relationship between communication channel and involvement of student council in the

management of public secondary schools. The results indicate that the communication channel is highly correlated to involvement of student council in school management at the .01 level of significance. The highest correlation is between special days when student council and school administration come together and discuss matters affecting the school and involvement of student council in public secondary schools at .488, while the lowest is between the frequency of meeting between student council and school administration and involvement of student council in school management at .255.

5.4 Conclusions

The following conclusions were made based on the findings of this study:

The principals' administrative experience does influence the involvement of student councils in management. Most of the Principals were mature enough and had long professional experience with the schools sampled and could easily involve the students' council in school administration. Schools with more experienced principals are more likely to have a more involved students' council.

From the above findings it can be concluded that most student councils in Emuhaya Sub-County were democratically elected by students with principals input. Open air meetings were held between the students and school administration as indicated by the findings. The school management involving students' council in management matters implied empowerment of the students council.

The study shows that student council is not part of the body that is involved in the formulation of school rules and regulations. Although the council ensures that rules in the schools are followed and that they will never differ with the administration concerning rules and regulation set. The study implies that the right communication channel is paramount in involving student council in school management.

5.5 Recommendations

The following recommendations were made based on the findings and the conclusions of the study: There was need for administrators to be inducted in school administration as regarded students' council involvement in school management. There was need for the Ministry of Education, Science and Technology to put in place policies for monitoring and follow up mechanisms on functioning of schools especially students council' involvement in public secondary school management. The study also recommends that, Universities should introduce programmes that aim at educating fresh graduates at the importance of student's council involvement in secondary school management. The school Principals should endeavor to adhere to the Basic Education Act,2013 to ensure students council were allowed to participate and encouraged to have independent critical thinking, cultivate skills, disciplines and capacities for reconstruction and development in secondary school management.

5.6 Suggestions for Further Research

The following suggestions were made based on research findings and conclusions:

The study was restricted to Public Secondary schools in Emuhaya Sub-County the researcher recommended that another study can be carried out in other categories of schools like Secondary Schools with disabled students, private secondary schools and Gifted talented schools.

A thorough study needed to be carried out on the role of Ministry of Education, Science and Technology in Monitoring and evaluating the students' council involvement in secondary school management and enforce the set guidelines to avoid unrest among students.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR STATION

I am a student at the University of Nairobi, pursuing Masters of Education Administration (MED). I am carrying out a study for my research project which is based on the influence of institutional factors on the students' council involvement in secondary school management in Emuhaya Sub-County,

Vihiga County. Your school has been identified as one of the schools whose teachers, and student are to be used in the study.

I am therefore humbly requesting you to spare a few minutes of your time to respond to the attached questionnaire for the study and allow your staff and student also to respond. Your responses will be used for academic purposes only. Thanks in advance for your cooperation.

Yours Sincerely,

Okonji Claris Anjichi
Masters of Education Administration Student.
clarisokonji@gmail.com
+254-725-949-636

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This research is purely academic and the information provided in it will be used in this research work only.

A: Background information

Tick appropriately

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

2. What is your age? 20 – 30 [ ] 31 – 40 [ ] 41 - 50 [ ] 50 plus[   ]

B: Principal's administrative experience

3. How many years have you served as a principal? ---------------------------

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

Key 5 – Strongly agree; 4 – Agree; 3- Undecided 2- Disagree; 1- Strongly disagree.

NO	Statements	1	2	3	4	5
5	Student council would be more involved if the principals motivate them.					
6	There is need to train the student council so that they can be more involved in management					
7	Principal's administrative experiences influences the involvement of student councils					
8	Student council would be more involved if they were given more support by the administration.					

C: council Election process

9. What is the degree of student involvement in selection of student council in your school? [ ] No participation [ ] Little participation [ ] Full participation

10.   How was the student council formed in your school?

   Appointed by the principal without students input   [   ]

   Elected by students without principal's input   [   ]

   Elected by students with principal's input   [   ]

11.   Any other specify--

12.   Tick (√) where appropriate about the student council in your school.

   Every class is represented in the council   [   ]

   Every Form is represented in the council   [   ]

13.   When was the current student council formed? Year………… term …

14.   How many student leaders form the student council in your school?

   ……………………………………………………………………………

D: Students council involvement in the formulation of school rules and regulations.

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

Key 5 – Strongly agree; 4 – Agree; 3- Undecided 2- Disagree; 1- Strongly disagree.

No	Statement	1	2	3	4	5
15	Student councils have to provide directions and motivation to other students in the school.					
16	Students council are part of the body that is involved in the formulation of school rules and regulations					
17	The student body contributes in ensuring that rules in our school are followed.					
18	Students council must be involved in designing school programmes.					
19	Students council give suggestions in the formulation of rules and regulations.					
20	Students councils relate quite well with the administration, teaching and non-teaching staff.					
21	Student councils should never differ with the administration concerning rules and regulation set.					
22	Student councils must provide a link between the students and the management.					
23	Students should be given opportunity to represent other students.					

E: Communication channel between Administration and Students

council' Involvement in management:

24.Are suggestion boxes available in your school.

     Yes[   ]   No[   ]

25.a) Do student write letters or suggestions about issues concerning the school

administration?   Yes[   ]   No [   ]

b).How frequent is the suggestion box opened?

     Every day[   ] Weekly [   ] Monthly [   ] Termly [   ] Never [   ]

c).Do they get the feedback of what they write in the suggestion box?

     Yes[   ]   No[   ]

26.a) Are there special days in your school when the students' council and school

administration come together and discuss matters affecting the school?

      Yes [   ]   No [   ]

b) If yes in a) above approximately how frequent do such meetings take place?

Per week [   ] Per month [   ]Per term[   ]

37. Briefly explain how such meetings are conducted ⸻⸻⸻

⸻⸻⸻⸻⸻⸻⸻

28. What challenges do you face while working with student leaders inschool

management?..

Thank you for your responses

APPENDIX III

QUESTIONNAIRE FOR DEPUTY PRINCIPALS

This research is purely academic and the information provided in it will be used in this research work only.

A: Background information

(Tick appropriately)

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

2. What is your age? 20 – 30 [   ] 31 – 40 [   ] 41 - 50 [   ] 50 plus[   ]

B:Principal's administrative experience
 In a scale of 1 to 5 where 5 is strongly agree and 1 is strongly disagree, indicate the extent to which you agree or disagree with the following statements.

Key 5 – Strongly agree; 4 – Agree; 3- Undecided 2- Disagree; 1- Strongly disagree

NO	Statements	1	2	3	4	5
3	Student council would be more involved if the principals motivate them.					
4	There is need to train the student council so that they can be more involved in management					
5	Principal's administrative experience influences the involvement of student councils					
6	Student council would be more involved if they were given more support by the administration.					

 C: Council Election process.

7. What is the degree of student involvement in selection of student council in your school? [ ] No participation [ ] Little participation [ ] Full participation

8.   How was the student council formed in your school?

        Appointed by the principal without students input   [   ]

        Elected by students without principal's input   [   ]

79

Elected by students with principal's input   [   ]

9.   Any other specify--

10.   Tick (√) where appropriate about the student council in your school.

Every class is represented in the council   [   ]

Every Form is represented in the council   [   ]

11.   When was the current student council formed? Year………… term …

12.   How many student leaders form the student council in your school?

………………………………………………………………………………

D: Students council involvement in the formulation of school rules and regulations

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

Key 5 – Strongly agree; 4 – Agree; 3- Undecided 2- Disagree; 1- Strongly disagree.

No	Statement	1	2	3	4	5
13	Student councils have to provide directions and motivation to other students in the school.					
14	Students council are part of the body that is involved in the formulation of school rules and regulations					
15	The student body contributes in ensuring that rules in our school are followed.					
16	Students council must be involved in designing school programmes.					
17	Students council give suggestions in the formulation of rules and regulations.					
18	Students councils relate quite well with the administration, teaching and non teaching staff.					
19	Student councils should never differ with the administration concerning rules and regulation set.					
20	Student councils must provide a link between the students and the management.					
21	Students should be given opportunity to represent other students.					

E: Communication channel between Administration and Students

Council' Involvement in management:

22. Are suggestion boxes available in your school? Yes[ ]   No[   ]

23.a) Do student council write letters or suggestions about issues concerning the

school administration?   YES [   ]   NO [   ]

b).How frequent is the suggestion box opened?

 Every day [   ] Weekly [   ] Monthly [   ] Termly [   ]

c)Do student council get the feedback of what they write in the suggestion box?

Yes [   ]   No[   ]

24.a) Are there special days in your school when the students' council and school

administration come together and discuss matters affecting the school?

            Yes [   ]   No [   ]

b) If yes in a) above approximately how frequent do such meetings take place?

Per week [   ], Per month [   ]Per term [   ]

25. Briefly explain how such meetings are conducted

    _____

26. What challenges do you face while working with student leaders in school

management?..

Thank you for your responses

APPENDIX IV

QUESTIONNAIRE FOR STUDENTS' LEADERS

This research is purely academic and the information provided in it will be used in this research work only.

A: Background information

Tick appropriately

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

2. Please indicate your class. Form three   [   ]   form four   [   ]

3. Please indicate your age. ────────────────

B: Principal's administrative experience

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

Key 5 – Strongly agree; 4 – Agree; 3- Undecided 2- Disagree; 1- Strongly disagree.

NO	Statements	1	2	3	4	5
4	student council would be more involved if the principals motivate them.					
5	There is need to train the student council so that they can be more involved in management					
6	Principal's administrative experience influences the involvement of student councils					
7	Student council would be more involved if they were given more support by the administration.					

C: Student Council election process

8. What is the degree of student involvement in selection of student council in your school? [ ] No participation [ ] Little participation [ ] Full participation

9. How was the student council formed in your school?

Appointed by the principal without students input   [   ]

Elected by students without principal's input   [   ]

Elected by students with principal's input   [   ]

10.   Any other specify---

11.   Tick (√) where appropriate about the student council in your school.

     Every class is represented in the council   [   ]

     Every Form is represented in the council   [   ]

12.   When was the current student council formed? Year………… term …

13.   How many student leaders form the student council in your school?

D. Students council involvement in the formulation of school rules and regulations.

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

Key 5 – Strongly agree; 4 – Agree; 3- Undecided 2- Disagree; 1- Strongly disagree.

No	Statement	1	2	3	4	5
14	Student councils have to provide directions and motivation to other students in the school.					
15	Students council are part of the body that is involved in the formulation of school rules and regulations					
16	The student body contributes in ensuring that rules in our school are followed.					
17	Students council must be involved in designing school programmes.					
18	Students council give suggestions in the formulation of rules and regulations.					
19	Students councils relate quite well with the administration, teaching and non-teaching staff.					
20	Student councils should never differ with the administration concerning rules and regulation set.					
21	Student councils must provide a link between the students and the management.					
22	Students should be given opportunity to represent other students.					

………………………………………………………………………………

E: Communication channel between Administration and Students

Council' Involvement in management:

23. Are suggestion boxes available in your school?

   Yes[ ]   No[ ]

24.a) Do student council write letters or suggestions about issues concerning the school administration? YES[   ]   NO[   ]

b).How frequent is the suggestion box opened?

 Every day [   ] Weekly [   ] Monthly [   ] Termly [   ]

c).Do student council get the feedback of what they write in the suggestion box?

Yes[   ]   No[   ]

25a) Are there special days in your school when the students' council and school administration come together and discuss matters affecting the school?

       Yes [ ]   No   [   ]

b) If yes in a) above approximately how frequent do such meetings take place?

Per week[   ], Per month [   ] Per term [   ]

26. Briefly explain how such meetings are conducted

…………………………………………………………………………………

27. What challenges do you face while working as a students' council in school management?...

Thank you for your response

APPENDIX V

RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. CLARIS ANJICHI OKONJI
of UNIVERSITY OF NAIROBI, 124-50307
LUANDA,has been permitted to conduct
research in *Vihiga   County*

on the topic: *INFLUENCE OF
INSTITUTIONAL FACTORS ON STUDENTS'
COUNCIL INVOLVEMENT IN PUBLIC
SECONDARY SCHOOL MANAGEMENT IN
EMUHAYA SUB-COUNTY, VIHIGA
COUNTY, KENYA*

for the period ending:
7th November,2017

....
**Applicant's
Signature**

Permit No : NACOSTI/P/16/41051/14554
Date Of Issue : 7th November,2016
Fee Recieved :Ksh 1000

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

CONDITIONS

1. You must report to the County Commissioner and
   the County Education Officer of the area before
   embarking on your research. Failure to do that
   may lead to the cancellation of your permit.
2. Government Officer will not be interviewed
   without prior appointment.
3. No questionnaire will be used unless it has been
   approved.
4. Excavation, filming and collection of biological
   specimens are subject to further permission from
   the relevant Government Ministries.
5. You are required to submit at least two(2) hard
   copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
   modify the conditions of this permit including
   its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

**National Commission for Science,
Technology and Innovation**

**RESEACH CLEARANCE
PERMIT**

Serial No.A 11645

CONDITIONS: see back page

APPENDIX VI

LETTER OF AUTHORIZATION

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

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

Ref: No.   **NACOSTI/P/16/41051/14554**

Date:
7th November, 2016

Claris Anjichi Okonji
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of institutional factors on students' council involvement in public secondary school management in Emuhaya Sub-County, Vihiga County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for the period ending **7th November, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Vihiga 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Vihiga County.

The County Director of Education
Vihiga County.

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