

**INSTITUTIONAL FACTORS INFLUENCING LEARNERS'  
INVOLVEMENT IN MANAGEMENT OF PUBLIC PRIMARY SCHOOLS  
IN MAKADARA DISTRICT NAIROBI COUNTY**

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Award of Masters Degree in Educational Administration**

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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 study is dedicated to my husband Alfred Ulila Livaha

## **ACKNOWLEDGEMENT**

To the Almighty God, I thank you for gift of good health, blessings and your protection throughout this course. I will live to Worship you, Great is thy Faithfulness. To my Supervisors Dr. Ursulla Okoth and Dr. Lucy Njagi, you are great mentors and lecturers and thank you for the devotion throughout the study. Doing this project under your instruction and guidance was great and I have gained a lot and May God bless you. Further my gratitude to the District Education Officer as well as the headteachers, deputy headteachers and teachers who took part in this project in Makadara Sub County.

## ABSTRACT

Involvement in school management is one of the many innovations and reforms in educational system over a long time. The purpose of this study was to investigate institutional factors influencing learners' involvement in management of public primary schools high school and also pursue college education and to have emotional well-being. The study specific objectives were to determine learners' attitude towards involvement in school management in public primary schools, to determine teachers attitude towards learners' involvement in management of public primary schools and to establish how the leadership style of the headteacher affect learners' involvement in management of public primary schools in Makadara District. This research study used a descriptive survey research design. The target population is 26 schools, 26 headteachers, 26 deputy headteachers, 438 teachers, and 9000 learners from public primary schools in Makadara District. This study used questionnaires to collect data. Data was coded and entered using the statistical package for social sciences (SPSS) version 23. Quantitative data was analyzed using descriptive statistics such as frequency and percentages and presented in tables and percentages. Most learners had some leadership positions in the school and this included class prefects/ monitors and other forms of leadership in school management mostly in the pupils' cabinet. There were signboards in the various schools that prompted involvement of the learners in the school management and this included the schools mission and vision, emergency assembly point and the no smoking signboards. There was pupils' cabinet in their schools and on the electors of these pupils cabinets, included the learners', teachers and while parents contributed little to the election of pupils cabinet in the school sampled. Pupils cabinet held meetings and the rest of pupils respected these cabinets. There was good teacher/pupil relationship among the various schools though there were various forms of punishments that included beating and use of bad language that contradicted to the previous findings. It was established that parents were allowed to come to schools and mostly twice and parents/ guardians assisted them in learning. Teachers and the headteachers were aware of learner's involvement in school management and the sources of the idea/information of learner's involvement in school management were workshops and seminars. The main challenge in learners involvement in the management of schools was reluctance, inadequate of involvement while among the headteachers, they indicated that the main challenge was inadequate of involvement. The study recommends that public and private school teachers would be sensitized through seminars and workshops on the importance students government and their involvements or involvement in school management. The parents involvement in school management would also be promoted as they form key stakeholders in running of these institutions and thus their representation in school management is crucial.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AGM</b>	Annual General Meeting
<b>BOM</b>	Board of Management
<b>CFS</b>	Child Friendly Schools
<b>DEO</b>	District Education Officer
<b>KEMI</b>	Kenya Education Management Institute
<b>KNA</b>	Kenya National Association
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PGD</b>	Prize Giving Day
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UNICEF</b>	United Nations International Children's Education Fund
<b>US</b>	United States

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Involvement in school management is one of the many innovations and reforms in educational system. The mandate of the school system is to educate young people and to prepare them for their future duty as active citizens in the wider society. Involvement refers to a situation where people are free to exercise their rights as duty bearers (UNICEF, 2008). Involvement in school management is a main factor in retention and completion of learners in the education system (UNICEF, 2008). It identifies pupils as “right holders and those who facilitate their rights as bearers of duty” each having say in the form his or her education (UNICEF, 2008, 2011). When schools engage parents, community members and learners at the level of curriculum, communication, parenting skills and school management, learners in these schools are more likely to achieve better academically, enroll in higher level programs, attend school regularly, have better life skills, graduate from primary schools to high school and also pursue college education and to have emotional well-being (UNICEF, 2011). For this to happen learners would actively be involved in issues that affect them directly since they are the beneficiaries of education (UNICEF, 2008).

A system of education in a democratic society provides attention to the differing situation to the pupils entering education system (Landsdown, 2001). Pupils come from different background as they enter school. Some are gifted, talented or

vulnerable; hence the need to provide inclusive education to all learners that will foster individual growth (Landsdown, 2001). Inadequate of parent involvement along with discriminatory and authoritarian school practices management often expedite the decision of learners to drop-out of school (UNICEF, 2009). Many families and community members have little say about their child's education (Miskel, 2008; World Bank, 2008).

Countries with high economic growth and high levels of human development are more interested in empowering their citizens to participate fully in national development (UNICEF, 2011). In the United States of America (USA) there are several organizations that advocates for pupils' involvement in school management, the national coalition for parent involvement in education is one of the numerous organizations that advocates for parent and family school involvement at the state and federal level. The Bandararuwa School in Ampara located Sri-Lanka is an example of the transformative power of involvement as a way to improve education quality (Landsdown, 2001).

Learners, school staff and community members, prepare a child-centered school mission and vision posted on a big school wall. Although the school is located in an isolated community in Ampara, it has presented as a model school because it institutionalized community school partnership through contracts signed by parents, teachers, school administrators, local community members and learners (Landsdown,2001). To get this, educational institutions would empower

the learners with the necessary skill and attitudes that are required for involvement in management of public primary schools (Landsdown, 2001).

The headteacher, being the focal point of school management need to exercise full involvement, the headteacher needs to play a greater duty in putting effective amenities that will facilitate involvement of learners. The form of leadership style exhibited by the headteacher will determine the form of involvement displayed by both teachers and learners in the management of school affairs. According to Okumbe (1998), decisions are made through consultations. This means that there is a need for wider consultation between the headteacher and other stakeholders in the school (Okumbe 1998). The requirements for more autonomy and for an extension of schools' self-directed shaping of their environment correspond with requirements for reduced government affect over and regulation of the education sector. Pupil and authentic involvement enhances ownership, provides and build cohesive communities, and cultivates learners and community members who are productive members of society (UNICEF, 2003).

School headteachers contend that involvement is the best leadership strategy for school environments because schools are systems with parts interrelated (UNICEF, 2003). The headteachers for example, have to motivate teachers to participate in decision making because academic progress of the learners depends on the quality of teaching exhibited (Okumbe 1998). Today there is a very strong school of thought that schools can no longer be managed by a lone figure at the top of hierarchy (UNICEF, 2003). The headteacher who is mature usually uses a

democratic leadership style as they become more tolerant and accommodative. Schools that form learning networks for sharing, knowledge, capability and expertise require shared leadership (Kocotowski 2010). Schools that enter into partnerships are required to share leadership. Multiple engagements of teachers, parents, support staff, learners and board of management are engaged in shared leadership practices (Kocotowski 2010). Everyone involved in activities of the school owns it. An effective headteacher will mentor others for leadership (Kocotowski 2010). Coaching is another method for empowering teams. A good headteacher while coaching can ask questions and work with staff to find solutions (Parsloe. and Wray 2000). The other important managerial skill is conflict management. The manager can require a problem-solving process that could be used in conflict resolutions. A negotiation is about getting the best possible deal in the best possible way. Emotional intelligence is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and use emotional information to guide thinking and behavior (Coleman, 2008, Kocotowski 2010) and can be applied in school management.

According to Kocotowski (2010), the idea of emotional intelligence (EI) means one have a self-awareness that enables one to recognize feelings and provides one manage one's emotions. The headteacher who is fully equipped with emotional intelligence will definitely display the following: effective leadership skills; improved communication; less workplace conflict; better problem-solving skills



and increased likelihood of promotion (Goleman, 1998). Headteacher who utilize democratic leadership style are likely to involve pupils' government fully in school administration (Kocotowski 2010). This will create better learning environment for learners as they feel valued within the school hence they become active (Kocotowski 2010).

The teachers would develop positive attitude towards involvement of learners in school. They would be equipped with relevant skills and also be conversant with current policies on school management and learner's government as stipulated in the basic education act of 2013.

In Makadara there is very little evidence to support involvement of learners in school management. Most of the schools are still run under prefectorial system, the few that are operating under the pupils' government there is little being done because of the negative attitude portrayed by the teachers towards pupils' government. The pupils also have a negative attitude due to fear of intimidation by the teachers and even the school administration when they raise issues that touch on school administration. The headteacher needs to adopt a favourable leadership style that favors the involvement of learners. Most of the schools in Makadara have not embraced the involvement of learners in management.

## **1.2 Statement of the problem**

Boisvert, (1998) argued that education system in a democratic society would be open to all its citizens and would make a concerted effort to succeed in well educating them. In practice, this means paying attention to the differing situations of pupils entering the educational system (Boisvert, 1998). The educational system would provide increase freedom and power to select and accomplish adequate life-projects (Boisvert, 1998). It would also foster the growth of individuality (Boisvert, 1998). Involvement would increase the scope of student interests that aims at breaking down barriers between classes and establishing a context for wider shared interests (Miske, 2008; UNICEF, 2009). Education in a democratic society would also inculcate the habits of taking account of others prior to making decisions. (Boisvert, 1998).

Democratic practice is marked by taking others interest into account, by considerations of consequences and how they impact beyond their immediate environment. Despite the government's effort to constitute the Basic Education Act, 2013; Pupils' rights as stipulated in the Constitution (2010) and offering managerial courses to school administrators at Kenya Education Management Institute (KEMI), learner's involvement in management of public primary schools in Makadara District still lag behind. The pupils' cabinet has been instituted in every primary school in Makadara. Despite the learners' government being incorporated in the BOM, their voices are still not being heard. The pupils' government is still not very active in many schools. Most leaders tend to shy off

from active involvement as they fear expressing their views in front of the BOM hence they remain dormant in most of the meetings. To the teachers their involvement is minimal because most of the activities are dictated by the teachers.

Most parents don't value the importance of their pupils participating in school management as they only stress a lot of emphasis on academic work (Miske, 2008; UNICEF, 2009). The progress and good performance of the learner can be realized through a combined effort of the parents, teachers and the learners. Despite the government putting up the necessary amenities for pupils' government, most of the primary schools in Nairobi are still operating under prefectorial system as opposed to pupils' government. Pupils are rarely involved in decisions pertaining to their own education (Miske, 2008; UNICEF, 2009). The researcher studied on the issue with a view to establish institutional factors influencing learners' involvement in management of public primary schools in Makadara District and also offer recommendations following the conclusion of the study.

### **1.3 Purpose of the study**

The purpose of this study was to present institutional factors influencing learners' involvement in management of public primary schools in Makadara District Nairobi County.

#### **1.4 Research objectives**

The research was guided by the following objectives:

1. To determine learners' attitude towards involvement in school management in public primary schools in Makadara District.
2. To determine teachers attitude towards learners' involvement in management of public primary schools in Makadara District.
3. To establish how the leadership style of the headteacher influence learners' involvement in management of public primary schools in Makadara District.

#### **1.5 Research questions**

The following research questions guided the study:

1. What are learners' attitudes towards involvement in management of public primary schools in Makadara District?
2. What are the teachers' attitudes towards learners' involvement in school management in public primary schools in Makadara District?
3. How does the headteachers leadership style affect learners' involvement in management of public primary schools in Makadara District?

#### **1.6 Significance of the study**

The results of this study can be used by the MOEST to monitor and evaluate the implementation of pupils' government environment in primary schools. The findings can be of significance in the following ways: to the administrators it can be used in identifying institutional factors that can promote learners corporation in

school management committee, to the Board of Management it can be a vital tool of comparison in the management of schools, to the teachers it can be of great use in identifying ways of enhancing learners involvement in academic and nonacademic activities in the school program and to parents it can assist them in ways of assessing learners perception of involvement in school management affairs and would be able to identify institutional factors that contribute to democratic involvement in school management and hence improve on them. It is also hoped that the findings can form part of the useful educational data for future research and can be used to enhance a child-friendly environment.

### **1.7 Limitations of the study**

The researcher was not in a position to control the attitudes of the respondents which can have affected the validity of the responses. This is because respondents can have given socially acceptable answers to please the researcher. As an intervention, the researcher assured the respondents of confidentiality of their identity.

### **1.8 Delimitations of the study**

The research was carried in public primary schools in Makadara District only. The physical facilities were almost similar and national stakeholders have specified legal mandate to perform in order to realize involvement. The study sought the views of the headteachers, deputy headteachers, teachers and learners since they are the implementors of educational policies.

### **1.9 Basic assumption of the Study**

The basic assumption was that the schools sampled were undergoing same curriculum, had same school characteristics and had amenities for pupils' government in place.

### **1.10 Definition of significant terms**

This section defined the terms used in the study.

**Board of management** refers to a group of elected or nominated persons to spearheads the smooth running of an organization

**Child-friendly school** refers to schools that are in a position to accommodate all forms of learners regardless of their background, language, race, ethnicity or any form of disability.

**Involvement** refers to a process where learners are directly involved in every decision making in all issues that affecting them.

**Good grades** refer to marks that learners score in both curricula and co-curricular activities which enhance transaction to the next level i.e. secondary school

**Institutional factors** refer to those items or things that are needed in enhancing a proper management of school.

**Life-skills** refers to skills that enable a learner to carry out day-to-day activities with minimal challenges e.g. suggestiveness, critical thinking.

**Management** refers to the way schools are run by the Board of Management and school administrators.

**Involvement in management** refers to the extent to which the members of a school are involved in the running or leading process.

**Learners' involvement** refers to a situation where learners are free to own and facilitate their rights as duty bearers

**Retention** refers to ensuring that the learner remains in school through the education cycle from class one to class eight.

**Stakeholders** refer to people who play a key duty in education e.g. administrators, teachers, parents, sponsors.

**Teamwork** refers to the input or effort made by all in an institution in order to get appealing results.

### **1.11 Organization of the study**

The research study was organized into five chapters. Chapter one has Introduction, background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definitions of the significant terms used in the study. Chapter two has literature review related to institution based factors influencing learner's involvement in management of public primary schools. The themes in this section are: idea of democratic involvement in management of schools, the right to democratic involvement in school management, the headteachers' leadership style.

Learners involvement in school management, teacher attitude towards learner's involvement in management of public primary schools, theoretical framework and conceptual framework. Chapter three described the research methodology used. This included research design, target population, sample and sampling procedure and data analysis techniques. Chapter four focused on analysis of data, presentation and interpretation while chapter five contain a summary of study, conclusions, recommendations and suggestions.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses the related literature reviewed. The subheadings are idea of involvement, learners' attitudes towards involvement and teachers' attitudes towards learners' involvement in school management and the headteachers' factors, and finally theoretical and conceptual framework were discussed.

#### **2.2 The concept of learner's involvement in school's management**

Dewey defined involvement in management as the extent to which the individual can flourish in community and society but this is a reciprocal relationship, the growth of the individual is a direct expression of engagement in the community and society (Miske, 2008; UNICEF, 2009). A good school management system involves members to be directly involved in decision making. It emphasizes high amount of two-way communication and supportive behaviour but low in guidance. Armstrong (2004) defined involvement as any process through which a person or groups of persons presents what other persons or groups of persons will do. In school situation, their influence can be exercised through bargaining and negotiations over a wide range of issues which include learning condition of the learners, the quality of curriculum coverage, the conduct of both learners and teachers and terms and conditions of employment of support staff (Miske, 2008; UNICEF, 2009).

Involvement in school management strives to create opportunities for all stakeholders in the school to make meaningful contributions to decision-making, and finds to broaden the range of people who have access to such opportunities. Involvement is a core children friendly schools (CFS) idea. It identifies pupils as “rights bearer and those who facilitate their rights as duty bearers,” each having a say in the form and substance of his or her education (UNICEF, 2008, Miske, 2008; UNICEF, 2009). The mandate of the school system is to educate young people in democratic spirit and to prepare them for their future duty as active citizens in the wider society. School offers a rich potential for fulfilling the task of giving the learners more freedom on the form of leadership they want to have and also it prepares them for future political involvement in the wider society. Democratic and authentic involvement provides ownership, provides build cohesive communities, and cultivates learners and community members who are productive members of society (UNICEF, 2003, 2008).

### **2.3 The right to involvement in school management**

The United Nations Convention on the Rights of the Child is an international agreement. It was adopted by the United Nations General Assembly in November 1989 and has been ratified by almost every state in the world. The convention envisaged that a changed relationship between adults and pupils. Parents, teachers, and caregivers interacting with pupils are no longer seen as mere providers, protectors or advocates, but also as negotiators and facilitators (Miske, 2008; UNICEF, 2009).

They are expected to create spaces and promote processes designed to enable and empower pupils to express views, to be consulted and to involve decisions. Article 12 of the convention outlines that pupils have the right to participate in decision-making processes that can be relevant in their lives and to affect decisions taken in their regard within the family, the school or the community. (Miske, 2008; UNICEF, 2009)

The practical meaning of pupils' rights to involvement would be considered in each and every matter concerning pupils. As a fundamental right of the child, the right to involvement stands on its own; it requires a clear commitment and effective actions to become a living reality and therefore is much more than a simple strategy (Miske, 2008; UNICEF, 2009). It is in regard to this that the Kenyan government through the ministry of education had to put in strategies involving constituting the pupils' government at school level as part of involvement in school management. At school level teachers no longer appoint school captains but instead pupils elect their own government which makes it possible for them to air their own views on issues affecting them at school level. These leaders proceed to district and county levels where they elect the leader who represents them at the national level in the pupils' government (Miske, 2008; UNICEF, 2009).

## **2.4 The learners' attitudes towards involvement in school management**

Involvement focuses on system change that happens at multiple levels: the classroom, school, community, and nation. Involvement starts with the child to ensure that girls and boys can claim their right to a quality education. The child's involvement in the classroom can range from selecting books to read, to choosing topics to study and conducting research, to developing classroom rules, to taking responsibility for maintaining books and materials, maintaining class cleanliness and order. In school involvement among stakeholders can enhance the school's ability to provide a quality education for all learners. Participatory activities to support learner's academic and social development include: learners participating in school management, teachers creating or selecting school-based curricula or designing and delivering professional development; and administrators inviting pupil, teacher, and community involvement in school councils and other decision making forums (Miske, 2008; UNICEF, 2009).

In the US, the National Coalition for Parents in Education is one of numerous organizations that advocates for parent and family school involvement at the state and federal level. This coalition of organizations monitors legislation and discusses national policies on parental involvement. Parent and community input at the policy-making table convey parents' goals and concerns about the education of their pupils. Regional and national parent councils also provides ensure the accountability of educational officials for providing a quality education for all learners (Miske, 2008; UNICEF, 2009, Maksimovic, 2005). They work

beyond their school level to reach the wider community through outreach programs. In Kenya parents and learners have been involved in exchange programs with other school internationally as well as participating in regional and national events across the country (Miske, 2008; UNICEF, 2009).

UNICEF supports a community dialogue process about school improvement (UNICEF, 2009). Through focus group discussions, boys, girls, parents, community members, and teachers share their views about school improvement. Once a consensus is reached, group recommendations inform district-level development planning. School education is just the start of preparation for lifelong learning (Cheng, 2001). It is therefore imperative that schools strive not only to prepare learners for examinations but also to equip them with necessary skills to take full advantage of the lifelong learning opportunities presented by society (World Bank, 2003). The student is at the centre of the educational process (Maksimovic, 2005). The duty of the learners in the life of the school gives them the chance to undergo training which prepares them for future life. Learners' involvement will improve communication, lead to better understanding and co-operation and provides to resolve many personal and social problems which can be disruptive (Anzigare, 2007).

Existing literature presents that schools in different parts of the world differ on the extent to which they involve learners in school management. In the United States of America, for instance, Neigel (2006) notes that high school reform efforts

strongly recommend that schools model involvement and give learners, teachers, parents, and community members a significant duty in school management and the decision-making process, and this has led to increased involvement of learners in management. Most schools in developed countries such as the US, Britain and Germany offer learners the opportunity to participate in some sort of student government (Miller, 2004).

In Cyprus, Menon (2005) carried a study on the views of learners regarding the extent of their involvement in the management of their university and their satisfaction with the degree of this governance. The study respondents included 135 learners of the University of Cyprus. The study presented that learners believed that their involvement in the management of their institution was very limited. This resulted in feelings of frustration and dissatisfaction among learners, with the majority of respondents presenting a higher level of involvement in various decision making situations. In Nigeria, Akomolafe and Ibijola (2011) carried a study on learners' involvement in university management and the organizational effectiveness. The study adopted a descriptive research design and data was collected from 500 learners and 200 members of staff by the use of a questionnaire (Akomolafe and Ibijola 2011). The study established a significant relationship between learners' involvement in management and organizational effectiveness in the university system. These researchers found that learners' involvement in management is an important factor in organizational effectiveness (Akomolafe and Ibijola 2011).

In Kenya, Muritu (2012) studied the institutional and headteachers' factors influencing student involvement in management of secondary schools in Kikuyu District. Muritu (2012) showed that the level of learners' involvement was not sufficient to give learners a chance to practice participatory management. Muritu (2012) found that student involvement in secondary schools was still wanting and needed to be increased to include issues beyond student welfare issues. This researcher suggested that there is a need to increase the level of learners' involvement in participatory governance in secondary schools (Akomolafe and Ibijola 2011).

In Kenya, schools are operating under the learners' council system (Mwangi, 2006). In some schools learners are given opportunities to select their prefects while in others prefects are appointed by teachers and the school administration. Previous research by Mwangi (2006) and Mulwa (2004) has presented that failure by school administrators to involve learners in selection of prefects contributes to strikes and indiscipline in Kenyan Schools (Mwangi, 2006; Formiki 2009). Over the last few years there have been increased calls for increasing the extent of inclusion of learners in decision making in secondary schools in Kenya owing to the frequent occurrences of student unrests in the sector (Mwangi, 2006; Formiki 2009). The call for inclusion of learners in the decision-making structure in schools has led to attempts by the Ministry of Education to put in place amenities for inclusion (Jeruto & Kiprop, 2011).

The Ministry of Education, with support from UNICEF, introduced the Pupils' Government system in 2014 with a view to making primary school governance more participatory (Mwangi, 2006; Formiki 2009). Pupils' government has also led to student safety in school. It promotes responsible citizenship, equip learners with skills and knowledge in leadership, innovation, and effective governance to become the future leaders of tomorrow, empowers pupils to contribute to national education policy through the child-friendly schools initiative and to build lasting friendships across cultures, tribes, ethnicities, genders, religions, and different backgrounds to encourage national unity (UNICEF 2014).. A good example according to UNICEF (2014) is Uhuru Gardens Primary School where the pupils' government has provided to improve teacher attendance in school because learners monitor the teacher class attendance; there is a lot of punctuality and efficiency in regard s of teacher attendance, intimidation by fellow learners have reduced, there is also improved quality education as learner's government provides teaching opportunities for both learners and teachers. This has brought a lot of change in the way schools are managed, learners now have a say in their leadership and the way the school is managed (UNICEF 2014).

## **2.5 Teachers' attitudes towards learner's involvement in school management**

Positive attitudes towards an educational programme have a favor its successful implementation. This view is shared by Shiundu and Omulando (2000) as they articulate the importance of positive attitude in curriculum implementation. Shiundu and Omulando (2000), observe that: the importance of attitude in



implementation of a new programme cannot be neglected. When teachers have a positive attitude towards a programme, then they will own it and work towards its successful implementation. In most school, teachers prefer to choose student leaders for learners rather than letting them choose their preferred pupils' government (Shiundu and Omulando 2000). This often leads to cases of rebellion by learners who do not regard leaders who are imposed on them (Shiundu and Omulando 2000).

The teacher training colleges develop knowledge and skills but less about attitudes and values (UNESCO, 2003). Their attitudes and values depends on their experience with learners perceived to be challenging (UNESCO, 2005). Positive attitude is very important for practitioners for a successful implementation of learners' involvement in school management. They need to acknowledge and regard learners' rights if involvement in education is to be successful. When learners feel valued as equal members of the team, they are likely to develop positive attitude towards teachers which will provides them to work together and understand the values of the school (UNESCO, 2003, 2005).

Evidence indicates that schools involving pupils and introducing more democratic amenities are likely to be more harmonious, have better teacher/pupil relationships and a more effective learning environment. Pupils who feel valued, feel that there are systems for dealing with injustices, and who are consulted over the development of school policies are far more likely to regard the school environment (UNICEF, 2001). If learners are to experience some ownership of

the school, and develop a sense of commitment and responsibility towards it, then they need opportunities to be involved in the decisions, policies and structures of the school that affect them on a daily basis like; selection of instructional materials, making of book rules, making of class rules and being involved in school decision making (AIR, 2009). Teachers therefore need to develop positive attitude towards student leadership for effective school management. They need to give learners more room to choose their own leaders, listen to the pupil's voices and be ready to offer guidance and counseling services to learners always (UNESCO, 2001, 2003, and 2005).

## **2.6 The headteachers leadership style on learners' involvement**

An effective headteacher will perform all the following managerial functions: planning; organizing; staffing; directing; co-coordinating; reporting and budgeting (Okumbe, 1998). The leading and management framework presents activities and organizational outcomes included with each leading and managing practice. This will enable the headteacher to appreciate the need for integrating leadership and management in his/her daily work. The headteacher needs to inspire his / her group by enabling his/her staff to work on their commitment, creativity and learning (Okumbe, 1998).

### **2.6.1 Democratic leadership style**

The manager of a school setting world over is the headteacher. Everybody expects the school headteachers to perform their tasks well so that the country can achieve

her formal education goal. Institutions which enjoy democratic involvement in management, decentralizes power and authority. Decisions are made through consultations (Okumbe, 1998). The headteachers leadership style is very crucial on the management of the institutions. The servant leadership is another approach of democratic involvement in management; this leadership approach is included with organizational success as it creates a trusting, supportive community that provides creativity and initiative (Greenleaf, and Robert, 1977). . Leadership competencies are the specific knowledge, skills and attitudes that provides managers lead more effectively. The headteacher has to create a shared vision that is work with others to envision a better future and use the vision to focus all his /her efforts (Greenleaf, and Robert, 1977).

Secondly the headteacher needs to manage relationships. This can be done through effective communication in order to provides create a work climate that encourages the flow of ideas and conversations where people learn from one another (Greenleaf, and Robert, 1977). Effective communication leads to personal effectiveness; provides to network people; affect motivation for enhanced performance; builds better understanding between managers and subordinates and creates better interpersonal relations (Mberia.2011). Public relations are distinctive management role which provides establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organization and its publics who can include learners, teachers, community members, news media and government (Greenleaf, and Robert,1977).

Public relations were portrayed in a school environment during admissions, class meetings, academic days, sports day, during emergencies, when visitors visit the school, community linkages in creating a CFS and while sorting out disciplinary issues (Harlow 1997, Greenleaf, and Robert,1977).

### **2.6.2 Autocratic leadership style**

Autocratic leadership style centralizes power, authority and decision making. The leader who is the headteacher puts more emphasis on concern for the tasks and less concern for people. The headteacher assumes she/he is the monopoly of knowledge (KEMI, 2014). The leader also assumes that there is little time for group decision making. However, this leadership style is discouraged as it is included with low creativity, low morale, frustration and high employee turnover (KEMI, 2014).

The headteacher requires maintaining discipline to enhance good relationship with neighbours. Enhanced discipline also leads to good performance in both academics and co-curricular activities. The leader in the school uses participatory leadership style to build trust, regard and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Learners in schools need to be involved in school administration and in the implementation because these affects them directly (KEMI, 2014).

## **2.7 Summary of related literature**

The idea of learners' involvement, the right to involvement, benefits of involvement and the teacher's factors in involvement in the management of public primary schools and CFS is worthwhile. The headteacher would strictly adhere to his/her functions as stipulated in Basic Education act, 2013 and CFS Manual (2010). She/he would keenly assess her/his leadership style and relevant skills required in management. This working together of the headteacher, teachers and learner's council is seen as having equal duties in school management (KEMI, 2014). Bunner (1986) notes that together collaborators use their expert knowledge of content to create sequenced learning opportunities for learners. Teachers need to possess relevant knowledge, skills and positive attitudes in order to enhance learner's involvement in management of schools. Learners also need to have positive attitudes towards their involvement in involvement of school management. Hence this study sought institutional factors influencing learner's involvement in management of public primary schools in Makadara District.

## **2.8 Theoretical framework of the study**

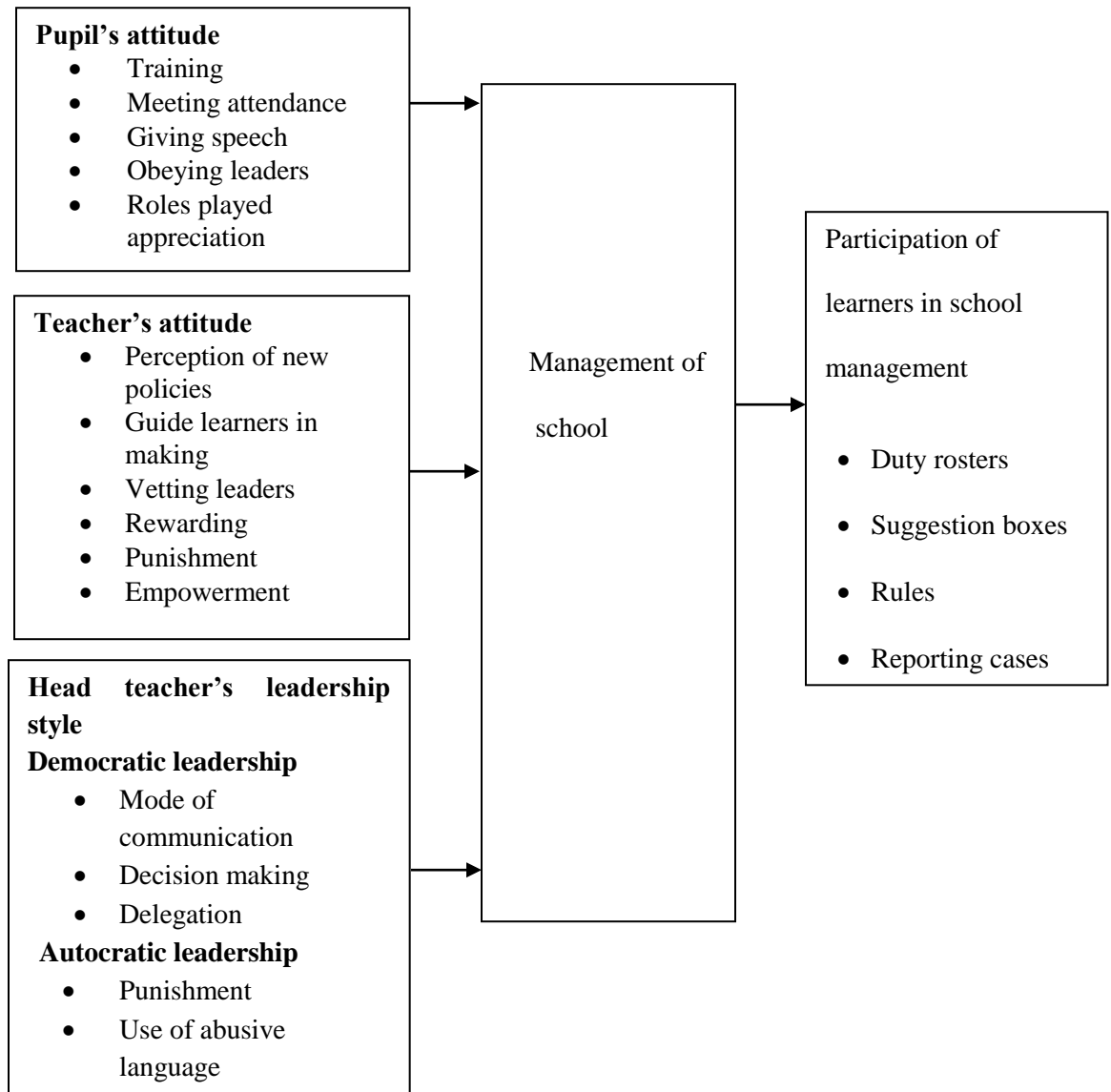
The study is based on the theory of Henri Fayol in 1841 which states that there are fourteen principles of management which among them: the division of labour, team work, rules of behavior and unity of direction (Bunner 1986). The study is based on the principle of unity of direction in which the school administration needs to incorporate learners in the management as a way of providing them to run the school effectively. Incorporating learners in school management can

provide the school administration in ensuring that there is efficiency. This happens when learners are empowered to monitor teaching and learning activities in school. This principle is crucial in management of a conducive environment for high productivity and ensuring that learning takes place in a serene environment. Therefore, this study fits scientific management theory because the headteachers leadership style, teachers' attitude and pupils' involvement in management need to work towards achieving learner's involvement in management of schools. There is need for close supervision, team work, rules of behavior and unity of direction among teachers and learners in order to achieve efficiency, high achievement and quality in the teaching learning environment. It was difficult for the headteacher, and teachers to deal with an environment that is contradictory to involvement. Such contradictory environment would be discriminatory and authoritarian school practices which do not allow efficiency in the implementation of the curriculum.

## **2.9 Conceptual framework of the study**

Involvement of learners in school management is affected by the learners' involvement in management, teachers' attitudes towards the learner's leadership and the duty of administration in setting up good amenities. The conceptual framework below presents the process that would be dealt with by the headteacher, pupils' government and teachers in converting undemocratic practices to democratic involvement in management of public primary schools in

Makadara District. Figure 2.1 presents the conceptual framework adopted for the study.



**Figure 2.1: Conceptual framework**

The independent variables of the study are learners' form of involvement, the teachers' attitude and the headteachers' factors in school management. Enhanced teamwork, conducive learning and teaching environment are processes. These variables had an effect on the dependent variable of the study which was learners' involvement in school management. It was expected that in schools where learners are involved in management, less administrative problems are experienced, there is improved school learning climate and good relationship amongst all stakeholders; and vice-versa for those schools which do not involve their learners in governance.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the research methodology used in the study. The chapter is organized under the following sub headings: research design, the target population, the sample size and sampling procedure, research instruments, validity and reliability of instruments, data collection procedures, techniques of data analysis and ethical considerations.

#### **3.2 Research design**

According to Kothari (2004), a research design means a plan, blue print or a guide for data collection and interpretation. This research study used a descriptive survey research design. Orodho (2003) defined descriptive survey as a method of obtaining information by interviewing or administering questionnaire to a sample of individuals (Kothari 2004). Mugenda and Mugenda (1999) also suggest that survey research finds to get information that describes existing phenomena by asking individuals about their perceptions or attitudes towards a phenomenon. This design enabled the researcher bring out the level of implementation of learners' involvement in management of public primary schools in Makadara District Nairobi County.

#### **3.3 Target population**

Mugenda and Mugenda (1999) defines population as an entire group of individuals, events or objects having common characteristic (Mugenda and

Mugenda, 1999); it is the sum total of all that conforms to a given specification. The target population is 26 schools, 26 headteachers, 26 deputy headteachers, 438 teachers, and 9000 learners from public primary schools in Makadara District. The researcher sampled learners in upper primary school whose population is around 9000. This is because they can be in a position to fill the questionnaires without guidance or manipulation.

### 3.4 Sample size and sampling procedure

According to Kerlinger (2000,) sampling refers to taking a portion of a population or universe representative of that population or universe. This small group is carefully selected so as make a representative to the whole population. In this study the researcher used 30 percent of the target population for the headteacher, deputy headteachers and learners (Kerlinger 2000). Mugenda and Mugenda (2003) suggest that each member of the population had an equal chance to participate in the study (Mugenda and Mugenda 2003). Table 3.1 contains the target population and sample size of headteachers, deputy headteachers and learners in Makadara Sub-County.

**Table 3.1: The target population and sampling frame**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Percentage</b>
Headteachers	26	8	30
Deputy headteachers	26	8	30
Teachers	438	131	30
Learners in upper primary	9000	377	30

### **3.5 Research instruments**

The questionnaires were used to collect data. According to Best (1989), questionnaires are convenient to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time, adding that the respondents feel free to give frank answers to sensitive or embarrassing questions especially if they don't disclose their identity. Best (1989) adds that it is easy to quantify responses for the purposes of analysis using a questionnaire. All questionnaires had two sections. Section A was on demographic information while section B had items seeking the institutional factors influencing learner's democratic involvement in management of public primary schools. The questionnaires had both closed questions and open ended questions.

### **3.6 Validity of the instruments**

Validity presents whether the items measure what they are designed to measure (Borg & Gall, 1989). Mugenda and Mugenda (1999, 2003) refer validity to the accuracy and meaningfulness of inferences which are based on the research results. Pre-testing was carried to assist in determining accuracy, clarity and sustainability of the research instruments. The purpose of the pre-test was to assist in identification of the items which were inappropriate so as to make necessary corrections. The study used content validity which examined whether the instruments answered the research questions (Borg & Fall, 1996). Based on the pre-test, the researcher was in a position to make corrections, adjustments and

additions to the research instruments (Borg & Gall, 1989). Consultations and discussions with the supervisors was done to establish content validity.

### 3.7 Reliability of the instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, a pre-test of the instruments was carried but the results not used in the final study. The product moment was employed to compute the correlation co-efficient in order to establish the extent to which the content of the questionnaires was consistent in eliciting the same responses every time the instrument was administered. Reliability of an instrument is strong when the co-efficient is close to 1 while an instrument is unreliable if the coefficient is close to 0. (Borg & Gall, 1989).

The Product Moment Correlation Coefficient is represented as follows:

$$r_{x,y} = \frac{\sum_{i=1}^n (x_i - \bar{x}) \cdot (y_i - \bar{y})}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \cdot \sum_{i=1}^n (y_i - \bar{y})^2}}$$

Where n = number of observations

I = each observation

X = independent variable: Learners attitude, teachers attitude and headteachers' leadership styles.

Y = Dependent variable: Democratic Involvement of Learners

$\sum XY$  = sum of cross products of X and Y.

### **3.8 Data collection Procedure**

An introductory letter was obtained from the Department of Educational Administration and Planning, University of Nairobi get a research permit from National Commission for Science, Technology and Innovation (NACOSTI). A copy of permit and an introductory letter was presented to the Director of Education and then the County Education Officer. The researcher booked an appointment with the headteachers of the sampled schools. The researcher visited the sampled schools and administered questionnaires which were filled. Collection was done immediately they were completed.

### **3.9 Data analysis techniques**

According to Cohen and Manion (1994), data analysis involves editing the data collected to identify and eliminate errors made by respondents to check the completeness and whether all questions have been answered. In this study data was coded and entered using the statistical package for social sciences (SPSS) v23. Quantitative data was analyzed using descriptive statistics such as frequency and percentages while qualitative data was analyzed thematically in line with the objectives of the study using content analysis technique. Data was organized into frequency distribution to provide condense all the information in order to make sense of it. Frequency table was constructed specifically for demographic variables and for closed questions only that were featuring in the study.

### **3.10 Ethical considerations**

The researcher sought information consent of the respondents assuring them of confidentiality. The names of the respondents were kept anonymous during data collection, processing and publication. All the respondents in the study were informed of their right to withdraw from the study and anytime.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter consists of data analysis, presentation and the interpretations of the statistical inferences. The chapter starts with response rate followed by the socio demographic characteristics of the respondents. Secondly, it presents the learners' attitude towards involvement in school management. The teachers attitude towards learners' involvement in management of public primary schools and finally the leadership style of the headteachers' influence on learners' involvement in management of public primary schools in Makadara Constituency.

#### 4.2 Response rate

The following Table 4.1 presents the response rates among the respondents.

**Table 4.1**

#### **Response Rate**

<b>Category</b>	<b>Sample size</b>	<b>Responded</b>	<b>Percent Response</b>
Headteachers	8	5	62.5
Deputy headteachers	8	4	50
Teachers	131	120	91.6
Learners in upper primary	377	331	87.8

According to Mugenda and Mugenda (2003), a response rate of 70 percent and over is excellent and thus for this study, the average response rate of 72.98 percent was considered adequate for analysis.

### **4.3 Demographic Data of the Respondents**

This section presents the demographic data of learners followed by those of headteachers and their deputies. The Table 4.2 gender of learners.

**Table 4.2**

#### **Gender of learners**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Male	182	55.0
Female	149	45.0

*N=331*

The Table 4.2 summarizes the age of the learners that were given the questionnaires for the study, and as presented, slightly more than half [55 percent] were males and 45 percent were females.

Table 4.3 presents the age brackets.



**Table 4.3**

**Age brackets of learners**

<b>Characteristics</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Age</b>	Below 10 years	3	.9
	11-15 years	184	55.6
	Above 15 year	144	43.5

*N=331*

Table 4.3 presents that 55.6 percent were aged between 11 to 15 years while 43.5 percent were more than 15 years while a mere 0.9 percent were females.

The Table 4.4 presents the family size of the student.

**Table 4.4**

**Family size of the learners**

<b>Characteristics</b>	<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
<b>Family member size</b>	Two members	23	6.9
	Three members	137	41.4
	More than three members	171	51.7

Table 4.4 presents that slightly more than half i.e. 51.7 percent of the respondents were more than three members as opposed to 41.4 percent were three members.

The Table 4.5 presents the presence of parents.

**Table 4.5**

**Presence of Parents**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Both Parents	200	59.4
One Parent	105	31.2
None	32	9.7

*n=331*

Approximately 59.4 percent indicated that their parents were present and 31.2 percent indicated that one of the parent was alive and a mere 9.7 percent indicated that none of the parents were alive. The following Tables presents the teachers socio demographic characteristics.

Table 4.6 presents the teachers gender.

**Table 4.6**

**Gender of the Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	65	54.3
Female	55	45.7

*n=120*

It was established that 54.3 percent of the teachers were male as opposed to 45.7 percent who were females.

The Table 4.7 presents the age bracket of the teachers.

**Table 4.7**

**Age bracket**

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
Below 25 years	61	51.2
25-30 years	59	48.8

The study assessed the age bracket of the teachers and it was established that those below 25 years were 51.2 percent while 48.8 percent were more than 25 years.

The Table 4.8 presents the highest level of education of the teachers.

**Table 4.8**

**Highest level of education of the teachers**

<b>Education</b>	<b>Frequency</b>	<b>Percent</b>
O level	53	44.4
A level	65	54.3
Graduate	1	1.2

*n=120*

The responses indicated that among the teachers, majority had A level 54.3 percent compared to 44.4 percent who had O level education. The following Tables present the headteachers and their deputies socio data. First Table 4.9 presents their gender.

**Table 4.9**

**Gender of headteachers and their deputies**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
Male	6	66.7
Female	3	33.3

*n=9*

Table 4.9 indicates that most of the headteachers and their deputies were male at 66.7 percent compared to 33.3 percent who were females.

Table 4.10 presents the highest level of education of the teachers.

**Table 4.10**

**Highest level of education**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
O level		
A level	6	66.7
Graduate	3	33.3

*n=9*

On the headteachers and their deputy's education levels, the study found that 66.7 percent had A level as their highest education compared to 33.3 percent who were graduates.

**4.4 Learners' attitude towards involvement in school management**

This section presents the learners' attitude towards involvement in school management and it starts by presenting the pupils responsibility. It was established that, from the total responses, 62.8 percent of the learners held positions in their schools.

The Table 4.11 presents the type of responsibility held by learners.

**Table 4.11**

**Type of responsibility held by learners**

Variable	Frequency	Percent
class prefect	100	30.2
School Leaders	182	55.0
Student Government Representatives	40	12.1

*n=331*

On the type of responsibility held by the learners, 30.2 percent had some leadership positions in the school i.e. class prefects/monitors while other forms of leadership constituted 67.1 percent. Further, the study queried on the things that the students liked and disliked about their respective schools.

**Table 4.12**

**Things learners liked most school**

Variable	Frequency	Percent
Good buildings	56	16.9
School administration	100	30.2
Student government	175	52.9

*n=331*

From the responses, 52.9 percent of the learners liked the student government while 30.2 percent liked the school administration in their respective schools.

Learners were asked what they disliked most in their school and responses are presented in Table 4.13

**Table 4.13**  
**Things pupil disliked most in their school**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
School rules	51	15.4
Congestion in classrooms	21	6.3
Bad language used by teachers	109	32.9
Bullying by others	150	45.3

*n=331*

Data n Table 4.13 presents that among the things the learners disliked in their school included bullying [45.3 percent] congestions in classes [6.3 percent], use of bad language by their teachers [32.9 percent] and schools' rules [15.4 percent].

The Table 4.14 presents the signboards displayed at school that promoted learners involvement in school management.

**Table 4.14**

**Signboards displayed at school**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
A school mission/vision	173	52.3
No smoking	70	21.1
Emergency Assembly point	88	26.6

*n=331*

Among the various schools that prompted involvement of the learners in the school management and this included the schools mission and vision [52.3 percent], emergency assembly point [26.6 percent] and the no smoking signboards at [21.1 percent]

On the aspects of pupils cabinet at schools, it was established majority [77 percent] of the learners indicated that there was pupils' cabinet in their schools as opposed to 23 percent who indicated absence of it.

The Table 4.15 those who elected these cabinets.



**Table 4.15**

**Electors of pupils' cabinet**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Learners	261	78.9
Teachers	65	19.6
Parents	5	1.5

On the electors of these pupils cabinets, it was established, other learners/learners constituted the biggest portion of electors [78.9 percent] while [19.6 percent] were teachers and parents constituted a mere 1.5 percent. These findings are in line with Okumbe (1998) who indicated that decisions are made through consultations, headteacher being the focal point of school management and thus headteachers would promote them (pupils governments). Most of the students indicated that the pupils cabinet held meetings [69.8 percent] compared to 30.2 percent who disagreed with the statement.

Majority of the learners respected these cabinets [90.6 percent] as opposed to mere 9.4 percent who disagreed that learners respected these cabinets. On statement if the respondents were members of these pupils cabinets while Majority [61.9 percent] indicated they were and thus this information was quite reliable. Promotion of the pupils cabinet would be done through the headteachers leadership style.

There was good teacher/pupil relationship among the various schools [69.8 percent] as opposed to 30.2 percent who indicated that there wasn't.

The Table 4.16 presents the forms of punishment that is used in schools in Makadara.

**Table 4.16**

**Punishment type**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Beaten by teacher	158	47.7
Chased out of school	4	1.2
Asked to bring your parents	73	22.1
Talked to by both teachers and prefects	96	29.0

*n=331*

On the forms of punishments in the schools, 47.7 percent of the learners cited being beaten by the teachers, 1.2 percent indicated being chased out of school while 22.1 percent indicated being asked to bring their parents. Those who were talked to by teachers and prefects constituted 29 percent.

Most of the learners agreed [96.7 percent] that parents were allowed to come to schools and participate in the school management as opposed to a mere 3.3 percent who indicated that parents were not involved.

**Table 4.17**

**Frequency of parents allowed to check learners progress**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Once	99	29.9
Twice	122	36.9
Thrice	54	16.3
More than five times	56	16.9
<hr/>		
<i>n=331</i>		

On the frequency of parents' involvement, 36.9 percent of the learners mostly twice, [29.9 percent] while more than five times were [16.9 percent]. The learners agreed [61 percent] that parents/ guardians assisted in their learning.

**Table 4.18**

**Parents involved in learning**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
When attending school meetings	168	50.8
when they teach us in the house	32	9.7
when they check class work and homework	131	39.6

*n=331*

On instances when they are involved in learning, [50.8 percent] indicated in When attending school meetings, when they teach us in the house [9.7 percent]. The study agreed with the Kocotowski (2010) who posited that multiple engagements of teachers, parents, support staff, learners and board of management are engaged in shared leadership practices.

**4.5 teachers attitude towards learners' involvement in management**

This section presents the teachers attitude towards learners' involvement in management of public primary schools.

The following Table 4.19 presents the Headteachers and deputy headteacher length of stay in the school

**Table 4.19**

**Headteachers and deputy headteacher length of stay in the school**

Variable	Frequency	Percent
Below 5 years	1	11.1
Between 5-10 years	6	66.7
Above 10 years	2	22.2

*n=9*

From the responses from the headteachers and deputy headteachers, majority [66.7 percent] had managed their schools for between 5-10 years while those who had stayed for more than ten and less than 5 years were 22.2 percent and 11.1 percent respectively.

The statement pertained the awareness of learner's involvement in school management by both the teachers and the headteachers with their deputies. It was established that majority [88.9 percent] were aware of learner's involvement in school management as opposed to 11.1 percent.

Table 4.20 presents the Source of info on learner's involvement in school management.

**Table 4.20**

**Teachers Source of information on learner's involvement in school management**

Variable	Frequency	Percent
Workshops	50	42.0
Seminar	55	45.7
Mass media	12	9.9
Circular	3	2.5

Probing on the sources of the idea of learner's involvement in school management, majority of the teachers [42.0 percent] they knew of learner's involvement in workshops as opposed to [45.7 percent] who indicated seminar.

The Table 4.21 presents the headteachers source of info on learner's involvement in school management.

**Table 4.21**

**Headteachers Source of information on learner's involvement in school management**

Variable	Frequency	Percent
Workshops	4	80.0
Seminar	1	20.0
Mass media		
Circular		

According to the headteachers, 20 percent indicated they knew of learner’s involvement in workshops as opposed to 20 percent who knew about them at seminars. These findings were in line with Muritu (2012) who indicated that student involvement in secondary schools was still wanting and needed to be increased to include issues beyond student welfare issues. This researcher recommended that there is a need to increase the level of learners’ involvement in participatory governance in secondary schools as awareness and implementation to the fullest are two different entities.

The Table 4.22 presents the teachers’ responses on implemented learner’s involvement in school management.

**Table 4.22**

**Teachers’ responses on implemented learner’s involvement in school management**

Variable	Frequency	Percent
Yes	85	70.4
No	36	29.6

The study further queried if they had implemented learner’s involvement in their school management, both the teachers agreed that they had as indicated by 70.4

percent. The following Table 4.23 presents the headteacher's and deputies responses on implementation of learner's involvement in school management

**Table 4.23**

**Headteacher's and deputies responses on implementation of learner's involvement in school management**

Variable	Frequency	Percent
Yes	6	66.7
No	3	33.3

*n=120*

The headteachers agreed that they had implemented learner's involvement in school management [66.7 percent] as opposed to 33.3 percent who hadn't.

The Tables 4.24 and 4.25 presents the involved in the implementation.

**Table 4.24**

**Teachers responses on those involved in the implementation**

Variable	Frequency	Percent
Fellow Teachers	50	42.0
Parents	45	37.7
Students/ Learners	24	20.4
Funding	33	27.8
Consultations	87	72.2



On the parties involved in the learner’s involvement in school management by the teachers, the study established these teachers involved their fellow teachers [42 percent], parents [37.7 percent] while students/learners involved were 20.4 percent.

The Table 4.25 presents the Headteachers and Deputies responses involved in the implementation.

**Table 4.25**

**Headteachers and deputies responses involved in the implementation**

Variable	Frequency	Percent
Fellow Teachers	5	55.6
Parents	4	44.4
Learners		
Funding	6	66.7
Consultations	3	33.3

Among the headteachers and deputy headteachers, they involved teachers [55.5 percent] and parents [44.4 percent] and these findings agreed with Muritu (2012) who indicated that this situation is still wanting. Methods of involvement across the two categories were mostly consultations among teachers [72.2 percent] while funding among the headteachers and deputy headteachers [66.7 percent]. As affirmed by Jeruto & Kiprop, (2011). It promotes responsible citizenship, equip learners with skills and knowledge in leadership, innovation, and effective governance to become the future leaders of tomorrow, empowers pupils to

contribute to national education policy through the child-friendly schools initiative and to build lasting friendships across cultures.

The following Table 4.26 and 4.27 presents the challenges encountered.

**Table 4.26**

**Teachers Responses on Challenges encountered during implementation**

Variable	Frequency	Percent
inadequate of Involvement	30	24.7
Reluctance among teachers	68	56.8
Reluctance among learners	22	18.5

As presented in Table 4.26, teachers indicated that the main challenge was reluctance among teachers [56.8 percent] followed by 24.7 percent on inadequate of involvement.

The Table 4.27 presents the Headteachers and Deputies responses on Challenges encountered during implementation.

**Table 4.27**

**Headteachers and Deputies responses on Challenges encountered during implementation**

Variable	Frequency	Percent
inadequate of Involvement	6	66.7
Reluctance among teachers	2	22.2
Reluctance among learners	1	11.1

Among headteachers and their deputies, the main challenge was inadequate of involvement (66.7 percent) followed by 22.2 percent who cited reluctance among teachers.

Further, the study assessed teacher responses on charts displayed in class that prohibits unacceptable behaviour as presented in Table 4.28.

**Table 4.28**

**Teacher responses on charts displayed in class that prohibits unacceptable behaviour**

Variable	Frequency	Percent
Class rules	33	27.2
Book rules	42	35.2
School rules	45	37.7

*Teachers n=120,*

The study also assessed charts that were available that prohibited unacceptable behaviour included the book rules [35.2 percent] and school rules [37.7 percent].

Table 4.29 presents the Headteachers responses on charts displayed in class that prohibits unacceptable behaviour

**Table 4.29**

**Headteacher and deputies response on charts displayed in class that prohibits unacceptable behaviour**

Variable	Frequency	Percent
Class rules	4	44.4
Book rules	3	33.3
School rules	2	22.2

Among the headteachers, the charts available were the class rules [44.4 percent] while book rules were [33.3 percent] while school rules constituted 22.2 percent.

The Table 4.30 presents the teachers responses on learners' involvement in school management.

**Table 4.30****Teachers attitude on Learners involvement**

Variable	Responses	Frequency	Percent
Happy pupil representation on Board of Management meetings	Yes	77	64.2
	No	43	35.8
Do you like it when pupil leaders given a chance to give a speech during school functions	Yes	76	63.0
	No	44	37.0

It was established the teachers agreed [64.2 percent] that learners were represented on Board of Management meetings and that pupil leaders given a chance to give a speech during school functions [63 percent].

The following Table 4.31 presents the teachers responses on performance ratings of pupils' government.

**Table 4.31****Performance ratings of pupils' government**

Variable	Frequency	Percent
Good	76	63.6
Not good	37	30.9
Neutral	7	5.6
Announcements	76	63.0
School Bulletin	40	33.3
SMS	4	3.7

*n=120*

On the statement of performance ratings of pupils' government, the teachers indicated that it was good [63.6 percent] compared to 30.9 percent who cited it was just good. Table 4.32 present those involved in decision making and benefit(s) of democratic involvement

**Table 4.32**

**Involved in decision making and benefit(s) of democratic involvement**

Variable	Frequency	Percent
Fully	44	37.0
Partly	56	46.9
Not at all	19	16.0
Team work	44	37.0
Punctuality	59	49.4
Good performance	16	13.6

*n=120,*

On the communication method adopted in the school, it was established to be school's announcement [63percent] while schools bulletin constituted 33.3 percent. On the extent, the teachers were involved in making decisions in their schools, only 37 percent were involved fully compared to 46.9 percent who were involved partly. Further, pertaining the benefit(s) of democratic involvement in

school management, 49.4 percent indicated punctuality while 37 percent cited team work while a mere 13.6 percent indicated good performance.

The Table 4.33 Headteachers and deputies opinion towards involvement in school management.

**Table 4.33**

**Headteachers and deputies opinion towards involvement in school management**

Variable	Frequency	Percent
Very good	5	55.5
Good	3	33.3
Fair	1	11.1

Headteachers and their deputies indicated that involvement in school management was very good [55.5 percent] compared to 33.3 percent who indicated that it was good. The following

Table 4.34 presents the leadership style of school management.

#### **4.6 leadership style of the headteacher on learners' involvement in management**

**Table 4.34**

##### **Teachers on use corporal punishment and abusive language on learners**

Variable	Frequency	Percent
Very true	6	66.7
True Fairly	3	33.3

On their opinion on teachers use of corporal punishment and abusive language on learners, 66.7 percent agreed that it was very true opposed to 33.3 percent who cited it was fairly true as it was substantiated.

**Table 4.35**

##### **Common mode of communication**

Variable	Frequency	Percent
Verbal	6	66.7
Notices	3	33.3

On the common method of communication, the headteachers and deputy headteachers indicated it was verbal (66.7 percent) and notices (school bulletins)



were 33.3 percent. The Table 4.36 presents the extent involved in decision making by headteachers.

**Table 4.36**

**Extent involved in decision making**

Responses	Frequency	Percent
To a very great extent	7	77.8
To great extent	2	22.2

On the extent they were involved in the decision making, 77.8 percent they were involved to very great extent as compared to 22.2 percent who was involved to great extent.

The following Table 4.37 presents the headteachers responses on the benefit(s) of democratic involvement in school management.

**Table 4.37**

**Benefit(s) of democratic involvement in school management**

Responses	Frequency	Percent
Cooperation	6	66.6
Suggestiveness	3	33.3

Lastly on the benefits accrued from democratic involvement in school management, they indicated it was both cooperativeness (66.6 percent) and suggestiveness (33.3 percent).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents summary of the study findings and the conclusions arrived at. The chapter also gives recommendations and the suggestions for further study.

The discussion was guided by the study objectives.

#### **5.2 Summary**

The purpose of this study was to investigate institutional factors influencing learners' involvement in management of public primary schools in Makadara District Nairobi County and the specific objectives were to assess the learners' attitude towards involvement in school management in public primary schools, to determine teachers attitude towards learners' involvement in management of public primary schools and the fourth objective was to establish how the leadership style of the headteacher affect learners' involvement in management of public primary schools.

From the responses presented in the previous chapter, most of the pupils/learners had some leadership positions in the school and this included prefects/monitors and other forms of leadership. Slightly more than half liked their school administration while 30.2 percent indicated that they liked their student government in their respective schools. Among the things the student disliked in their school, included congestions in classes, use of bad language by their teachers

and schools' rules. Further, it was established that there were signboards in the various schools that prompted involvement of the learners in the school management and this included the schools mission and vision 52.3 percent, emergency assembly point 26.6 percent and the no smoking signboards at 21.1 percent. Majority of the respondents indicated that there was pupils' cabinet in their schools and on the electors of these pupils cabinets were learners/learners who constituted the biggest portion of electors 78.9 percent while 19.6 percent were teachers and parents constituted a mere 1.5 percent.

It was established that most of the respondents indicated that the pupils cabinet held meetings and they pupils respected these cabinets. There was good teacher/pupil relationship among the various schools and on the forms of punishments in the schools, a third cited being beaten by the teachers, slightly less than a half indicated being chased out of school. The learners agreed that parents were allowed to come to schools and mostly twice. Majority of the learners agreed that parents/ guardians assisted in their learning, while on instances when they are involved in learning, indicated in during when attending school meetings, while some of the parents taught the learners in their house.

On the awareness of learner's involvement in school management by both the teachers and the headteachers with their deputies' majority of teachers and headteachers were aware of learner's involvement in school management and they sources of the idea of learner's involvement in school management, majority of

the teachers and headteachers indicated they knew of learner's involvement in workshops as opposed to few who knew about them at seminars.

Both the teachers and the headteachers agreed that they were involved in school management and further, on the parties involved in the learner's involvement in school management by the teachers, the study established these teachers involved their fellow teachers, parents while students/learners involved were [20.4 percent] while the headteachers and deputy headteachers indicated that they involved teachers and parents. According to teachers, they indicated that the main challenge was reluctance among teachers followed by inadequate of involvement while among the headteachers, they indicated that the main challenge was inadequate of involvement. Furthermore, majority of the teachers agreed that learners were represented on Board of Management meetings and that pupil leaders given a chance to give a speech during school functions. On the statement of performance ratings of pupils' government, the respondents [teachers] indicated that it was good compared to who cited it was just good.

On the communication method adopted in the school, it was mostly done through school's announcement while schools bulletin constituted. On the extent, the teachers were involved in making decisions in their schools, only a third were involved fully compared to who were involved partly. Further, pertaining the benefit(s) has democratic involvement in school management, indicated punctuality while slightly more than a third cited team work while a mere

indicated good performance. According to the headteachers and their deputies on involvement in school management, a third indicated that it was very good compared to half of the respondents who indicated that it was good. On their opinion on teachers use corporal punishment and abusive language on learners, majority agreed that it was very true opposed to a third who cited it was fairly true as it was substantiated.

### **5.3 Conclusions**

Mostly of the pupils/learners had some leadership positions in the school and this included class prefects/monitors and other forms of leadership in school management mostly in the pupils' cabinet. There were signboards in the various schools that prompted involvement of the learners in the school management and this included the schools mission and vision, emergency assembly point and the no smoking signboards. There was pupils' cabinet in their schools and on the electors of these pupils cabinets, included the learners', teachers and while parents contributed little to the election of pupils cabinet in the school sampled.

Pupils cabinet held meetings and the rest of pupils respected these cabinets. There was good teacher/pupil relationship among the various schools though there were various forms of punishments that included beating and use of bad language that contradicted to the previous findings.

It was established that parents were allowed to come to schools and mostly twice and parents/ guardians assisted them in learning. Teachers and the headteachers

were aware of learner's involvement in school management and the sources of the idea/information of learner's involvement in school management were workshops and seminars. The main challenge in learners involvement in the management of schools was reluctance, inadequate of involvement while among the headteachers, they indicated that the main challenge was inadequate of involvement. Most teachers agreed that learners were represented on Board of Management meetings and pupil leaders given a chance to give a speech during school functions. Communication method adopted in the school was done through school's announcement (verbal) and schools bulletin constituted. On the extent, the teachers were involved in making decisions in their schools. Some of the benefits of democratic involvement in school management included punctuality, team work and a little of good performance.

#### **5.4 Recommendations**

The study recommends that public school teachers as well as private ones would be sensitized through seminars and workshops on the importance students government and their involvements or involvement in school management.

The parents involvement in school management would also be promoted as they form key stakeholders in running of these institution and thus their representation in school management is crucial.

Formation of pupils' government would also be promoted as they are important stakeholders and contribution can lead to better management both the public and private institution.

### **5.5 Suggestions for further study**

The study used a smaller number of headteachers and deputies and to this extent, future studies would increase their number to increase the reliability of the responses. The same study would be done in other constituencies in Kenya to ascertain if the same results would be achieved and further to assess the kind of implementation of pupils cabinets. Studies on stakeholders involvement in management of public and private schools would be done in Kenya to assess the benefits of involvement of the stakeholders.



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## APPENDICES

### APPENDIX A: INTRODUCTION LETTER

University of Nairobi,  
Department of Educational Administration and Planning,  
P.O. Box 30197-00100,  
Nairobi.

23<sup>rd</sup> September, 2016

The Headteacher,  
.....

Dear Sir/Madam,

#### **REF: INVITATION TO PARTICIPATE IN RESEARCH**

I am a postgraduate student at the University of Nairobi, department of Educational Administration and Planning; I am carrying out a study on **Institutional factors influencing learners' involvement in management of public primary schools in Makadara District, Nairobi County**. I am therefore requesting for permission to gather information in your school. The information was used strictly for academic purpose and your identity was kept confidential. Your assistance was highly appreciated.

Yours faithfully,

Inyangala Emmy Muhonja

## APPENDIX B: LEARNER'S QUESTIONNAIRE

### Introduction

*This questionnaire will purposely be used for research purposes*

### Instruction:

- Do not write your name.
- Tick the appropriate choice.

### Section A: Démographique Information

1. Gender :Male  Female
2. How old are you? Below 10 years  11-15 years  Above 15 year
3. Which class are you? Lower primary  Middle primary  Upper primary
4. Any responsibility held in your school? Yes  No
5. If yes for question 4, state which one \_\_\_\_\_
6. How many are you in your family? 2  3  more than 3
7. Do you have parents? Yes  No
8. If answer for question 7 is yes then, Both parents  One parent

### Section B: Information on learners' Involvement in School Management

9. Among the following things what do you like most in your school?  
Good buildings  School administration  Student government
10. Which among the following things don't you like about your school?  
School rules  Congestion in classrooms  Bad language used by teachers  Bullying by others

11. What signboard is displayed in your school that promotes learners involvement in school management? A school mission/vision   
 No smoking  Emergency Assembly point
12. Is there good teacher/pupil relationship in your school? Yes  No
13. Does your school have pupils' cabinet? Yes  No
14. If the answer to question 13 is yes, who chooses them?  
 Teachers  Parents  Learners
15. Does your class have class rules? Yes  No
16. If the answer to question 15 is yes, who makes them?  
 Learners  Teachers  Parents
17. Do the pupils's cabinet hold meetings ? Yes  No
18. Do pupils respect the pupils' cabinet? Yes  No
19. How are you punished when you make a mistake in school?  
 Beaten by teacher  Chased out of school  Asked to bring your parents   
 Talked to by both teachers and prefects
20. Are parents allowed to come to school? Yes  No
21. How do parents know that they are needed in school? invitation letters   
 phone call  circulars  sms
22. How many times are parents allowed to come to school in a term to check on your progress?  
 Once  Twice  Thrice  As many times as possible
23. Do your parents/ guardians assist you in your learning? Yes  No

24. If yes for question 23, when are they involved in your learning?

When attending school meetings  when they teach us in the house

when they check class work and homework

25. Are you a member of the pupils' government? Yes  No

## APPENDIX C: TEACHERS' QUESTIONNAIRE

### Introduction

*This questionnaire will purposely be used for research purposes*

### Instruction:

- Do not write your name.
- Tick the appropriate choice.

### Section A: Demographic Information

1. Gender: Male  Female
2. Age bracket: Below 25 years  25-40 years  above 40
3. What is the highest level of education?  
'O' level  'A' level  Graduate
4. If given a chance can you remain in the same school?  
Yes  No  If yes/no why? \_\_\_\_\_

### Section B: Teachers' attitude on learners Involvement in School Management

5. Have you ever heard of learner's involvement in school management?  
Yes  No
6. If yes in number 5, where did you hear about it?  
Workshops  Seminar  Mass media  Circular
7. Have you implemented learner's involvement in school management in your school?  Yes  No
8. If yes for number 7, state challenges you encounter? \_\_\_\_\_



9. What duty do you play in implementing learner's involvement in school management\_\_\_\_\_
10. Who are you involving in the implementation?\_\_\_\_\_
11. State at least how you involve any group as indicated in question 10  
\_\_\_\_\_
12. Which charts are displayed in your class that prohibits unacceptable behaviour? Class rules  Book rules  School rules   
Others-specify\_\_\_\_\_
13. Is there pupil representation on Board of Management meetings in your school? Yes  No
14. Are pupil leaders given a chance to give a speech during school functions?  
Yes  No
15. How do you rate the performance of pupils' government in your school?  
Good  Not good  Neutral
16. What is the most common mode of communication in your school?  
\_\_\_\_\_
17. To what extent are you involved in decision making in your school?  
Fully  Partly  Not at all
18. What benefit(s) has democratic involvement in school management brought in your school? Team work  Punctuality  Good performance   
Others- specify\_\_\_\_\_

## APPENDIX D: HEADTEACHER'S QUESTIONNAIRE

### Introduction

*This questionnaire will purposely be used for research purposes*

### Instruction:

- Do not write your name.
- Tick the appropriate choice

### Section A: Demographic Information

1. Gender:        Male                       Female
2. Length of stay in the school: Below 5 years         Between 5-10 years   
Above 10 years
3. Highest academic qualification level?  
'O' level     'A' level  Graduate  Others- specify \_\_\_\_\_

### Section B

4. Have you heard of learner's involvement in school management?  
Yes                       No
5. If yes in number 4, where did you hear about it?  
Workshops  Seminar  Mass media  Circular
6. Have you implemented learner's involvement in school management in your school? Yes         No
7. If yes for number 6, state challenges you encounter? \_\_\_\_\_
8. State the duty you are playing in implementing learners involvement in management \_\_\_\_\_

9. Whom do you involve in the implementation? \_\_\_\_\_
10. State at least how you involve any group as indicated in question 9  
\_\_\_\_\_
11. State the challenges you encounter as you implement democratic involvement in your school \_\_\_\_\_
12. Which signboards are displayed in your school that prohibits unacceptable behaviour? Class rules  Book rules  School rules   
Others- specify \_\_\_\_\_
13. What is your opinion towards involvement in school management?  
Very good  Good  Fair  Unfair
14. It is said that some teachers use corporal punishment and abusive language on learners which lower the learners' self-esteem. What is your opinion on this? Very true  True Fairly  True  Not true
15. What is the most common mode of communication in your school?  
Memos  Verbal  Notices
16. To what extent are you involved in decision making? \_\_\_\_\_
17. What benefit(s) has democratic involvement in school management brought in your school? Cooperation  Suggestiveness  Good performance

## APPENDIX E: RESEARCH PERMIT



### 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

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

Ref. No. **NACOSTI/P/16/50171/14629**

Date:

**7<sup>th</sup> November, 2016**

Emmily Muhonja Inyangara  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Institutional factors influencing pupils’ participation in management of public primary schools in Makadara District Nairobi County,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **7<sup>th</sup> November, 2017.**

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

The County Director of Education  
Nairobi County.


**APPENDIX F: RESEARCH AUTHORIZATION**

**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**



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

**RESEACH CLEARANCE  
PERMIT**

**Serial No. A1665**

**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**

**MS. EMMILY MUHONJA INYANGARA**  
**of UNIVERSITY OF NAIROBI, 62200-200**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**


**on the topic: INSTITUTIONAL FACTORS**  
**INFLUENCING PUPILS` PARTICIPATION**  
**IN MANAGEMENT OF PUBLIC PRIMARY**  
**SCHOOLS IN MAKADARA DISTRICT**  
**NAIROBI COUNTY**

**for the period ending:**  
**7th November,2017**

*[Signature]*

**Applicant's  
Signature**

**Permit No : NACOSTI/P/16/50171/14629**  
**Date Of Issue : 7th November,2016**  
**Fee Received :Ksh 1000**



*[Signature]*

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