

**EXTENT OF STUDENT COUNCIL INVOLVEMENT IN DECISION  
MAKING IN PUBLIC SECONDARY SCHOOL PROGRAMMES KWALE  
COUNTY-KENYA**

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**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION  
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OF EDUCATION DEGREE IN LEADERSHIP AND  
MANAGEMENT OF KENYA METHODIST  
UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This thesis is my original work and has not been presented for a degree or any Other award in any other University.

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### Recommendation

I/ We confirm that the work reported in this Thesis was carried out by the candidate under my /our supervision.

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## **DEDICATION**

I dedicate this work to my family for their patience, support and understanding.

May The Almighty God bless them.

## **ACKNOWLEDGEMENT**

I wish to acknowledge first and foremost my research supervisors, Dr. Stephen Andai and Dr. Daniel Mbirithi for the guidance while undertaking this study. I would also wish to acknowledge the contribution of my fellow students particularly during my course work for the moral support and encouragement when I felt like giving up they continued encouraging me.

## ABSTRACT

The purpose of this study was to find out student council involvement in decision making in public secondary school programs of Kwale County, Kenya. The study investigated the extent to which student council members are involved in management and decision making of key school programs to fill the knowledge gap between theory and practice. This study was of a descriptive research design. The target population was a total of 924 executive student council members in the 77 public secondary schools of Kwale County while the sample size was 147 respondents. Purposive sampling was employed because of the small size of population and the need to study its characteristics intensively. Student council members from 21 schools were selected on the basis that, representation of boys and girls in the student council was not uniform but was a factor of intervening variables such as student leadership abilities, school culture and school administration attitudes. The data collection tool was a close-ended questionnaire based on five point Likert scale. When Cronbach's alpha reliability coefficient was verified for the research tool, the results produced a reliability coefficient of 0.819. Validity of the research tool was established by engaging education professionals on the relevance of the questions to the study. Data analysis was done using the Statistical Package for Social Sciences and MS Excel spreadsheet software. The results were presented in frequency tables and percentage. This study revealed that the highest proportion of the student council members perceived non-involvement in administrative programs. This is extreme in financial budgeting, construction of physical facilities and employment of school workers whereby students mainly perceived they are never involved. Further, the study established that majority of the student council members suggested lack of adequate involvement in academic programs decision making by the students. To a large extent, the study indicated that students perceived non-involvement in deciding guidance and counseling programs. Also, the study established inadequate involvement in co-curricular decisions by the student councils. This is acute in games clinics, determination of training time and also in writing and directing of plays and songs. Generally, the study revealed that student councils members were not adequately involved in administrative, academic, co-curricular and guidance and counseling programs decision making. In all cases there was however a notable indication that the student council is somehow involved in all the four program areas being investigated. The school administrators therefore need to involve student leadership in all the four key areas of the study in promoting achievement of school goals. Further research needs to be done on how non-involvement of the student council in decision making impacts on cohesion and the general school climate. In conclusion, student council perception of involvement in school programs decision making was below average.

## TABLE OF CONTENTS

<b>DECLARATION AND RECOMMENDATION</b> .....	<b>ii</b>
<b>COPYRIGHT</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>x</b>
<b>ABBREVIATIONS AND ACRONYMS</b> .....	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION</b> .....	<b>1</b>
1.1 Background to the Study .....	1
1.2. Statement of the Problem .....	3
1.3. Purpose of the study .....	5
1.4. Objectives of the Study .....	5
1.5. Research Questions.....	6
1.6 Significance of the Study .....	6
1.7. Justification of the study .....	8
1.8. Basic Assumptions of the Study .....	9
1.9. Limitations of the study .....	10
1.10 Operational definition of Terms .....	11
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	<b>13</b>
2.0Introduction .....	13
2.1 Student Councils Decision Making in School Administration Programs .....	13
2.2 Student Council Decision Making in School Academic Programs. ....	22
2.3. Student Councils Decision Making in School Co-curricular Programs .....	32
2.4. Student Council Decision Making in Guidance and Counseling Programs .	34
2.5. Theoretical Framework .....	38
2.6 Conceptual Framework .....	48
2.7 Policy Provisions and Recommendations .....	50
2.8. Research Gaps .....	51
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b> .....	<b>54</b>
3.0 Introduction. ....	54
3.1 Research Design. ....	54

3.2 Location of the Study.....	55
3.3 Target population.....	55
3.4 Sample and Sampling Procedure .....	55
3.5 Research instrument.....	56
3.6 Validity of Research Instrument.....	57
3.7 Reliability of the Research Instrument .....	58
3.8 Operational definition of variables.....	58
3.9 Ethical issues .....	60
3.10 Data Collection and Analysis .....	60
<b>CHAPTER FOUR: RESULTS AND DISCUSSION .....</b>	<b>62</b>
4.0 Introduction .....	62
4.1. Reliability Analysis .....	63
4.2. Demographic Characteristics of the Respondents .....	64
4.3. Level of Student Involvement in Administrative Programs .....	65
4.4. Level of Student Involvement in Academic Programs .....	69
4.5. Level of Student Involvement in Guidance and Counseling Programs .....	72
4.6. Level of Student Involvement in Co-curricular Programs.....	76
<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND</b>	
<b>RECOMMENDATIONS .....</b>	<b>81</b>
5.0 Introduction .....	81
5.1 Summary .....	81
5.2 Conclusion.....	83
5.3 Recommendations.....	84
5.4 Suggestions for Further Research.....	84
<b>REFERENCES .....</b>	<b>86</b>
<b>APPENDICES .....</b>	<b>93</b>



## LIST OF TABLES

<b>Table 3. 1.</b> Sample Strata.....	56
<b>Table 4. 1.</b> Students Reliability Statistics .....	64
<b>Table 4. 2.</b> Student councils perception on student involvement in administrative programs ...	66
<b>Table 4. 3.</b> Student Councils Perception on Student Involvement in Academic Programs.....	69
<b>Table 4. 4.</b> Student Councils Involvement in Guidance & Counseling Programs .....	73
<b>Table 4. 5.</b> Student Councils Perception on Involvement in Co-curricular Programs .....	77
<b>Table 4. 6.</b> Summary of students who responded involvement to be Always or Often .....	80

## LIST OF FIGURES

<b>Figure 2. 1.</b> The Vroom-Yetton-Jago DecisionModel .....	44
<b>Figure 2. 2.</b> Conceptual Framework .....	49
<b>Figure 4. 1.</b> Response Rate .....	62
<b>Figure 4. 2.</b> Gender of Respondents .....	65

## **ABBREVIATIONS AND ACRONYMS**

BOM	Board Of Management
CDE	County Director of Education
DEO	District Education Office
EFA	Education For All
GOK	Government Of Kenya
HOD	Head Of department
HRD	Human Resource Development
KCSE	Kenya Certificate of Secondary Education
KESSHA	Kenya Secondary School Heads Association
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
KSSSC	Kenya Secondary School Student councils
MOE	Ministry Of Education
NACOSTI	National Commission for Science Technology and Innovation
MoEST	Ministry of Education Science and Technology
NSF	National Student Federation
PTA	Parents Teachers Association
SC	Student Councils
SCA	Student Council Association
SMCs	School Management Committees
SPSS	Statistical package for social sciences
TSC	Teachers Service Commission
UN	United Nations

## **CHAPTER ONE: INTRODUCTION**

This chapter contains the background information, statement of the problem, research objectives and research questions, the significance of the study, justification, assumptions and limitations of the study as well as operational definition of terminologies used in the study

### **1.1 Background to the Study**

The United Nation Convention on the rights of the child in Part 1 Article 3 (1) states that in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration (Hammarberg, 1990). The child in particular shall be expected to have the opportunity to be heard in any administrative proceedings whether directly or through a representative.

This would create more space to engage students in implementing crucial decisions affecting them. Student's council has been established in the administration and control of school in Tanzania for some time now, while in Kenya it is only efficient in some schools (Ndung'u & Kwasira, 2015). This means that productive and relevant participation of students is important for effective service delivery and thus quality education.

The need to involve students in making decisions has evolved into student councils where they have been voicing their opinion in deciding the leaders who give an effective link with school administrators for purposes of dialogue and ensuring smooth service delivery by complementing the school management system (Mutua, 2014). The objectives and goals of the secondary school system can be attained by systematic,

productive and inclusive management especially in its decision making processes (Akpan & Archibong, 2012).

It has been previously established that student councils are able to present their views to the school management and thereby get feedback, although such involvement being limited to some aspects rather than all areas of management (Anjichi, 2016). This may also depend on the administrative experience of the principal as the more the years of principal administrative experience, the more they seem to not only involve the student council but also motivate it towards positive management.

However, although student council leadership has been instrumental in terms of roles performed, such role and those of administrators including the teaching staff has been a source of contradictions hence requiring an analysis on the level of student councilmember's engagement in the process of making decisions in school programs (Jared & Thinguri, 2017). Research indicates that a lack of school managers to adequately include students in determining their leaders is a recipe for unrests and unruly behavior in schools in Kenya (Mwangi, 2006; Mulwa, 2004). It has been noted that although students form a substantial proportion of the stakeholders, their inclusion in decision making is superficial due to perceptions from various groups that they are neither professionals nor mature enough to perform administrative roles (Kiprop, Tikoko & Kanyiri, 2012).

In addition, some students view the student council as a mechanism for the managers to extinguish their voice and stifle their involvement in the governing of the institutions (Indimuli, 2012). There had been cases where student councils have become so powerful to the extent of making an attempt to overthrow school authorities, yet the gap between the actual and desired rate of student engagement in the process of making

decision in school programs holds the key to successful achievement of a school's goals and objectives (Kimosop, Mulwa & Kasivu, 2015). This study intended to find out the extent of student council members involvement in decision making in school programs of public secondary schools in Kwale County, Kenya.

## **1.2. Statement of the Problem**

Students' participation in decision making has partly been explored by secondary schools yet the concept of participatory decision making permeates virtually all facets of our life today. Chemutai and Chumba (2014) in a survey of public secondary schools determined the level at which student councils were involved in the process of making decisions within Kericho West Sub County. It was found out that student councils were left out in the making of decisions in key areas of the school management. Despite the existence of Student councils, adequate students' participation is still lacking as the Basic Education Act (Republic of Kenya, 2013) provides for a lone student representative in the Student council as an ex-officio member of the Board of Management, the key entity in making decisions. However, students' involvement in the administration of schools is crucial since most decisions made in the school affect them in one way or another.

In the education system, secondary schools are considered to hold a key position. They provide to the youth much needed functional education that prepares them for successful and important entry into the society as well as for pursuing higher learning. In 2009, the Kenya Secondary School Student Council (KSSSC) was founded by the Kenyan government through the Ministry of education. This was done to transform the governance of secondary schools to take up a more participatory approach. Notwithstanding, the government's commendable gesture, more studies are needed to

establish how far or the level at which students are engaged in the process of making decisions within secondary school since student councils were formed.

Misoloh (2011) did research on effects of involving administration on academic accomplishments of learners within public secondary school in the Kenyan District of Rarieda. The study recommended that teachers, learners, and guardians should be actively engaged in the daily activities of the institution for them to productively take part in increasing the academic heights of the institution. Kibet (2014) did an investigation within secondary school in Kaloleni Sub-County, Kilifi County in coastal Kenya. The study sought to establish the degree of student engagement in making decision in those institutions. The overall problem is that continuous conflicts between the school managers and the students have not been well understood in Kenyan schools.

A study that investigated the engagement of students councils in the process of making decisions within public schools in the Kenyan Sub-county of Kericho, realized notwithstanding the democracy of the 21<sup>st</sup> century, administrators of schools have retained all the powers as they manage the school and students have been left without a say in it all (Chemutai & Chumba, 2014). This necessitates similar studies determine the level at which students engage in the process of making decisions in secondary school in other Sub-Counties with an aim of addressing the identified knowledge gap between the theory and the actual practice in regards to participation in secondary school administration. It is against this backdrop that investigation on the level of student involvement in making decisions in public secondary schools in Kwale County, Kenya is important.

Increased engagement of students in management and the undertaking of making decisions in Kenyan secondary schools has been advocated since the establishment of

student council system in 2008 especially to deal with the frequent occurrence of strikes in school has disrupted the education sector (Anjichi, 2016). However, such attempts to involve student views in school policy needs to be revisited in regards to involvement making key decisions for school program areas of administration, academic guidance and counseling, co-curricular and student welfare(Jeruto & Kiprop, 2011), hence the study sought to address the gap.

This necessitated study to determine the degree to which student council participate in making decisions within programs in public secondary schools in Kwale County of Kenya with an aim of addressing the identified knowledge gap between the relevant hypothesis and the actual practice of participation in the secondary school administration.

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

The purpose of this study was to find out the extent of student council involvement in decision making in school programs in public secondary schools in Kwale County-Kenya.

### **1.4. Objectives of the Study**

The study was premised on certain research targets:-

- i. To investigate student council involvement in decision making in administrative programs in public secondary schools in Kwale County.
- ii. To examine student council involvement in decision making in academic programs in public secondary schools in Kwale County.



- iii. To establish student council involvement in decision making in guidance and counseling programs in public secondary schools in Kwale County.
- iv. To assess student council involvement in decision making in co-curricular programs in public secondary schools in Kwale County.

### **1.5. Research Questions**

- i. Into what extent are student council members involved in decision making in administrative programs in secondary schools in Kwale County?
- ii. Into what extent are student council members involved in decision making in academic programs in secondary schools in Kwale County?
- iii. Into what extent are student council members involved in decision making in guidance and counseling programs in secondary schools in Kwale County?
- iv. Into what extent are student council members involved in decision making in co-curricular programs in secondary schools in Kwale County?

### **1.6 Significance of the Study**

The recent introduction of student councils in secondary schools by the Ministry of Education is aimed at facilitating student involvement in the administration of institution in spite of reluctance by adults to enable students' participation in making decisions whereby their views are disregarded as they are also intimidated by school authorities (Kiprop et al., 2012). Student involvement would also enhance student academic performance as well as student commitment in school (Tikoko & Kiprop, 2011).

The research findings would demonstrate contribution of student attitudes mostly when key decisions are contributed significantly by students. For the school management the findings of the survey will convince them in increasing their commitment to their students and to achievement of the school goals. The findings will therefore provide the board of management (BOM) and the principal with a guideline for ensuring increased and significant involvement of learners in the undertaking of making decisions.

For the entire system of education, student involvement is a vital aspect in the undertaking of improving decision making therefore the research findings on student participation can be applied in engaging increasingly diverse student populations to foster safe and supportive learning environments. The findings would also be used by the education stakeholders regularly tackle essential issues in education, acknowledge through action the input of students and to open up to scrutinize the goals and designs of education.

The study highlighted student councils involvement in decision making in administrative, academic, guidance and counseling and co-curriculum programs. In the ever changing circumstances, student councils have been regarded as significant in helping school administration. The finding of this study will provide background information in understanding the engagement of student council within public schools in the making of decisions concerning various programs. The findings will also benefit Kwale county directors of education in evaluating how student council involvement in making decisions within different schools in the county can be advocated and encouraged. Finding of the study will create a new knowledge on management and supervision of student councils and can form platform for advancing studies in student council involvement within private school programs in making decisions.

## **1.7. Justification of the study**

The involvement of Student council in the making of decisions in school programs can be a force that is motivating, positive and powerful once the student's contributions and values are respected. Students who are adequately involved in school programs are bound to have better personal, vocational and academic performance (Ndung'u & Kwasira, 2015).

In order to have effective decision making in schools, school managers are not to act as technocrats but should rather practice contemporary styles of management that are beyond conventional perspectives by pursuing techniques that are task focused, involve teamwork, are participatory and involves the bottom-up approach (Ndiku, Simiyu & Achoka, 2009). Therefore effective school governance can be realized by including students in the making of decisions concerning school programs. In a bid to determine the connection between the strategies of leadership and student discipline within secondary schools an investigation determined that there was partial or frequent principals involve students as stakeholders in the school administration by communicating clear authority to them but when certain matters came up, they were the final voice of authority (Kibet, Kindiki & Kitilit, 2013).

There is low students engagement in the undertaking of making decisions in secondary schools yet they would like to participate more (Mulwa & Maiyo, 2010). Students who are adequately involved in school affairs are bound to have better personal, vocational and academic performance (Ndung'u & Kwasira, 2015). School management can be a force that is motivating, positive and powerful if every student's contributions and values are respected by including them in critical decision making processes. In order to have effective decision making in schools, school managers are not to act a

technocrats but should rather practice contemporary styles of management that are beyond conventional perspectives by pursuing techniques that are task focused, involve teamwork, are participatory and involves the bottom-up approach (Ndikuet al., 2009).

Basically, it's the school principal who makes the key decisions or who the education authority has placed the mandate on leaving out the student to play lesser roles since they are considered to be minors who lack legal status to make decisions (Kiprop et al., 2012). This includes perceptions that students lack a background of financial knowledge, may not be trusted in sensitive matters, have marginal input in discussions made and seem to be immature therefore cannot be treated the same way as adults.

To secure the prospects of education, research studies are also paramount in order to address school conflicts. Generally, student unrest or strikes originate from unequal opportunities in making decisions within institutions (Chemutai & Chumba, 2014). Study results would therefore assist the education stakeholders to realize that time is due to hear out the students and thus take positive action in transforming schools which needs their deliberate, enlightened and firm participation through their representatives to achieve relevant, purposeful decision making processes which ensure effective school management and improvement of student academic achievement.

### **1.8. Basic Assumptions of the Study**

The study assumed that:

1. All the respondents were aware of the duties and operations of student councils in secondary schools.
2. All the respondents were sincere and provided objective responses.
3. The data collected from the sampled population would represent the information of the entire population in Kwale County.

## **1.9. Limitations of the study**

In the course of this study, there were various limitations that emerged. Those to conduct related or similar research should find these limitations of interest.

1. This study's first limitation was that the students in some of the schools the researcher visited were not free to fill the questionnaires since most research often raises suspicion, however the researcher was friendly in approach and assured respondents of confidentiality.
2. The questionnaires were not filled on time by the respondents hence delayed data analysis.

## **1.10 Operational definition of Terms**

**Administration** - as per this study, relates to the particular functions of executing mechanisms and structures initiated by the management.

**Co-curricular activities** - according to the context under study; these are activities that are organized in a less rigid manner in terms of time and syllabus. They include games and sports, clubs and societies, drama, music among others.

**Curriculum** - in this study, it refers to a course of study that follows a rigid program in terms of timetable and subject allocation often using proscribed syllabus.

**Decision making** – in this study it relates the process of reaching the best option among various possible alternatives in management of educational institutions.

**Leadership** - in the study context it implies the capabilities to make certain juniors conduct their functions as needed by motivating and persuading them. These goals cannot be achieved by leaders on their own, but need subordinates' input.

**Management** - as per the study, its engaging individuals above self and practicing formal command over functions and achievement of other individuals. It is about people being developed, cooperating with them in work to ensure they attain the set objectives and results.

**Participative leadership** - as used in this study, it includes conversing with juniors and assessing their views and proposals before taking a course of action.

**School** - in this study, it is used to mean learning institution with a structure of management, a bureaucratic organization, where the form of leadership and the

undertakings of making decisions are a center of debate involving the educators and the learners.

**School cohesion**– pertaining to this study, is a description of a state of unity and consistency in the institution.

**School decision**– in this study it means a course or principle of action adopted by a school for management from decisions agreed.

**School management decision**- according to this study, it means proposed actions made by those in authority in an educational institution.

**Student participation**- in this study, it means the undertaking of incorporation of learner's' ideas and their involvement in crucial aspects of schools management, such as, decision implementation process.

**School routine**- per the study, it refers to all the regular activities that characterize a school on a typical day and over specific periods of scheduled time.

**School rules**- are guidelines for students' behavior in the school environment.

**Student welfare issues**- according to this study, are issues dealing with students' basic and social needs, such as, meals, uniform design, visiting days, half terms, and entertainment days among others.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

A presentation of scholarly literature is outlined in this chapter. It provides for insights on other scholars have tackled the issue of student council in regards to their engagement in the undertakings of making decisions within programs of a school. Particular focus is directed in areas including administration of the institution, academic, counseling and guidance and co-curricular programs, research gaps, theoretical structure and conceptual framework.

### **2.1 Student Councils Decision Making in School Administration Programs**

Decision making is an essential undertaking that is involved by administrators of schools regularly but it is not only administrators who should make the decisions as it is meant to be a people-driven process (Lunenburg, 2010). As a result, work has gone into developing some models to assist school managers establish how followers should be involved in decision making.

DiPaola and Hoy (2005) said that the model is a guide to participative decision making with a framework addressing conditions under which subordinate should be involved and how they should be involved. It explains what the administrative and subordinates roles in the decision making process. When examining a variety of school problems confronted by the principal, the model suggested that it is difficult to isolate the decision areas where the principal should make unilateral decisions. It is not possible for subordinates either to be involved in all decisions nor to be involved in the same ways. However, time constraints may make administrators to make unilateral decisions. The model provides direction since the student council may have no special expertise in the



decision area but has a personal stake in the outcome. Thus decision making remains a stakeholder situation. The model suggests some involvement provided it will not lead to alienation or assumption.

School leaders will be assisted by the Vroom, Yetton and Jago (1989) model to know when and at what point in the process of making decisions to engage student councils. The authors first identified attributes of a particular challenging situation by utilizing a sequence of seven questions. Step two involves isolating five styles of making decisions that constitute a uninterrupted existence of perspective depicting the process of making decisions from authoritarian to participatory. In the final step, they combine the main problem elements with the relevant style of making decisions to establish the best strategy a school leader should adopt at a particular time. The Model included a range of decision strategies to be considered against a set of situational parameters and guided by a list of rules designed to protect the eventual decision from various deficiencies. It created a spectrum in leadership between autocratic and participative styles adopted based on the individual differences of the leader (Chemers, 2014).

In a school context, decisions are commonly made by groups rather than individuals. Therefore the need of the leader knowing at what particular moment to engage the followers during the process of making decisions and how to involve them becomes paramount. For that reason the development of the decision making models can assist school leaders establish at what point, and ways to engage followers in the process of making decisions (Lunenburg & Ornstein, 2008).

Some researchers argue that the routine engagement of learners within programs of the institution such as supervision, monitoring and evaluation is part of decentralization of school administration, but it is more often a result of pressure from the international

sphere (Abebe, 2012). Research by Kinyua (2015) on school components determining the efficacy of students' councils in public secondary schools in Kirinyaga East revealed that democratic election process was being embraced in many schools when setting up a student council. Management involves effective delegation of duties and responsibilities according to abilities and thus is often referred to as working effectively with people to ensure all persons in the education sector deliver results in all areas (Wango, 2010). Institutions, including schools therefore have to adapt more prudent management systems and realize that it is critical to involve students in administrative issues to ensure positivity. This is made possible when the system adopts an inclusive philosophy which encourages engaging in making decisions for effective management of school (Republic of Kenya, 2013) hence this study. Promoting inclusive student involvement in making decisions within school programs reinforces autonomy of youths and other elements personal resolution which have productive results for the academic performance of students, increases sentiments of wellbeing, achievements in academics, additional alterable conduct and enhanced educational value (Fletcher, 2003).

Baghda (2004) concurs that one very useful and effective method of making school management decisions is to include students and, if possible parents at different stages of making decision. It is of paramount importance to point out that participation of students in school management decisions may aid in obtaining constructive and significant recommendations which could work positively to improve school management. This is especially in light of the revelation that students are intimidated by teachers when they give contrary views on administrative matters (Kiprop, Tikoko & Kanyiri, 2012). Positive results can accrue from the feeling of participation and identification which is thereby encouraged (Kahiet al., 2012). In order to achieve an all-

inclusive participative decision-making approach, all personnel down through to the students are asked to submit the results of their best thinking about the needs and goals of the school for the period stated such as activities for the term. Senior staff, therefore, should quit ignoring students for unfounded fear of wrong or biased suggestions and look into the best way of handling participatory decision making approach.

It behooves school administrators to respond to student suggestions by either adopting them as school policy or informing students of the reasons for the rejection of their proposals. In order for the students to offer constructive criticism of school policy, it is necessary for administrators to accord vocal students' protection from victimization and to assure students that their active role in championing for student rights will not be punished (Kiprop, Tikoko & Kanyiri, 2012). Assurances of this nature should be accompanied by proper guidance of the students of what participation entails. Students should be made to understand that participation does not mean a lazes faire approach and abuse of privilege.

There has been an improvement on the discipline and indiscipline trends since student councils were initiated and consequently beneficial effects on the participation of student in the making of decisions (Mutua, 2014). It was also established that the participation of student council positively affected the making of decisions in secondary schools that resulted in students growing engagement expertise, association and collaboration, social skills, analytical skills, administrative skills, self-belief and suitable learning attitudes (Chemutai & Chumba, 2014).

Ndung'u and Kwasira (2015) found that the Student council influences others to reach common ground on the schools objectives by directing other students being led by them and by being pace setters for the other students on a regular basis to enable activities of

the school attain good performance through inspiring them. This is corroborated by Otieno (2001) who argued that the student council also gives directions to other students by setting the pace of activities.

It was felt that students should only participate in decisions which concerned them directly (Kiprop, Tikoko & Kanyiri, 2012) since principals held the view that students are not allowed to make decisions on finances or school fees for two reasons; that this is the mandate of the school within the regulation stipulated by the guidelines provided by the Ministry of Education and that the economy of the country also dictates on the school fees and budgetary allocation which students may not be aware of. However many students opposed this viewpoint believing that they possessed relevant skills in dealing with financial issues.

In 2003 November, a National Conference on Education took place. The prepositions of the conference proceeded to the coming up with a Session Paper No. 1 of 2005 (Republic of Kenya, 2005). This session paper introduced reforms in the education sector and is currently applied research, training and education policy. The lack of understanding and knowledge is the main barrier of participation of students in making decisions and many principals, educators and parents lack capacity on ways of engaging students in making decisions (Kiprop, Tikoko & Kanyiri, 2012). In terms of the study therefore, such views only serve to confirm that power relations between adults and children are the main hindrances to student involvement in making decisions and therefore the need of training for leaders as suggested by the Normative Model theory (Vroom & Jago, 1988). In fact Mulwa & Maiyo (2010) suggest that the regular course be held by the Ministry of Education for in-service principals and other collaborators to reveal the significance of including other shareholders in the undertaking of making

decisions and particularly the learners since the services are provided for them. School managers should develop communication channels which will enable students to offer their contributions and opinions anonymously without being connected with the provided information because about ninety five percent of the students stipulated their desire to take part in the making decisions. Training of head-teachers on participatory decision-making should be encouraged (Ndiku, Simiyu & Achoka, 2009).

Another challenge was low morale of the Student council members (Mutua, 2014) due to the fact that despite the much work they do and in total contrast to the task performed and time dedicated, they were not compensated or paid. Therefore it was suggested that different stakeholders have to be included by the schools i.e. Board of Management, educators, parents, students among others. In making decisions concerning the schools, each has to be granted an opportunity to do so. Despite schools embracing the concept of student council, it worth noting that emphasis has not been placed on their ability to dispense their supervisory role as well as their authority. It still remains unclear which aspects of school management the administration can get help assist from student leaders in terms of supervision, how it can be approached and in what strategies.

### **2.1.1. Represent students in administration's decision making meetings.**

This is in line with recent developments in the secondary school management in Kenya where administrators and students alike have been calling for more involvement of students through representation in B.O.M and P.A meetings (Muindi, 2010). These perceptions imply that the conventional authoritarian custom is giving way to the contemporary trends of school management which embrace democracy and give students voice in important decision making bodies such as the B.O.M. The impact of

the inclusion is that, inclusion of students in decision making bodies would reduce student unrest probably because students' views would have been included in schools policy. When this is done, rebellion to unpopular decision by school administrators would not occur. This is complemented inclusive management strategy Hesley (2000) adding that constant companion related dialogues with students together with reasonable participation in the running of institutions has the most effective antidote against student unrest. Dialogue would take place in such meetings as B.O.M, P.A, staff meetings; students are most likely to acquire high level discipline and commitment.

### **2.1.2. Assist in Policy Making**

According to Herbert (2003), students inclusion in policy making bodies in a school is important. This is because students are the main players in the system. This reasoning could have been informed by the respondent's knowledge of democratic theory in which majority rule carries the day. In support of this view, Mncube (2008) argues that globally there is an upward trend of education becoming answerable to the public. It can be argued therefore that students, who are the key shareholders needs to play a leading role in the making and implementing of these policies. Moreover, such participation encourages democratic culture. Emphasizing that schools required to exercise democracy, Serf (2003) suggested that values particularly responsibility, tolerance and democracy, develop just as someone experiences them. Accordingly institutions in Kenya require to practice that which they pursue to advance. Democracy does not grow by accident, but are due to clear ventures by teachers and hence schools, to institute dispositions and opportunities to bring life into democracy. Concerning this study, these behaviors, values and skills are acquired by stakeholders through engaging actively to democracy in the schools decision making organs. However, there are those

who discourage inclusion in decision making bodies. The reasons advanced for such views centered on the view that students are too young to participate in such meetings which are viewed to be the domain of adults. Another reason advanced is the fact that students are too young to be included and therefore lack the expertise to discuss technical issues normally done in such decision making bodies. It was therefore felt that students would be going against their purpose for being in school if they indulge themselves in such activities. This is notwithstanding democratic principles, where in some schools such as Waa Secondary School, according to Board Meeting File, only the Chairman is usually invited in such meetings and only allowed to attend but has no voting rights.

Involvement is understood to mean representation by students councils in the decision making bodies, for the purposes of student's views presentation and consideration in the formulation of school policies. Preliminary, investigation by the researcher has shown that some schools object to this with reasons that, access to such meetings is restricted and is necessary, bearing in mind that according to them, that management of secondary schools have been vested on the boards of management and all aspects of school administration are under boards of management Sand (2008). Staff meetings are the forums in which teachers and administrators make resolutions on matters pertaining to student welfare, discipline and curriculum implementation. Students being the main players in a school and student councils are students, administrators find it difficult to invite them to meetings of such nature that are directly related to management.

This is a serious challenge, (for student councils denied the opportunity it also means, such administrators who practice the anomaly, will make decisions and impose them to students through student councils, which is a recipe for what may follow, for, unpopular

decisions have consequences. It goes against the circulars issued to principals in 2002, cited extensively in (G.O.K., 2006).

### **2.1.3. Incorporating prefects into the new student council structure.**

Studies such as the one conducted by Backman (2012) on the student councils role have reasoned that a number of schools without student council have existing systems of mentoring, prefects and class captains. Schools are therefore not required by these guidelines to abolish the existing practices in place and replace it with a completely new system or set of processes. Schools are instead encouraged to allow these guidelines to assist them in adapting the practices currently in place to conform to the Act absorbing prefects in their systems. They are deployed in support roles such as in the administration of library or school shops or assisting in preserving order in class corridors during breaks and in between classes. The plans basically have been made to act as representative structures, and the student council may not find the duties involved as suitable. The management of schools should carefully regard which components of the current system they will integrate with the student council and which one will justifiably continue working correspondingly.

The student council according to the Education Act, shall act in collaboration with the teachers, parents and Board of Management. There should be no interference in the activities of the student council or belittling by the schools teaching staff or management of the school. The student council should therefore not find it as a function in the business of debating or offering an opinion on matters associated with professional affairs or employment of the schools staff, teachers and principal or be engaged in any matter that can be categorized under or within their professional expertise. This although almost all schools have student councils, such councils do not usurp the work of administrators; clear bounding in structural perform exist.



#### **2.1.4. Identifying Needs of students through “barazas”; present to school administration for actions.**

Not all students can individually approach administration and present his/her problem because of the high involvement in most schools, students meet with student councils in barazas, where council members hear students’ needs and grievances. A collection of the grievances are then prepared and forwarded to administrators for action. According to Dianne (1994), when researching on student unrests, baraza system is a democratic way of including students views in decision making in which case the students and the staff encounter weekly to discuss issues that regards them. The students identify the challenges that they encounter and if they are satisfied or not with the administration. Everyone is allowed to offer an interrogation as long as they do it in a manner that is within the parliamentary language. There is no victimization allowed for the criticism that happens within the baraza. The discussed issues within the baraza are seriously taken into consideration and the school administrator may be compelled to give answers if any of the discussed issue in the baraza is not executed. The baraza gives students the opportunity to express themselves in a free atmosphere, where again in most schools; administration representative may be invited to hear views of students. This means, when student council presents such grievances. They are looked into keenly, to avoid student unrest.

#### **2.2 Student Council Decision Making in School Academic Programs.**

Including the participation of students in teaching, curriculum and learning techniques is often viewed as one of areas that is explored the least. It’s pointed out by Bannan (2003) that the curriculum of the school and the criteria for evaluating it is usually advised in-depth by regional bodies or governments, evidently with little room left for engaging students and teachers. Nevertheless, the truth is, the curriculum as consumed

in the classroom and the techniques of learning as utilized introduces various chances for student's engagement –be it marking and methods of evaluation or any other form of projects or assignments within the school. This equally relates to a student deciding on topics of discussion in class or even councils in school. The most productive school councils don't prohibit the debate of anything, aside from confidential and personal matters. If from the onset the council experiences rigidity, no enthusiasm will be developed by the students for them. In addition, Huddleston (2007) states that it should be mandatory for students to consult on issues regarding to the reform of the curriculum and examination. This is confirmed by Kimosop, Mulwa and Kasivu (2015) who noted students perception in school programs on curriculum and instruction are usually made by teachers, principals and finally students in that order. Students may have this opinion simply because they spend more time in touch with the teachers than with the principals and other stakeholders.

A school curriculum is an idea. It has to be expressed in documents for it to be easily communicated. These documents are the curriculum guides including syllabi, schemes of work, teaching guides, the circulars from the quality assurance and standard department of MOE, exam regulations issued by KNEC among others. Other documents in Kenya include legal provisions in education, such as Education Act, KNEC Act and University Act as well as educational reports, such as Ominde Report, Gachathi Report among others. Also included in the case of Kenya are such documents as the school equipment order book and other recommended order books, and even past examination papers and administrative circulars from MOE. There is need to ensure articulation among the documents produced so that it is easy to know the curricula the schools are supposed to be following. Assessment that curricular as intended are always different from curriculum as implemented. This difference has been pointed out by

several curriculum workers is nearly always very wide and disturbing. Thus to know what the schools are actually doing, one has to visit physically (Oluoch, 2006).

Curriculum Development and Implementation begins with the conception and formulation of a curriculum development project through try-out stage. In curriculum development, many people in authority, teachers and parents including the students have to be persuaded about the new curriculum for it to be implemented since their acceptance is crucial. Curriculum development and hence curriculum implementation is a team effort, involving all curricular workers within the jurisdiction of the project from the headquarters authorities and staff, through to the field officers to the principal and the teachers and the students. It is important therefore that curriculum development project leaders work out strategies and machinery that would make persuasion successful (Oluoch, 2006).

Ministry of Education and Human Resource Development (2008) reported that all activities and subjects are included in the curriculum by the school and may also comprise of the period allocated for each activity and subject. According to Oluoch (2006), school curriculum is equated to the aggregate syllabi offered in a school which contains the formal course of study followed in a school. It refers to the deliberately planned activities to encompass the following elements; curriculum objectives, learning activities in which desired learning will be expected to take place and student assessment.

While Vroom and Yetton (1973) model originated from situational decision making background, Hoy and Tarter (2007) improved it to a simplified yet comprehensive normative theory of shared decision making that synchronizes with Vroom and Yetton (1973). It suggested conditions under which subordinates would be included in making

decisions, regularity, essence, reason and system of inclusion. For instance in curriculum challenges, where the curriculum is typically made by the department, teachers may be intent that the program is received well by the students but the principal does not agree with the direction the teachers are taking yet they are the professionals. The principal must work with the teachers first to achieve consensus and then help reach a majority decision. The students' council in this case is left out of the decision making process. This shows a gap thus necessitating the study.

### **2.2.1 Meaningful Inclusive Student participation**

According to Baghda (2004), one very useful and effective method of making school management decisions is to include students and, if possible parents at different stages of making decision. It is of paramount importance to point out that participation of students in school management decisions may aid in obtaining constructive and significant recommendations which could work positively to improve school management.

Positive results can accrue from the feeling of participation and identification which is thereby encouraged (Kahi, 2012). In order to achieve an all-inclusive participative decision-making approach, all personnel down through to the students are asked to submit the results of their best thinking about the needs and goals of the school for the period stated such as activities for the term. Senior staff, therefore, should quit ignoring students for unfounded fear of wrong or biased suggestions and look into the best way of handling participatory decision making approach.

From this comes the distilled wisdom of management. All the stake holders are likely to portray a high level of acceptance and positive response to these goals as a result of the feeling of participation particularly for those who in the past had perceived

themselves as insignificant, in this situation – the students. This will in turn lead to increased cooperation and cohesion in the educational institution (Kahi et al., 2012).

According to Mulwa (2008), a leader can facilitate participatory decision making using two decision procedures. In the first procedure the leader defines the limits and calls on members to make decision. In this case, the leader shares any gifts (such as resources, funds available among others) and facilitates a decision by members on the basis of limitations. The second alternative procedure requires the leadership to allow members to identify limits, explore situations, and make decision while maintaining a facilitator role. The decisions made are more binding, lasting and unifying. It means that the citizens have to decide how their money is used to generate wealth for the common good and satisfy the needs of all citizens (Mulwa, 2008).

Student participation or engagement is the action of involving students in each aspect of educational undertaking so as to enhance their dedication to democracy, community and education rather than just lending an ear to the mostly artificial collective voice of students. It is basically a deliberate act of including students of all classes and in each aspect as key shareholders and participants in the process of teaching and learning and through the entire system of education (Fletcher, 2003). It identifies the special expertise, encounters and aspects of every student.

Student Councils representatives thought that the primary determinants affecting their lack of inclusion in making decisions were: indifference in affairs of the school, teachers authority over the process of decision making, indifference from fellow students, head teachers dominance in the process of making decisions, too much bureaucracy, too much class assignments and intellectual capacity that is limited (Chemutai & Chumba, 2014). The necessity to establish student governments at the

level of the school materialize as fast as anticipated across the regions in the country due to these hindrances.

The issue of reluctance of adults to let students be included in making decisions has been raised and some were of the opinion that students in the school were intimidated by teachers when they raised concerns that depicted the school administrators in bad light (Kiprop, Tikoko & Kanyiri, 2012). Students who were vocal in speaking up for the others were victimized and labeled deviant.

Other sources have defined student participation as the right of students to convey their sentiments and to have these opinions taken with the seriousness they deserve in all matters touching them (Hammarberg, 1990). This involves enquiring about what works from young people and children, what isn't and what could better work while including them on a continuing premise in the outlining, transmission and assessment of services.

An investigation was conducted by Jeruto and Kiprop (2011) on the level of engagement of students in making decisions within Kenya's secondary schools occasioned by repetitive unrest of students in Kenya supposedly because of disparate opportunities in making decisions in school. The conclusion was that students' participation is dire and needs to be extended beyond student welfare matters. Inclusion in techniques of teaching and curriculum was the least included area in student participation. This is attributed to narrow definition of student's issues by teachers to details of school life which only impact students directly and no instant significance to key partners including lockers, toilets and playground.

Student participation can be looked at in the light of the MOEST (2005) recommendation on contending with school management issues. It seeks to support schools to enhance the association of staff and students with an aim of revamping

governance and safeguarding debate with stakeholders as a way of getting response and integrating issues that are emerging into the process of developing and planning of policies. Even though including students in the making of decisions especially in aspects requiring technical expertise including finance was inhibited by the perceived lack of knowledge by the students that would enable them to participate fully in such discussions (Kiprop, Tikoko & Kanyiri, 2012), parents and teachers should be encouraged to appreciate and tap the talents and potential of all students as this will eliminate the current cut-throat competition in our education system. All talents should be recognized and appreciated and not wasted at the expense of awarding best schools and best students (Republic of Kenya, 2005). These talents can be harnessed through increased learners' engagement within school management and decision making.

### **2.2.2 Levels of Participation in decision making**

Participation is possible at every stage of the institutions administration. The aspects and degree would vary depending on the management levels in place. At one extreme, where decision making is reserved for the management, participation will be at the minimum. While the other practicing this authority is reduced, inclusion will therefore be maximized. In between these two extremes, the essence and participation level will differ against a diversity of determinants such as attitudes, the situation and the acceptability of resultant decisions by all the stakeholders including the students.

Mutua (2014) states that student's involvement in decision making had been both in class and beyond the classroom as a big number of the schools have embraced Students' Councils and students had been given more ownership of the school program. They had been allowed to provide alternate leadership which gives students a chance to improve their decision making skills through encouraging social, cultural and other

extracurricular events, bridge the communication gap between administration and students.

In the task of student administration and wellbeing, the stakeholders engaged the least are students who eventually perceived BOM members, teachers, principals and MOE officials as more involved in making decisions (Mulwa & Maiyo, 2010). However it was a paradox that it was realized when students were queried on their level of inclusion making decision pertaining their schools, most of them opined that their level of involvement in making decisions was either adequate or very adequate and only a smaller proportion felt that the level of involvement was inadequate. They nevertheless viewed teachers and principals as the schools most perennial decision makers and MOE officials & BOM as least involved in decision making.

According to Fletcher (2003), inclusive student involvement in decision making engrosses students as educational researchers who are beneficiaries of, advancing their functions as analytical intellects and including contributors in learning. Students engage in designing research, implementation, assessment and writing about the process of learning and teaching and more hence contributing to reform in the sector. Inclusive student involvement in decision making includes students as assessors who provide steadfast impacting evaluation of the whole experience of learning.

According to Piper (2006), empowerment proposes that learners seize control of their learning. Curiously, the characteristics that may permit them to do so have been firmly related to the ability to being employed – that is skills that are transferrable, cognitive characteristics, individual attributes and orientation of career (Helsby, 2002) and are those elements that most programs require to grow in their students. The normative model utilizes decisions productively to assess the impact of management (Mulwa &



Maiyo, 2010). The model proposes that administrators need to be equipped with expertise to execute the five styles of decision making in a continuum from highly autocratic to less autocratic, consultative, more consultative and finally highly consultative style where managers and juniors interact as a team to make decision. Mutua, (2014) found that based on research findings Student councils played roles in administrative support in Mwingi Central District including supervisory, representational and disciplinary roles but it is important however, to note that in as much as Students Councils were to be included in making decisions, they should be prohibited in some administrative duties so as to protect the teachers authority e.g. discipline of employees, staff interviews, nature of punishment and others. Chemutai and Chumba (2014) on the other hand recommended that those student councils contributions need to be embraced while making decisions especially related to curricula, for instance the methodologies of teaching, test numbers to be tackled, system for classification of marks among other matters concerning administration such as drawing the budget for the institution, creation of rules regarding the school among others but should not only be restricted to aspects of decisions regarding regular school activities and undertaking of decision in regards to quality of tidiness. At the moment with the thought benefits from student involvement in making decisions, their engagement is basically a casual association since it's inactively authorized in executing some decision that influence their welfare and involvement is not at all inclusive.

Jeruto & Kiprop (2011) established that the participation of students in attempts to making decisions were mainly tokenistic by avoiding of core management issues but concentrating on student welfare matters. Students were considered immature therefore

could not be involved in issues such as budgeting and management of funds nor in curriculum concerns like teaching methods and number of exams.

According to Baghda (2004) the levels of participation in school management may range from mere information sharing to decisive participation. Management has a righteous responsibility to not only accept but also execute the united decision of the Students Council at the extent of associative decision making. It means that at such levels the role of the Student council is beyond advisory. This encourages a wider participation of Student councils in school management decision making. For instance research showed that both educators and learners responded that there was no engagement by students in administrative decision making especially in school fees and budgeting neither were they consulted (Jeruto & Kiprop, 2011).

### **2.2.3. Effecting, communication between administrators and students.**

According to Sifuna (2000), much unrests in schools are not the root source but preferably an indicator which mirrors the intense notion of unease and resentment. He further points out that the reason behind the problem is communication. Lack of effective communication between students and principals through their councils lead to differences and precipitates into suspicious and unruliness. The old communication system where suggestion boxes were placed in the dormitories for boarding schools, or next to schools staffroom in most day schools has been criticized. According to Viale (2005), such boxes can be abused by malicious students who can use them to make wrongful allegations against staff or other students as such, students are assured of anonymity. Other channels have been the notice boards. Despite their popularity, these channels of communication have inherent disadvantages in so far democracy is concerned.

According to Kindiki (2008), notice boards are not effective in enhancing democratic school culture because communication is one way and does not take feedback from students. Students are thus granted guidance without an opportunity to broker, ask or pursue explanation on matters addressed. Modernity now is that students prefer what they term as “mini parliament”, where student council members sit to discuss issues with students and arrive at students’ consensus; which they present to administrator. The method is widely used in schools like Shimba Hills Secondary school. CDE Kwale inspection minutes (2009).

### **2.3. Student Councils Decision Making in School Co-curricular Programs**

Students are more likely to be committed in co-curricular activity programs if involved in decision making of some aspects of school co-curricular activities since they are usually disorderly when ignored in determination of decision issues and when such decision is made they consider it imposed thus do not support it (Ekombe, 2010). The feeling that their opinions have been dismissed fuels negative collective energy that opposes any genuine school program. Co-curricular activities encompass non-formal learning activities, aims and goals and student methods of evaluation that corresponds to them (Oluoch, 2006). According to Nyongesa (2007) there are two categories of co-curricular activities namely: intramural and interscholastic. Intramural take place within the school schedule, for example, publications and honorary activities. Interscholastic take place outside the school and among schools, for example, soccer, music, drama and athletics. Interscholastic programmes are expensive, hence should be planned carefully to protect the health of the participants and officials while proper attitudes should be instilled among players and spectators. Involvement should be on the

objective, learning activities and assessment methods which are all embodied in a comprehensive educational program and made available to all concerned

Most school administrations will invite students to even chose for example farming projects in Agriculture for various classes and even farm projects later on to be examined in K.C.S.E by the Kenya National Examination Council. Waa secondary school in Kwale for example students had prepared vegetable gardens (Kales) in 2011 for practical in Agriculture (CDE report on inspection, 2011) while making sure those students were adequately prepared for Agriculture practical projects. Matuga Girls Secondary school in Kwale had Carnation flower gardens and tomato projects according to the same report. The decision on what projects to carry out usually are suggested by students through student's councils, who inform administration for arrangements in projects students prefer to carry out.

The Vroom-Yetton-Jago model (1988) considered three factors: quality of decisions, commitment of the team and constraints of time(Mind tools, 2007). The moment a decision has a chance of affecting a team, it is proper to engage in a collective process of decision making. This will probably revamp the caliber of the decision and thus produce goods result faster. Usually, some decisions produce great effects in a team while decisions may go unseen.

All talents should be recognized and appreciated and not wasted at the expense of awarding best schools and best students in academics only (Republic of Kenya, 2005). A study by Oluoch (2006) asserted that talents can be harnessed through increased student engagements within functions of the curricular of the institution which encompass non-formal learning activities including techniques of evaluating students

that also relate to them. However, it did not state the extent of involvement. This was established in this study.

#### **2.4. Student Council Decision Making in Guidance and Counseling Programs**

At a meeting of all heads of secondary schools in Kenya (May, 2014) organized by the Ministry of Education in Mombasa, presentations were made cutting across many areas of school administration, including discipline challenges affecting many schools. A report compiled titled 'Delegated authority' presented by the chairman of secondary school principals association, elaborately explained the work of secondary school set up, based on modern administrative model (Effarson, 2010). In an institution such as a school, it is vital to include students' representatives to be part of school organization. The spot of council is a post of influence and one which provides vital links between staff and students.

The student council has a key function all through the whole school faction; their role is to assist in establishing the tone within the students by maintaining and increasing the culture of prerequisite discipline, through the use of delegating duties to representatives from forms (Classes) still called student leaders. They are also elected by students to be part of student councils. They are significant role models and hence are required to exhibit the values of their roles every day in how they live including displaying these values to others, both in and out of school, generally being a leader means providing leadership to students in the school, helping educators with different responsibilities such as canteen and front gate duties, helping in the organization and running of various activities and actively participating in the growth of the school pride and spirit and upholding the traditions and values of their respective schools. Student leaders operate with and work for the school community to make certain that various

aspects of the regular smooth administration of the school. They fall into two categories: form prefects and school. Every category has varying roles assigned to them by student councils. Their roles are well established. They are perhaps most visible in the dining halls, school assemblies, library, field during games. They should be able to gain the pupils respect, also that of their peers and be able to practice their powers in a manner that is responsible. They concentrate specifically on their designated duties and are expected to be reliable, conscientious calm but authoritative during assemblies specifically, they are supposed to oversee general dressing or make up. Monitoring students during morning tea break, most schools have school canteen, either under school management or private ownership. Students are allowed at tea breaks to visit the canteens to purchase items such as biscuits, eggs, bread any food used during school breaks, students leaders have a duty to monitor students' movements in and out of such facilities/ in order to check indiscipline and also keep an eye on what students purchase, This is necessary, considering drug business menace where canteens could be a supply and purchase dens. Student council keeps records of students who go against good conduct regarding any of the above student leadership, functions.

In a study done by Abubakar (2013) it was found out that student involvement in guidance activities needs to be investigated as this affects both genders in the same way remarkably in regards to participation of learners in determining their careers after school. Another study by Rutttoh (2015) indicated that guidance and counseling activities are not done as scheduled in the school programs and therefore the ministry of education should ensure that these programs are not only integrated but must also be regularly monitored by the relevant officers.

Vroom and Jago (1988) stated that participation in decision making in guidance and counseling programs must pay attention to the context in which it is displayed. That is, the circumstance a person faces often dictates behavior rather than that to which he or she is predisposed. Those situation forces have more impact when viewed against the person's inclination or desire. Thus students need to be included in guidance and counseling decision making. These studies did not specify the extent to which students' council could be involved in guidance and counseling, hence this study.

#### **2.4.1. Student council election process.**

The empirical study of elections of student councils can best be explained by examples from Israel, on Israel National youth and student council, in level three of their education system. Level three of education can be compared to Kenya's Secondary school. According to Natemino (2003), Israel's national students' and youth Councils' is an elected body representing youth since 1993 which is comparable to Kenya, where there is the Kenya Secondary schools student council which is a democratically constituted body recognized by the Ministry of Education, through a paper, "Guidelines on students' councils" issued to all schools by the government in 2002 (G.O.K 2006). At school level, the Education Act 1998 provides for the establishment of student councils' that should supplement administrative structures, in all areas of management.

#### **2.4.2. Guidelines and nominations.**

The guidelines on student council issued by all schools (2002) stipulates the electoral process. The student councils' are elected by students unlike the old system where teachers picked student leaders. In the old system, which has now been replaced was that "the prefect system was termed by many students as colonial and had a servant-master mentality. The difference between the two systems of representation is that the

student councils are allowed to sit in administrative meetings and also given opportunity to air their views. This is because students are deemed exposed enough and mature to identify leaders to represent other students. In most councils', there are more than ten senior positions that cut across activities that dictate the life of a school. Kwale Secondary school, for example, according to minutes of election held earlier in the year (February, 2013) has the following senior management positions. Student chairman and vice chairman. There are other positions that cut across various departments that represent students. These departments represent, health matters, assembly library laboratory, school activities such as sports, clubs and welfare departments.

### **2.4.3 The School Rules and Regulations**

While rules are a set of guidelines that govern and regulate organizational decisions and actions, regulations are guidelines of standards governing an organization, for example with respect to conduct of management of the school. These regulations must be observed and obeyed and consequently, they become rules in themselves (Nyongesa, 2007). The formulation process should be guided by existing government policies, principles of management and ethos among others while relevant stakeholders such as, teachers and students should be involved in the process (MOE and HRD, 2008). In a school setting, the MOE may issue its regulations to school prescribing, for instance, the procedures schools should follow in administering public exams, the conditions of entry and the fees to be charged. Every institution should formulate its own rules and regulations for the smooth running of the affairs of the institutions and positive aspects and accruing advantages highlighted. Breaking a rule and a regulation is an offence and the offender should be given a chance to explain out before being punished. Each offence deserves its own penalty. A principal should remind its members of staff and



students about these rules regularly. The consequences of breaking rules and regulations should also be made clear and penalties meted out to those who break them.

## **2.5. Theoretical Framework**

Theoretical framework according to Mugenda (2003) are assumptions and hypothesis concerning ideas and connections that are formulated in a particular area. These are rationalized assertions or arguments which seek to describe and anticipate a basic attribute of an occurrence.

The three most popular of the second generation contingency theories of decision making were Path-Goal theory of supervision House (1971), the normative decision theory (Vroom & Yetton, 1973) and social system theory. There are other theories related to these but which did not have as great an impact in research and only offered more insights into leadership studies. In 1960 controversy was created by leadership researchers concerning Fiedler's contingency model that led to the second generation of contingency theories which reflected on various perspectives.

Political scientists, sociologists and psychologists have made attempts to comprehend the selections and resolutions made by people hence models of decision making processes that generate policies for decision making. These models may be either normative or prescriptive and are focused on offering a sensible premise for choosing a different course of action (Vroom, 2003). They are prescriptive by the way they specify parameters that determine the decision process to be used but descriptive in the sense of amassing data on the kind of processes that leaders actually employ.

### **2.5.1. Models of Decision Making Theory**

Whether models nature is descriptive or normative, the typical feature is a creation of the activity of information processing which is making decisions, a process conducted

by one manager. According to Vroom (2003), the two models aim at a group of different set of decisions or solutions for challenges from which a selection is made. The normative models are premised on the outcome of selections among the substitutes while the descriptive model is based on the factors of the substitutes.

Lussier and Achua (2011) made a distinction between leadership related theories and models by clarifying that theories of leadership explain a certain features of the leadership exercise but leadership models are actual attempts at executing these hypothesis in a specific condition. For instance, contingency theory of leadership strives to describe the suitable style of leadership determined by the follower, leaders and condition parameters while contingency leadership models are tools utilized to establish whether the style of leadership is job oriented or relationship oriented and thereby evaluate whether the condition at hand equals the style.

A majority of contingency theories of leadership narrate how facets of the condition control the outcome of the behavior of a leader in terms of their achievement in regards to groups or individuals (Yukl, 2010; Bass, 2008). It was in the 1970's that contingency theories elicited a lot of interest, though a reduction of empirical research led to a failure in support for the theories (Yukl, 2010).

In 1960 controversy was created by leadership researchers concerning Fiedler's contingency model that led to the second generation of contingency theories which reflected on various perspectives.

### **The Decision Tree Model (Vroom-Yetton-Jago Model, 1998)**

School benefitted from a model that was developed by Vroom, Yetton and Jago (1998) to help its leaders make decisions on when and at what level they should be included in the process of making decisions. The first step includes the author recognizing elements of a specific challenging condition by asking seven questions. The second step includes

separating five styles of making decisions that depicts a succession of decision making strategies from authoritarian to participatory. Lastly, the problem elements are combined with the suitable styles of making decisions to establish the best decision strategy a leader of a school can adopt in a specific situation.

About 30 years ago, it was noted by Vroom and Yetton (1973) that it is sensible to discuss about participative conditions compared to autocratic ones unlike participative leaders compared to autocratic ones (whilst the two kind of differences exist). The Vroom-Yetton-Jago Model (1998) is a situational leadership theory from industrial and organizational psychology background which asserts that the best leadership approach is dependent on the prevailing conditions at the time (Vroom & Jago, 1974). Hence the model was developed to assist in recognizing the ideal strategy for making decisions and style of leaders to adopt grounded on the existing conditions. It suggests a style of leadership for group decision implementation i.e. how a manager can include others in the process of making decisions.

The Vroom-Yetton-Jago Model included a range of decision strategies to be considered against a set of situational parameters and guided by a list of rules designed to protect the eventual decision from various deficiencies. It created a spectrum in leadership between autocratic and participative styles adopted based on the individual differences of the leader (Chemers, 2014).

It is through the prescriptive and normative model that the original work developed (Vroom & Yetton, 1973). The process of decision making included five steps that vary from highly autocratic to consultative to highly participative (i.e. agreement). The encountered decisions were subjected to the identified seven situational variable that differ them (e.g. possibility of conflict, adjustment of goals, requirement for dedication and importance of decision) that would direct the suitable response behavior. The rules

for prescriptive decision were developed to eradicate some processes in the decision making from the practical set when the actions are a threat to the quality of decisions or the execution of decisions for a certain condition. The prescriptive model is represented in the appearance of a tree with branches that signify the applicable rules to a particular situation in a decision.

This study was based on the Normative Decision Model first crafted by Vroom and Yetton (1973) dealing with decisions that influence an entire team or group. The Model was later expanded by Vroom and Jago (1974) to incorporate decisions taken by individual juniors. According to Vroom and Yetton (1973), the model of Normative Decision accordingly explains various processes of decision making and recognizes elements of situations in decisions that establishes which processes of decisions are likely to be most ideal for every individual scenario. The Vroom-Yetton-Jago Model is situational leadership theory from industrial and organizational psychology background which contends that the best leadership approach is dependent on the prevailing condition at the time (Vroom & Jago, 1974).

### **Normative Model of Leadership and Decision Making**

The two models of decision making and leadership (descriptive & normative) (Vroom & Yetton, 1973; Vroom & Jago, 1988; Vroom, 2000) are concern with form and level at which leaders includes their juniors in the process of making decisions. It is through the prescriptive and normative model that the original work developed (Vroom & Yetton, 1973). The process of decision making included five steps that vary from highly autocratic to consultative to highly participative (i.e. agreement). The encountered decisions were subjected to the identified seven situational variable that differ them (e.g. possibility of conflict, adjustment of goals, requirement for dedication and

importance of decision) that would direct the suitable response behavior. The rules for prescriptive decision were developed to eradicate some processes in the decision making from the practical set when the actions are a threat to the quality of decisions or the execution of decisions for a certain condition. The prescriptive model is represented in the appearance of a tree with branches that signify the applicable rules to a particular situation in a decision.

Five more situational determinants (i.e. extreme time restrictions) were introduced by Vroom and Jago (1988) in a bid to enhance prescriptive validity and also enhance specificity of prescriptive by applying linear equations instead of decision rules. Further advances were made by Vroom (2000) on the descriptions of vital variables and the criteria for outlining the model instructions.

### **Normative Model of Leadership and Situational Decision Making**

Situational attributes are needed by normative theories. Each situation requires demands tailor made actions. A situation that requires a particular style of leadership to be effective might demonstrate utterly unsuccessful in a separate situation. Also, Vroom and Jago (1988) and Vroom and Yetton (1973) in carrying out a study on normative model, attempted to discern how a leader's behavior is affected by different situations. These studies established that overall, the participation levels are different among people. About 30 years ago, it was noted by Vroom and Yetton (1973) that it is sensible to discuss about participative conditions compared to autocratic ones unlike participative leaders compared to autocratic ones (whilst the two kind of differences exist). What is of great intrigue is the response of manager in certain types of conditions (Vroom & Yetton, 1973; Vroom & Jago, 1988). A number of these absolute rules of decisions are circulated widely between managers (i.e. being further participative when

juniors have cognition and competence in the area of challenge or decision than in conditions where they are not).

### **Normative Model of Leadership and Decision Making Rules**

Additional research adopting the approach by Vroom, Yetton and Jago have also established that leaders adopt an elaborate system of decision rules that answers to an array or amalgamation of situational extensiveness (Jago, 1978). Reaction to dispute usually relies on if it is required of the junior to commit or accept. In instances where junior staff are required to accept a decision, there is a less participative response from leaders. Chances of conflict therefore become much higher than. Although when acceptance is inapplicable for junior staff, the leaders become further participative when it becomes likely for conflict to happen than when it is not. Leaders in the first scenario assume that participation may aggravate conflict, as a result lowering acceptance. The same leaders in the second scenario assume that conflict may be positive and enhance the quality of decisions without compromising acceptance of the juniors.

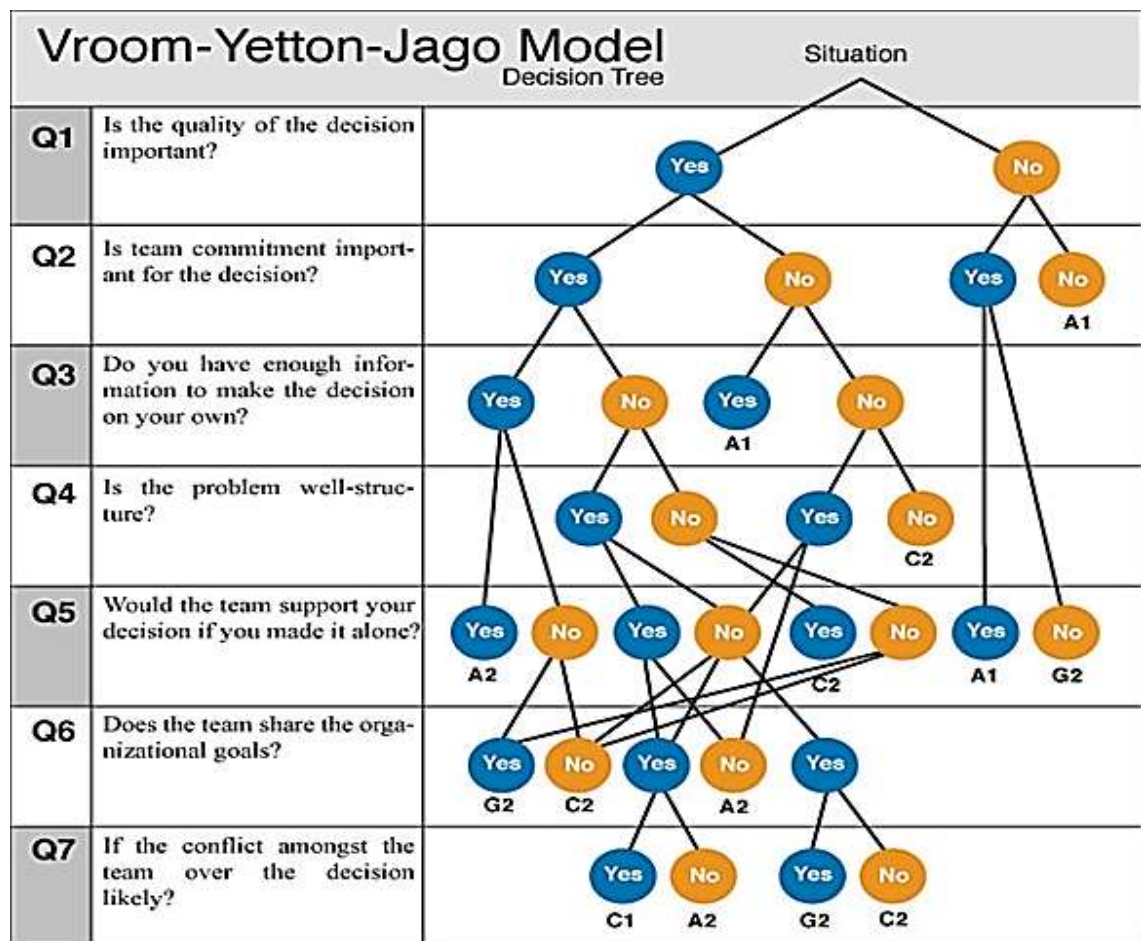
Not all leaders are described by decision rules. A manager can include other when it comes to making decisions that are vital but exclude them in unimportant ones while the other manager behaves to the contrary. Likewise, while some other managers, known as conflict confronter, are more engaging in situations that are high in conflict a big percentage of which avoid conflict, end up being more autocratic in more situations that the level of conflict was high.

### **Normative Model of Leadership and Training of Decision Makers**

This also opened the avenue for current and future power techniques for training leaders (Vroom, 2003). A training program covering four days was described by Vroom and Jago (1988) that adopted normative model and response to managers on the premise of

their feedback to typical set of occurrences. The findings indicated that the managers were more participative following the training, especially in circumstances where participation seems enhanced by the normative model.

Figure 2.1 shows the Vroom-Yetton-Jago model in which there are seven questions to be answered to establish the best decision making style depending on the situation. The answers act as a guide through the decision tree in the model until one arrives at either of five codes that identify the best process to be pursued among the alternatives.



**Figure 2. 1.**The Vroom-Yetton-Jago Decision Model

Source: Vroom, V. H.andYetton, (1973). Leadership &Decision implementation.

Pittsburgh: University of Pittsburgh Press.

In the first style which is autocratic (A1), the leader uses existing information to decide action without any input from the team. The second option (A2) allows the leader to consult the team to obtain specific information but still makes the final decision while a third scenario (C1) engages the team member individually in situational analysis but the leader still makes the final decision to be implemented. The fourth style (C2) is more consultative as the team is involved in group discussion on the way forward but the leader retains mandate of the final say while the last style (G2) is collaborative such that the leader works with the team as a facilitator leading to a consensus as to the course of action.

According to Lunenburg (2010), the development of decision making models assist leaders of schools to establish how, when and to what level followers are involved in the decisions making with the Vroom-Yetton-Jago Model as one of the most popular and useful models for this study.

### **2.5.2. The Path Goal Theory**

This theory is premised on the motivation between leaders and subordinates as they embark on attaining their goals. The motivation of employees is the focus of this leadership theory as a goal of increasing the satisfaction and performance of employees. The theory heavily borrows from studies on reasons for employee motivation. It was in the 1970 literature (Evans, 1970; Dessley & Mitchell, 1974) that this theory of path goal appeared (Northouse, 2012). In schools, student leaders may not be regarded as its employees but they belong to the team of management within the institution. They therefore play a crucial role in the regular operations and activities of the institutions management. The performance of the student council is well pegged on their link with the administration of the school and their level of motivation to work. The style of leadership (school administration) and its relationship to the student leaders attributes



in their work surrounding is vital if the school is to smoothly run. The fundamental belief of path goal theory is acquired from the theory of expectancy which proposes that the likelihood of motivating subordinates if they believe their chances of attaining their work is high, if they think something will come out of their effort, and if they believe the remuneration is worth the work. By taking the student leaders through the training programmes, like in the case of subordinates, they are motivated to believe they are able to discharge their functions and their attempts will have worthwhile ramifications. According to the theory, the motivation of leadership is brought about by the ease and clear path shown by mentoring and directing, getting rid of huddles and challenges to achieve the goals and creating a satisfying working environment for the person (Northouse, 2012). The student council are empowered through training to look at the goals and have their clear understanding, direction, responsibility, virtue and restrictions in their commitment and expectations as shareholders. The work of student council would be way simpler and personally rewarding if unspecified determinants were eradicated hence simplifying the process of adopting the system of management. This study therefore considered it path goal theory suitable for this reason.

### **2.5.3. The Social Systems Theory**

A system according to the social system theory is composed of different elements which together operate as one whole system. According to Northouse (2016), if one component of the system doesn't function then the entire system malfunctions. Social systems theory seeks to relate, reveal and anticipate the behavior of the organization. According to Ludwig Von Bertalanify whose work the overall system theory was premised, organizations are systems composed of various sections and elements, all interconnected and relying upon each other to perform their functions and are focused

towards achieving a common goal. The sub-systems are the various units in an organization. They rely on each other to function as a system through a coordinated effort within the whole system for it to function as one system in the achievement of its goals. In a school situation, students are admitted in it, they come with parent, and they get allocations of resources from a prior system. Finished goods are then produced in a school, in this case these can be people with expertise, understanding and worth to allow them to emphatically be productive to the society and themselves. Individuals make up the composition of an organization who bring together their skills to execute their duties to achieve a common goal and establish a social structure. A school can be such a system or structure composed of parents, teachers, principals, non-teaching employees, board of management and students with each performing their distinctive duties to achieve the common goal of education.

The various units fulfill their distinct duties but supportive role to achieve the systems common goals. Consequently, even though a higher position is occupied by the principal as compared to the student council, the student councils role is not inferior to that of the principal. The two perform different tasks that support each other in a connected way to attain a high degree of discipline in the school and thus educational goals. It is essential therefore for administrators of schools to value and acknowledge the part played by student councils notwithstanding their placement in the hierarchy of the administration.

Mackey and Johnson (2003) posits that the same way in a human body organs can fail hence negatively influencing a different organ or perhaps the entire body, the failure on the part of the system of the student council will influence all stakeholders. A school system being an array of connected and interrelated units means therefore that even slight changes a given point in time can set off a series of phenomenon that can affect

the whole system. That's how strikes instigated by student council systems that are inefficient are believed to cause human lives to be lost or school property to be destroyed. The significance of attaining horizontal integration or fit was also discussed by Mackey and Johnson (2003) to safeguard unification within the various units that comprise the entire system. Since a school is social system comprising of subsystems including student council, actual synergy is needed as well as training to make clear their roles and also healthy associations to enable them conduct their activities productively.

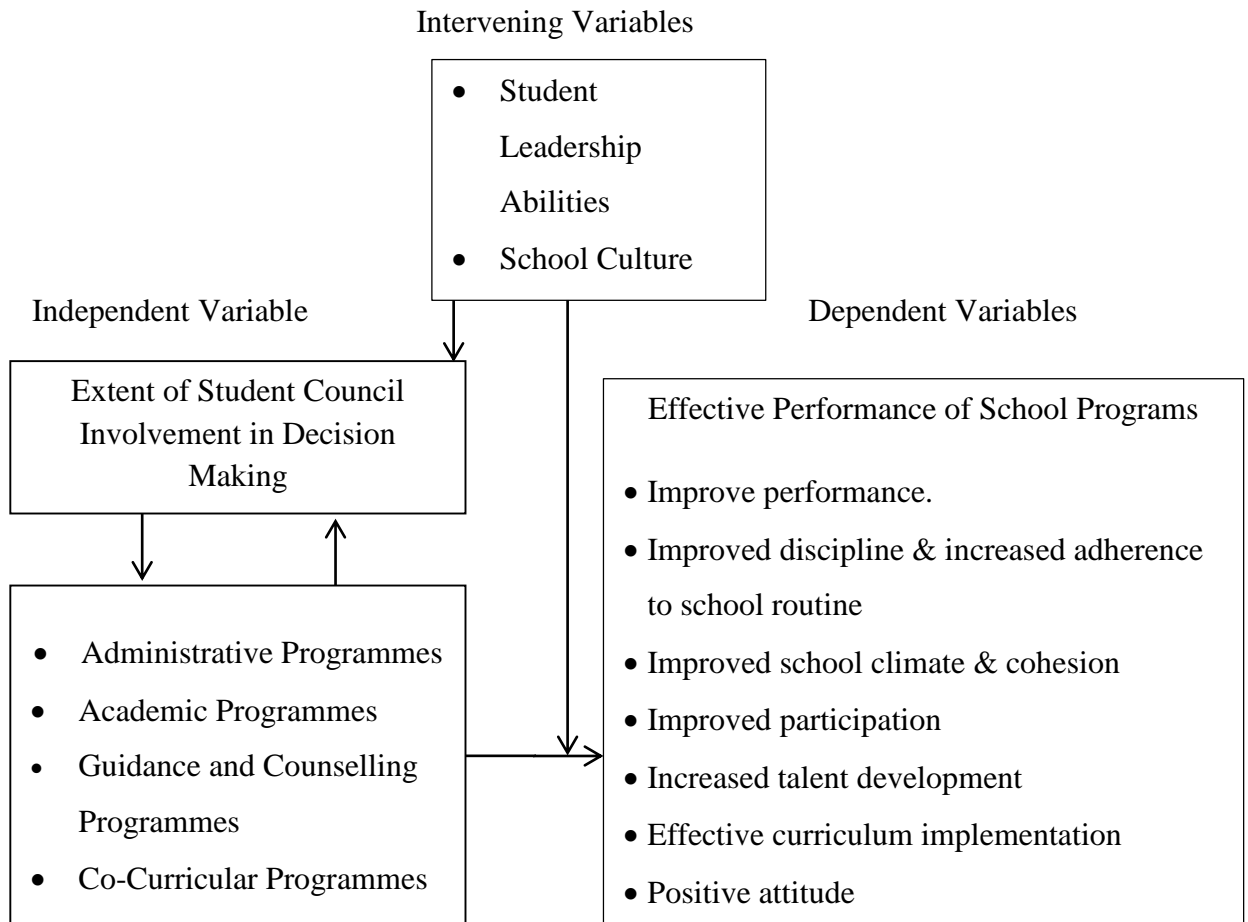
Under the principal, there is a subsystem managerial role of organizer, regulator and coordinator of affairs of the whole system to safeguard productivity (UNICEF, MOE & KSSHA, 2009).

Indistinguishable roles are played by student's council at the lower level. The same way in-service training is conducted by the principal to be capable of effectively performing his/ her roles, so are the members of the student council who undergo similar activities at their level. Building capacity is essential particularly in synchronizing the subsystems to perform better with transparency and without gaps, exclusions or interests that are conflicting. The suitability of social system theory was therefore considered for this particular reason. Also in an organization for the leadership to be effective, the leader should be certain that the followers have the prerequisite resources and expertise to perform effectively for the organization and for themselves (Barine & Minja, 2011).

## **2.6 Conceptual Framework**

The model in Figure 2.2 shows student council involvement in decision making as the independent variable which impacts the school programs. However there are intervening variables which influence the independent variable and its elements. The

interaction between the independent variables and the intervening variables determines the outcome as the dependent variables. The arrows indicate the relationships.



**Figure 2. 2.** Conceptual Framework

**Source:** Researcher (2019)

The conceptual framework model is a systematic diagram that represents interrelationships between variables Orodho (2008). The model in Figure 2.2 shows student participation as a construct with attributes which forms the independent variable and the outcome of involvement in decision making which are the dependent variables. The connection between the variables reveals a relationship that any change in the

independent variable attributes causes a resultant change in the dependent variables.

The arrows indicate the relationships.

The independent variable is a construct that is indicated by dependent variables such as improved discipline, higher adherence to school routine, improved school climate and cohesion, better participation, increased talent development, effective curriculum implementation, sense of belonging and positive attitude. All these will be outcomes of participative management and constitute the independent variables. The interactions between the variables will lead to innovations due to flexibility as increased student participation will encourage student-designed curriculum, evaluation and assessment, student-approved co-curricular activities, involvement in school administration by ensuring students implement their welfare issues. Increased student participation will make the students develop critical thinking skills which are paramount for new ideas to be brought on board.

The study sought to explore the means to enhance inclusive student participation in decision making process which is a key ingredient in any effective school management system. This aspect should form the basis of interactions that education stakeholders - students included – inject to effect positive school management. Through fostering practices that are geared towards developing rational and acceptable decisions, it guarantees achievement of the desired effect and commitment of student and their leaders in the attainment of school goals and objectives.

## **2.7 Policy Provisions and Recommendations**

In 2010 August, a new Constitution was promulgated in Kenya which was preceded in 2007 by the initiation of the Kenya Vision 2030. The education sector therefore had to realign itself in accordance with the two developments. In the light of encouraging

engagement and representation of groups that were marginalized and those of minorities in governance and other life aspects, the paper recommends research in order to adopt a multi-sectoral approach in the making and implementation of policies at all levels particularly those dealing with children and education. It also recommends that parents and teachers should be encouraged to appreciate and tap the talents and potential of all students. This is enhanced when the school management adopts a participative approach which does not exclude students in school decision making.

Recommendations of 2003 November during the National Education Conference culminated into the emergence of Session Paper No. 1 of 2005 (Republic of Kenya, 2005) which establishes the current policy guiding research, training and education. A number of reforms have been introduced in the Sessional Paper such as Free Day Secondary Education instituted in 2009 (Republic of Kenya, 2008). Due to this, Kenya has been enabled to make remarkable advances in attaining universal education (Jomtien declaration, 1990) and Millennium Development Goals (Universal Free Primary Education) (UNDP, 2000). The major point of concentration at the moment is on revamping the degree of access, retention completion, equity, quality, relevance, transition and efficiency of the education sector and this calls for student's inclusivity in decision making.

## **2.8. Research Gaps**

From the reviewed literature, the researcher acknowledges that there exist studies on student council involvement making decisions in school programs in Kenya. Nevertheless, the studies focus only on general aspects of student council inclusion in making decisions hardly any specifically focuses on the extent of student council inclusion in making decisions in school programs in public secondary schools in Kwale

County-Kenya. Such studies include: Research by Kinyua (2015) on school determinants affecting the productivity of students councils in public secondary schools in Kirinyaga East revealed that democratic election process was being embraced in many schools when setting up a student council. Study by Abubakar (2013) that revealed that student involvement in guidance activities needs to be investigated as this affects both genders in the same way mainly when it comes to participation of students in determining their careers after school. A study by Ruttoh (2015) that indicated that guidance and counseling activities are not done as scheduled in the school programs and therefore the ministry of education should ensure that these programs are not only integrated but must also be regularly monitored by the relevant officers. The Basic Education Act (2013) provides for the inclusion of a solitary student representative of the Students Council as an ex-officio member in the BOM. The decision in place to give students a voice in decision making has not yet been effectively implemented and is still minimal in relation to the myriad issues that cause conflict between the students and the school management (Tikoko & Kiprop, 2011). Some researchers argue that the involvement of students in day to day programs of the schools such as supervision, monitoring and evaluation is part of decentralization of school administration, but it is more often a result of pressure from the international sphere (Abebe, 2012).

These studies did not look at the extent of student council involvement in decision making hence the need for the study. Again, it is asserted that schools mainly depended on student's mechanism of representation as a way of safeguarding student's engagement in making decisions. A notable challenge of using student council as a mechanism of representation is that the sub-unit of chosen student may not undoubtedly be in a position to present the opinions and requirements of the entire population of

students in the school (ERO, 2003). There is a limitation in such an arrangement since at an organizational level, many school councils are exclusive as it draws its membership a fraction of student population and thus automatically separates most of the students (Lewars, 2008). Thus, has prompted the need to conduct this research on the extent of student council involvement in decision making in public secondary school programs; Kwale County. This will enable to establish how and the level at which student council are involved in decision making.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction.**

The chapter will be concerned with the description of the research methodology, consisting of the area of study, the target population, the sample and sampling technique, research instruments, validity, reliability, data collection procedures and data analysis. The research was carried out in public secondary schools in Kwale County.

### **3.1 Research Design.**

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose (Kothari, 2004). This design attempts to describe systematically a situation, a problem, or phenomenon, or provides information about an issue, or describes attitudes towards an issue (Kumar, 2005). This study was an attempt to investigate the extent of student council involvement in decision-making in public secondary schools programs -Kwale County. The study adopted a descriptive research design which basically presents the current state of affairs. Descriptive research determines and reports the behavior of the subject the way it is without interfering with it in any way. The design was appropriate since the researcher aimed at collecting data on conditions that already exist or ongoing.

In the study the researcher interacted with executive students council members in data collection using a survey where questionnaires were used. The research design aimed at collecting data that established any correlations in the variables under study. (Yin, Bickman&Rog,1998) suggested that descriptive studies can answer questions such as

“what is” or “what was” and that, it is the best method for collecting information or data that would demonstrate relationships.

### **3.2 Location of the Study**

The study was carried out in public secondary schools in Kwale County in the Coast region which borders Mombasa County in the west while the south opens up to the hinterland toward Tanzania border. The choice of the area for the study was based on the easy accessibility thus saving on time and finances during carrying out of the study.

### **3.3 Target population**

Mugenda and Mugenda (2003) define a population as an entire group of individuals, events, or objects having common observable characteristics. This study targeted the twelve executive student council members from seventy seven (77) public secondary schools in Kwale County. These were forty two mixed day, six mixed day and boarding, fourteen mixed boarding, four pure boys boarding and eleven exclusively girls boarding schools according to the data from the Kwale County (MoE, 2016).The target population was 924 based on the executive student council members in the 77 public secondary schools of Kwale County.

### **3.4 Sample and Sampling Procedure**

A sample is a small group obtained from an accessible population and sampling is the process of selecting a number of individuals’ in a study in such a way that the individual selected represents the larger group from which they are selected (Mugenda & Mugenda, 2003).For this study, purposive sampling was considered desirable because of the small size of population and the need to study its characteristics intensively (Kothari, 2004). Therefore the sample was based on executive student council members

who are usually twelve (12) in most schools. The respondents were the President, Academic Secretary, Guidance and Counseling Secretary, Co-curricular Secretary and three class representatives (7 student council members) from 21 schools making a sample of 147 student council members. They were selected on the basis that the representation of boys and girls in the student council was not uniform but was a factor of intervening variables such as student leadership abilities, school culture and school administration attitudes. There were 77 secondary schools in Kwale from which the sample was taken (MoE, 2016).

**Table 3. 1.**

*Sample Strata*

<b>TYPE OF SCHOOL</b>	<b>NO. OF SCHOOLS</b>	<b>SELECTED SCHOOLS</b>	<b>GENDER AND NO OF STUDENTS</b>	<b>TOTAL</b>
<b>Girls Boarding</b>	11	3	7 Girls	21
<b>Boys Boarding</b>	4	1	7 Boys	7
<b>Mixed Day</b>	42	11	4 Boys and 3 Girls	77
<b>Mixed Day/Boarding</b>	6	2	4 Boys and 3 Girls	14
<b>Mixed Boarding</b>	14	4	3 Boys and 4 Girls	28
<b>TOTAL</b>	<b>77</b>	<b>21</b>		<b>147</b>

Source: MOE Kwale County Data 2017

### **3.5 Research instrument**

A questionnaire was preferred for this study because it gives objective data. Justification to the use of questionnaire is because it was reliable to gather data and adequately address the research questions, while it was also possible to reach

respondents who were not easily approachable(Kothari, 2004).Those to take part in the study were literate and therefore able to answer the items asked adequately.

The questionnaires were made up of four categories with ten structured questions each and the questions were prepared for the student president, academic secretary, guidance and counseling secretary, co-curricular secretary and three class representatives in the student council who responded to questions in the four objective areas.

### **3.6 Validity of Research Instrument**

Validity is the accuracy and meaningfulness of the inferences i.e. the degree to which the results obtained from the analysis of the data actually represents the phenomena under study (Mugenda & Mugenda, 2003). The validity of instruments is determined by looking at the content validity of the instrument. Content validity is concerned with whether or not a test or measuring instrument is representative of the full content of the thing under study. Thus, the questionnaires developed included most of the areas affected and touching on the students' council involvement in decision making in public secondary schools programs.

In this study, the questionnaires were checked for consistency of responses before the actual study by pre-testing the questionnaires using a sample of 21 respondents each who were not part of the study sample. The results and summary of the findings of the pilot study determined whether there existed ambiguities or discrepancies in the questionnaire items. The levels of options in the Likert scale were ambiguous while three questions could not be analyzed. Therefore a five point Likert scale was adopted, while ambiguous questions were deleted. The corrections were factored in thereby paving way for the actual data collection.

### **3.7 Reliability of the Research Instrument**

According to Orodho (2009), reliability of an instrument is the consistency in producing a reliable result. The test-retest technique was used to assess the reliability of the research instrument. The questionnaires were administered twice to the same group of subjects. A two-week period was allowed between the first test and the second one.

The steps followed to determine reliability of the instrument involved giving the questionnaire to 21 respondents not included in the study sample. These were student council members of one school. The completed questionnaires were scored and the same questionnaires were given to the same respondents after a period of two weeks. The completed questionnaires were again scored. A comparison of responses made in both instances was analyzed.

Data was analyzed using SPSS software Version 16 to determine reliability of the data collection tool. The goal of the pilot study was to test reliability of the research tool by establishing the Cronbach alpha, which is a measure of internal consistency showing how closely related a set of items are as a group. When Cronbach's alpha reliability coefficient was determined, the results produced a reliability coefficient of 0.819.

### **3.8 Operational definition of variables**

The descriptive research design was used to determine the extent of student council involvement in decision making in public secondary school programmes Kwale county-Kenya. The independent variables in this study included investigating student council involvement in decision making in administrative programs, academic programs, guidance and counseling programs and co-curricular programs in public secondary schools in Kwale County and the dependent variable was Effective Performance of School Programs.

Student council involvement in decision making in administrative programs was assessed through financial budget preparation for the school, construction of physical facilities, school fees, purchase of exercise and textbooks, purchasing of school bus, employing school workers, supervision of teaching and learning programs, formulation of school rules and regulations, involvement in school BOM meetings and discussions about discipline of other students. Student council involvement in decision making in academic programs was assessed through benchmarking activities, contests and symposiums, coordinating science fair activities, syllabus coverage on time, facilitating education days, preparation of examination timetables, making decision on subject choices, subjects and class target setting, academic tours and analysis and evaluation of internal school exams. Student council involvement in decision making in guidance and counseling programs was assessed through peer counseling programs, group counseling programs, preparation of guidance and counseling schedules every term, equipping the students with problem solving skills, career paths or courses after school, channeling problems through the guidance department, identifying students with problems, guide and counsel fellow students and determining teacher counselors. Student council involvement in decision making in co-curricular programs was assessed through participating in games clinics , choice of the school coach, preparation and marking of the playground, budgeting of co-curricular activities, purchase of games facilities or equipment, formulation and implementation of rules for games , choice of schools for friendly competition , determining times for training and duration, determining times for training and duration and writing and directing of plays and songs.

### **3.9 Ethical issues**

Before data collection the researcher obtain a letter authorizing data collection in the field of study from the university. The letter was submitted to national commission for science technology and innovative (NACOSTI) for research permit before administering the questionnaires in the field. A copy was presented to the county director of the education (CDE) Kwale, where the researcher was given a letter of introduction allowing research in the sampled schools.

### **3.10 Data Collection and Analysis**

Information was collected from respondents using the questionnaires which were administered by the researcher with an aim of providing a guideline to in-depth information from the study sample. The researcher personally distributed and collected the questionnaires through ‘drop-and-pick-later method,’ who were given an appropriate and convenient time mutually agreed upon to fill them. A brief introduction was made to the respondents before administering the questionnaire with a view of explaining the questionnaire. The questionnaires are preferred due to their suitability since they have the ability to collect a large amount of information within a short period Kothari (1990) whereas so and Onen (2009) observe that questionnaire is ideal tool for collecting data. Thus, the questionnaires shall enable collection of as much data as possible. Data processing and analysis is the manipulation, categorizing and summarizing of data to obtain answers to research questions (Kothari, 2004).

After data collection, verification of completeness in the questionnaires was done. The data collected was compiled and analyzed by use of descriptive statistics with the assistance of Statistical Package for Social Science (SPSS) program for the purpose of

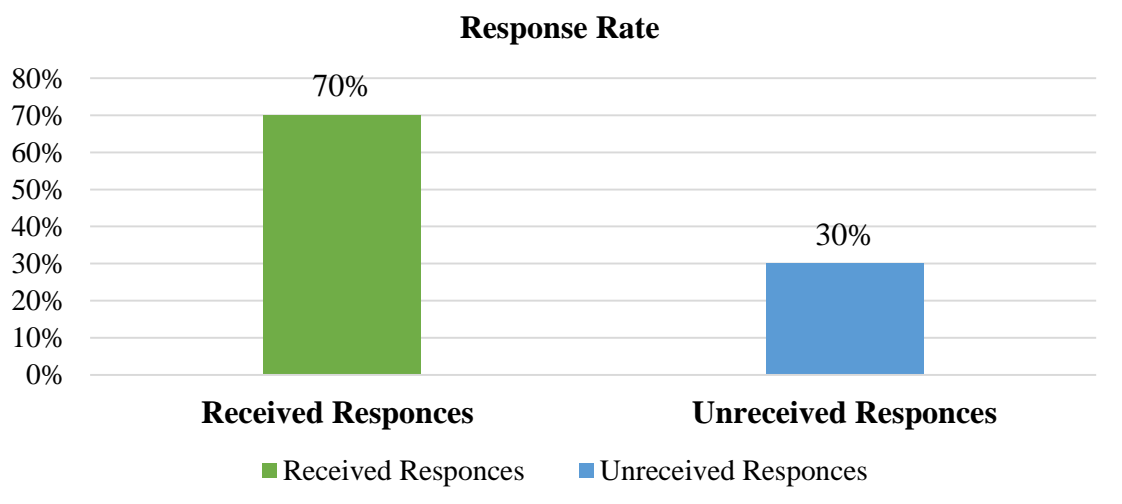
validity and reliability. Descriptive statistics explained the demographic information including gender of respondents and class of the student. The questionnaires and interview guides were thoroughly checked. The data was organized and edited for accuracy, completeness and uniformity. Quantitative data was arranged and recorded based on objectives and research questions and computed into various statistics. The results were presented by use of frequencies tables and percentages.



## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.0 Introduction

This chapter presents an analysis of data collected and discusses the findings on the extent of student council involvement in decision making in public secondary school programs. The researcher analyzed the data using SPSS software based on the four objectives. The first was to investigate the extent of student council involvement in decision making in administrative programs in public secondary schools in Kwale County. The second was to investigate the extent of student council involvement in decision making in academic programs in public secondary schools in Kwale County while the third was to establish the extent of student council involvement in decision making in guidance and counseling programs in public secondary schools in Kwale County. The last objective was to assess the extent student council involvement in decision making in co-curricular programs in public secondary schools in Kwale County.



**Figure 4. 1. Response Rate**

Source researcher 2019

Out of 147 questionnaires that were issued out to respondents, only 98 questionnaires were completed and returned for analysis hence giving the study 70% response rate. This is in line with the assertion by Bailey (2008), that a response rate of 50% is adequate, while a response rate greater than 70% is very good. Based on these recommendations, the response rate of 70% was rated very well. Therefore, the data collected was capable of enabling the researcher to arrive at a satisfactory conclusion about the study.

#### **4.1. Reliability Analysis**

According to Creswell (2015), reliability refers to stability or consistency of measurements; that is whether or not the same results would be achieved if the test or measure was applied repeatedly. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer the value is to 1, the greater the internal consistency of the items (variables) in the scale.

The questionnaire employed for this study measured four constructs; decision making in administrative programs in relation to student council involvement. It was measured using 8 questions and the scale had a high internal consistency as determined by Cronbach's alpha value of 0.828. The second construct student council involvement in decision making in academic programs had 9 items in the scale, also revealed a high internal consistency with a Cronbach's alpha value of 0.834. The third construct student council involvement in decision making in guidance and counseling programs had 7 items in the scale, also revealed a high internal consistency with a Cronbach's alpha value of 0.756. The fourth construct student council involvement in decision making in co-curricular programs had 6 items in the scale, also revealed a high internal consistency with a Cronbach's alpha value of 0.723.

**Table 4. 1.**

*Students Reliability Statistics*

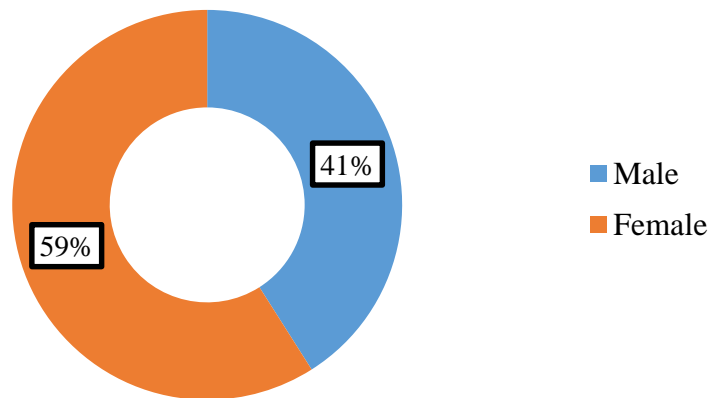
<b>Cronbach's Alpha</b>	<b>N of Items</b>
0.819	40

**Source:** Primary Data, 2019

It was concluded that the reliability of the instrument was considered good, as the value of Cronbach's alpha generated on standardized items meant that at least 81.9% of reliability could be explained by the 40 attributes in the student council's data collection tool. These attributes are the 10 questions each for president, academic, guidance and counseling and co-curricular secretaries in the questionnaire. It indicated that the average inter-correlation among the items was good as a reliability coefficient of 0.70 or higher is considered acceptable in most social science research situations (Kiprop, Tikoko & Kanyiri, 2012).

#### **4.2. Demographic Characteristics of the Respondents**

The study sought to establish the demographic data of the respondents. The researcher conducted a general analysis on the demographic data from the respondents which included; gender and age



**Figure 4. 2. Gender of Respondents**

Figure 4.2 above shows that 59% of the respondents were male while 41% of the respondents were females. The distribution however represents a fair gender balancing, an indication of successful efforts of various gender mainstreaming campaigns.

#### **4.3. Level of Student Involvement in Administrative Programs**

- i. The first objective of this study was to investigate the extent of student council involvement in decision making in administrative programs in public secondary schools in Kwale County. Student council presidents were expected to respond to the ten questions formulated in the questionnaire related to the administrative functions.

**Table 4. 2.***Student councils perception on student involvement in administrative programs*

<b>Administrative Programmes</b>	<b>Never</b>	<b>Hardly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Mean</b>	<b>SD</b>
I am involved by the school administration when preparing financial budgets for the school.	58.5	14.3	0.0	8.8	18.4	3.9	1.2
I am involved during the process of constructing school physical facilities e.g. classrooms.	61.2	15.0	0.0	14.3	9.5	3.5	1.4
I am involved in making suggestions on school fees, levies and other charges.	57.1	19.0	14.3	4.8	4.8	3.4	1.1
I am involved in decisions to purchase exercise and textbooks.	53.7	19.1	5.5	12.2	9.5	3.4	1.8
I took part in the suggestions to buy the school bus.	14.3	14.3	60.5	6.8	4.1	3.7	1.7
I am consulted when employing school workers.	61.9	10.2	0.0	13.6	14.3	3.8	1.5
I am involved in supervision of teaching and learning programmes.	18.4	53.0	14.3	14.3	0.0	3.7	1.2
I am involved in the formulation of school rules and regulations.	4.8	28.6	36.7	15.6	14.3	3.4	1.0
I am a participant during the school Board of Management meetings.	23.8	20.4	17.7	23.1	15.0	3.4	1.4
I am involved during discussions about discipline of other students.	24.5	20.4	34.7	9.5	10.9	3.7	1.4

Source: Primary Data, 2019

The findings in Table 4.2 revealed that majority 58.5% (57) of the student council members indicated that they were never involved in financial budget preparation for the school as compared to 8.8 % (9) and 18.4% (18) who stated that they were either frequently or always involved respectively. Regarding involvement during the process of construction of physical facilities such as classrooms, 61.2 % (59) of the student councils suggested that they were never involved in decision making as compared to 14.3 % (14) and 9.5 % (9) who showed that they were either frequently or always involved respectively. On whether student councils were involved in making suggestions on school fees or levies, 57.1% (56) perceived that they were never involved while 4.8% (5) stated that they were frequently or always involved.

Regarding involvement in the purchase of exercise and textbooks, 53% (52) of the student councils highlighted that they were never involved while 12.2% (12) and 9.5% (9) stated that they were frequently or always involved respectively. Pertaining taking part in suggestions to buy school bus, 60.5 % (59) of the student councils stated that they were sometimes involved in the decision making while 14.3% (14) were never or hardly involved. The study also highlighted that 61.9% (61) of the student councils were never consulted when it comes to employing school workers as compared to 13.6% (13) and 14.3% (14) who showed that they were frequently or always involved respectively. Regarding involvement in supervision of teaching and learning programs, 53% (52) of the student councils suggested that they were hardly involved in decision making compared to 14.3% (14) who said they were frequently involved. On whether student councils were involved in formulation of school rules and regulations, most of the students stated that they were either sometimes, frequently or always involved in

decision making at 36.7%(36), 15.6%(15) and 14.3% (14)respectively as compared to 4.8%(5)and 28.6%(28) who highlighted they were never or hardly involved respectively. Pertaining involvement in school BOM meetings, 23.8 %( 23) and 20.4 %(19) stated they were never or hardly involved in decision making respectively compare to 23.1 %( 23) and 15 %( 15) who showed they were frequently or always involved respectively. On whether students were involved discussions about discipline of other students, 24.5% (24)and 20.4% (20)either stated they were never or hardly involved while 34.7%(34), 9.5%(9) and 10.9%(11) either highlighted that they were sometimes, frequently or always involved decision making respectively. On average the highest proportion of the student council members' at 37.8% (37)on average suggested that they are never involved in administrative programs decision making while 21.4%(21) indicated that they are hardly involved. Meanwhile 10.1% responded that they are always involved while 12.3 %(12) declared that they are frequently involved. Therefore the general student observation that they are never or are hardly involved was 59.2 %( 58) of the total student sample as compared to those who responded that they are always or frequently involved at 22.4 %( 22). The remaining 18.4 %( 18) suggested that they are sometimes involved in administrative program decision making.

These results agree with Kimosop, Mulwa and Kasivu (2015) in a study to determine the students' view on participatory governance in schools of Eastern Kenya where students responded that principals were the most involved with a mean score of 35.02(34), followed by teachers with 30.44, B.O.M. with 24.32 and students with 20.37. In fact the study showed that 93.9% (92) of the students were of the opinion that they should be involved in decision making while only 6.1 %( 6) were against. The major argument to support non-involvement of students is that they have allegedly become so

powerful that they literary attempt to overthrow the school administration (Aduda, 2010).

#### 4.4. Level of Student Involvement in Academic Programs

The second objective of this study sought to investigate the extent of student council involvement in decision making in academic programs in public secondary schools in Kwale County whereby Academic Secretary student council members were expected to express their opinions on questions relating to academic activities. Table 4.3 presents the findings.

**Table 4. 3.**

*Student Councils Perception on Student Involvement in Academic Programs*

<b>Academic Programmes</b>	<b>Never</b>	<b>Hardly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Mean</b>	<b>SD</b>
I am involved in school benchmarking activities	37.4	17.7	14.3	6.1	24.5	4.1	1.1
I am involved in co-ordination of school contests and symposiums	49.7	17.0	10.2	17.7	5.4	3.5	1.4
I am involved in coordinating science fair activities.	49.0	18.4	19.0	9.5	4.1	3.1	1.2
I assist to ensure syllabus coverage on time.	33.3	22.5	33.3	10.9	0.0	3.2	1.4
I take part in planning and facilitating education days.	40.8	22.5	26.5	9.5	0.7	3.6	1.2
I take part during preparation of the exams timetables.	44.2	25.2	12.9	13.6	4.1	3.5	1.4
I have an opportunity to make decision on subject choices.	19.1	37.4	26.5	17.0	0.0	3.4	1.5
I am involved in subjects and class target setting.	24.5	41.5	19.1	9.5	5.4	3.1	1.4
I participate in planning of academic tours with teachers.	37.4	31.3	10.2	15.0	6.1	3.4	1.0

Source: Primary Data, 2019



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I am involved in analysis, evaluation of internal school exams.	57.1	8.9	10.2	9.5	14.3	3.6	1.2
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Findings in Table 4.3 showed that 37.4% (37) of the student councils indicated that students were never involved in school benchmarking activities while 24.5 % ( 24) showed that they were always involved. On whether students were involved in co-ordination of school contests and symposiums, 49.7%(48) of the student councils said that students were never involved as compared to 5.4% (5)who stated that they were always involved.

Regarding involvement in coordinating science fair activities, 49 % ( 48) of the students showed that students were never involved while 4.1 % ( 4) highlighted that they were always involved. On whether students assist in ensuring syllabus coverage on time, 33.3% (33) of the student councils perceived that they were never involved, 22.5%(22) hardly involved while 33.3%(33) and 10.9%(11) indicated that they were sometimes or frequently involved respectively.

Pertaining taking part in planning and facilitating education days, the study revealed that 40.8 % ( 40) of the students showed that they were never involved, 22.5% hardly involved while 26.5 % ( 26), 9.5 % ( 9) and 0.7 % ( 0.6) they were either involved sometimes, frequently or always respectively. Regarding taking part during preparation of examination timetables, most of the students stated that they were either never or hardly involved at 44.2 % ( 43) and 25.2% (25) respectively while 13.6 % ( 13) and 4.1 % ( 4) were frequently or always involved respectively.

On whether students had an opportunity to make decision on subject choices, 37.4% (37) of the students highlighted that they were hardly involved as compared to 17% (17) who said that they were frequently involved. The study also found out that

41.5%(41) of the students perceived that they were hardly involved in subjects and class target setting compared to 9.5%(9) and 5.4% (5)who were frequently or always involved respectively. Regarding participating in planning of academic tours, 37.4% (37)and 31.3%(31) of the students showed that they were either never or hardly involved respectively as compared to 15% (15)and 6.1% (6)who stated that they were frequently or always involved respectively. It was also noted that 57.1 %( 56) of the student were never involved in analysis and evaluation of internal school exams while 9.5% (9) and14.3 %( 14) stated that they either frequently or always involved respectively.

On average it was noted that 39.3%(39) of student council members perceived they were never involved in deciding issues regarding academic programmes in secondary schools in Kwale County while 24.2%(24) said they were hardly involved. Therefore generally about 63.5% (62) of student respondents indicated lack of involvement. Since 6.5 %( 6) responded that they are always involved in academic program decisions while 11.8% (12) are frequently involved, 18.3 %( 18) student council members indicated involvement in academic programs. It is only 18.2% (18) that declared they are sometimes involved. Therefore in general student council perception was lack of adequate involvement in academic program decisions. This concurs with Kimosop, Mulwa and Kasivu (2015) who noted students perception that school policies on curriculum and instruction are usually implemented by teachers, principals and finally students in that order. For instance in deciding subjects that students studied, principals, students and teachers responded with means of 3.21, 4.01 and 4.34 respectively out of a maximum 5.0. Also, in matters related to curriculum instruction programs, 66 %( 6) of the students, 83% (83) of teachers and 81.3% (79) of principals were aware of student council rights to be key decision makers. This included planning curriculum at school

level, evaluating the curriculum, determining subjects for individual students and determining methods for evaluating student progress.

#### **4.5. Level of Student Involvement in Guidance and Counseling Programs**

The third objective of this study was about establishing extent of student council involvement in decision making in guidance and counseling programs in secondary schools in Kwale County. Guidance and counseling secretaries were expected to respond to the ten questions formulated in the questionnaire relating to the guidance and counseling functions. Table 4.4 presents the findings

**Table 4. 4.***Student Councils Involvement in Guidance & Counseling Programs*

<b>Guidance &amp; Counselling Programmes</b>	<b>Never</b>	<b>Hardly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Mean</b>	<b>SD</b>
I am involved in peer counselling programmes.	32.7	25.2	24.5	10.2	7.4	3.5	1.4
The school makes sure that I am involved in group counselling programmes.	38.8	21.7	15.0	8.2	16.3	3.6	1.6
I am involved in preparation of guidance and counselling schedules every term.	34.0	17.7	15.0	20.4	12.9	2.4	1.0
The guidance and counselling department equips me with problem solving skills.	53.7	27.2	3.4	0.0	15.7	4.1	1.6
I am guided in career paths/courses to pursue after school.	10.9	41.5	23.8	10.2	13.6	2.1	1.4
I channel problems with school administration through the guidance department.	55.1	12.9	13.6	14.3	4.1	3.5	1.8
I am involved in identifying students with problems.	22.5	29.9	30.6	5.4	11.6	3.1	1.5
I am trained to guide and counsel fellow students.	8.2	21.1	43.5	23.1	4.1	4.0	1.4
I am involved in identifying guidance and counselling materials.	35.3	23.8	21.8	14.3	4.8	3.9	1.4

I am involved in determining teacher counsellors.	49.7	25.2	6.1	12.2	6.8	3.6	1.5
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**Source:** Primary Data, 2019

Findings in Table 4.4 highlighted that 32.7% (33) and 25.2% (25) of the student councils showed that students were never or hardly involved in peer counseling programs respectively as compared to 10.2% (10) and 7.4% (7) who said they were frequently or always involved respectively. On whether students were involved in group counseling programs, 38.8% (39) and 21.7% (22) of the students councils stated that they were never or hardly involved in that order as compared to 8.2% (8) and 16.3% (16) who indicated that they were frequently or always involved in that order. As per whether students were involved in preparation of guidance and counseling schedules every term, 34% (34) and 17.7 % (18) (of the students councils stated that they were never or hardly involved respectively while 20.4% (20) and 12.9 % (13) showed that they were either frequently or always involved in that order.

On regards guidance and counseling department equipping the students with problem solving skills, 53.7 % (54) and 27.2 % (27) of the student councils said that they were never or hardly involved comparing to 15.7 % (16) who stated that they were always involved. Pertaining guiding students in career paths or courses after school, most of the student councils 41.5% (40) said they were hardly involved comparing to 13.6% (13) who stated that they were always involved.

The study also found out that 55.1 % (55) of the student councils never channeled their problems through the guidance department as compared to 14.3 % (14) who indicated that they frequently channeled their problems through the guidance department. On whether students were involved in identifying students with problems, 22.5% (22) and 29.9% (30) of the student councils were never or hardly involved in that order as

compared to 5.4% (5) and 11.6% (11) who said they were either frequently or always involved respectively. Also, the study found out that majority 43.5% (43) of the student councils stated that they were sometimes trained to guide and counsel fellow students as compared to 29.3% (29) and 27.2% (27) who showed that they were not trained or trained respectively.

On whether students were involved in determining teacher counselors, the study found that majority 49.7% (50) of the student councils were never involved comparing to 12.2% (12) and 6.8% (7) who said they were either frequently or always involved. On average, the findings showed that majority 34.1% (34) of the student councils were never involved in guidance and counseling programs and those who cited that they were hardly involved were 24.6% (25) giving a total of 58.7% (59). Only 19.7% (20) indicated that they were sometimes involved. However, those who perceived adequate involvement added up to 21.5 % (21) which comprises 9.7 % (10) always involved and 11.8% (12) who alluded to frequent involvement. It means student council members generally perceived less involvement in guidance and counseling programs.

This is in agreement with Abubakar (2013) who noted that student involvement in guidance activities is usually low and that counselors should improve the methods of providing guidance and counseling in order to encourage student participation. It also concurs with observations by Ruttoh (2015) that since guidance and counseling activities are not usually done as scheduled in schools, therefore their integration and monitoring should be enhanced.

#### **4.6. Level of Student Involvement in Co-curricular Programs**

The fourth objective of this study was to assess extent of student council involvement in decision making in co-curricular programs in secondary schools in Kwale County.

Students' council co-curricular secretaries were expected to respond to the ten questions formulated in the questionnaire related to the co-curricular functions. Table 4.5 presents the findings.

**Table 4. 5.***Student Councils Perception on Involvement in Co-curricular Programs*

<b>Co-curricular Programmes</b>	<b>Never</b>	<b>Hardly</b>	<b>Sometimes</b>	<b>Frequently</b>	<b>Always</b>	<b>Mean</b>	<b>SD</b>
I participate in games clinics.	48.3	10.2	5.4	18.4	17.7	3.6	1.4
I am involved in the choice of the school coach.	34.0	15.0	19.8	12.2	19.0	3.5	1.2
I am involved in preparation and marking of the playground.	35.4	10.2	13.6	4.1	36.7	4.1	1.0
I am involved in budgeting relevant co-curricular activities.	38.1	15.6	13.6	15.0	17.7	3.9	1.6
I am involved during purchase of games facilities / equipment.	29.3	15.0	23.1	5.4	27.2	3.5	1.2
I am involved in officiating of matches.	23.1	27.9	31.3	1.8	17.7	3.9	1.5
I participate in formulation and implementation of rules for games, etc.	21.1	5.4	25.9	15.0	32.6	3.6	1.4
I am involved in choice of schools for friendly competition.	14.3	4.8	18.4	19.7	42.8	3.8	1.6
I am involved in determining times for training and duration.	44.2	4.8	13.6	5.4	32.0	3.1	1.0
I am involved in writing and directing of plays, songs	47.6	14.3	5.4	0.0	32.7	3.7	1.5

Source: Primary Data, 2019



The finding in Table 4.5 revealed that 48.3% (49) of the student councils stated that they never participated in games clinics as compared to 18.4% (18) and 17.7% (18) who said that they either frequently or always participated in games clinics in that order. On whether students were involved in the choice of the school coach, 34 % (34) of the student councils indicated that they were never involved in the choice of school coach as compared to 12.2 % (12) and 19 % (19) who stated that they were either frequently or always involved respectively.

Regarding involvement in preparation and marking of the playground, 36.7 % (36) of the student councils showed that they were always involved in the preparation and marking of the playground compared to 35.4 % (35) who stated they were never involved. As per whether students were involved in budgeting of co-curricular activities, most 38.1 % (38) and 15.6 % (16) of the student councils found out that they were either never or hardly involved compared to 15 % (15) and 17.7% (18) who highlighted that they either frequently or always involved respectively. Pertaining involvement during purchase of games facilities or equipment, 29.3 % (29) and 27.2% (27) of the student councils indicated that they were either never or always involved during the purchase of games facilities in that order.

The study also found out that 21.1% (21) and 32.6 % (33) of the student councils showed that they were either never or always involved in formulation and implementation of rules for games respectively. Findings also showed that 14.3 % (14) and 42.8 % (43) of the student councils they were either never or always involved in the choice of schools for friendly competition respectively. Pertaining involvement in determining times for training and duration, 44.2 % (44) and 32% (32) of the student councils stated that they were either never involved or always involved in determining times for training and duration. On whether students were involved in writing and

directing of plays and songs, 47.6 % (47) and 32.7 % (33) of the student councils indicated that they were either never or always involved in writing and directing of plays and songs in that order.

Averagely the results indicated that 33.5 % (33) of student council members sampled were never involved in co-curricular decision making process while 27.6% (27) declared that they were hardly involved. On the other hand 12.3 % (12) said that they are frequently involved while 9.5 % (9) indicated that they are always involved. It means that 61.1 % (61) of the sampled student council members perceived inadequate involvement in co-curricular decisions in contrast to 21.8 % (22) who perceived adequate involvement. Those who cited involvement sometimes were 17% (17) This findings concur with Ekombe (2010) who suggested that students are more likely to be committed in co-curricular activities if involved in implementation of some aspects of school co-curricular activities since they are usually disorderly when ignored in determination of decision issues and when such decision is implemented they consider it imposed thus do not support it.

It is apparent that while the student council had been embraced to carry out supervisory roles in class and out of class activities such as supervising games, their authority and capacity had not been emphasized and precise areas of involvement were not clear in terms of the manner in which it was to be done and by what methods (Mutua, 2014). However the student council input was notable in welfare issues such as cleanliness and type of co-curricular activities done (Chemutai & Chumba, 2014). According to Oluoch (2006), talents can be harnessed through increased student involvement in school co-curricular activities which encompass non-formal learning activities as well as the student assessment methods that also relate to them.

**Table 4. 6.**

*Summary of students who responded involvement to be Always or Often*

<b>SCHOOL PROGRAMME</b>	<b>STUDENTS RESPONSES</b>
	Students Always Involved
Administrative	10.1%
Academic	6.5%
Co-curricular	9.5%
Guidance & counselling	9.7%

**Source:** Primary Data, 2019

When the respondents who indicated that student council is often or frequently involved in school programs were summarized, the results were as in Table 4.6 above.

The findings shown in table 6 reflect that 10.1 % (10) of the student responded that they were always involved in administrative programs while 6.5% (6) of the students responded that they were always involved in academic programs. It was also found that 9.5% (9) of the students stated that students were always involved in co-curricular programs decision making while on Guidance and Counseling programmes involvement 9.7% (10) of the student perceived that they were always involved in Guidance and Counseling programs decision making. It was noted that although students form a substantial proportion of the stakeholders, their inclusion in decision making processes is symptomatic due to perceptions from various groups that they are neither professionals nor mature enough to perform administrative roles (Kiprop, Tikoko & Kanyiri, 2012). Nevertheless, administrators are expected to adopt modern management styles that are bottom-up, participative and consultative by involving students, teachers and principals in decision making to achieve stated organizational roles (Ndiku, Simiyu & Achoka, 2009).

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter provides a summary of the study findings, conclusions, recommendations and suggestion for further research.

### **5.1 Summary**

The study investigated the extent to which student council members are involved in management and decision making of key school programs to fill the knowledge gap between theory and practice. This study was of a descriptive research design. The target population was a total of 924 executive student council members in the 77 public secondary schools of Kwale County while the sample size was 147 respondents. Purposive sampling was employed because of the small size of population and the need to study its characteristics intensively. Student council members from 21 schools were selected on the basis that, representation of boys and girls in the student council was not uniform but was a factor of intervening variables such as student leadership abilities, school culture and school administration attitudes. The data collection tool was a close-ended questionnaire based on five point Likert scale.

The findings of the study were summarized along the study objectives as follows:

#### **5.1.1. To investigate student council involvement in decision making in administrative programs in public secondary schools in Kwale County.**

This study revealed that the highest proportion of the student council members perceived non-involvement in administrative programs. By contrasting the students who perceived non-involvement with those who perceived involvement in administrative programs, there was a significant difference biased towards non-

involvement. This is extreme in financial budgeting, construction of physical facilities and employment of school workers whereby students mainly perceived they are never involved.

**5.1.2. To examine student council involvement in decision making in academic programs in public secondary schools in Kwale County.**

The study finding established that majority of the student council members suggested lack of adequate involvement in academic programs decision making by the students. The majority of the student council members felt that they are not actively involved in decision-making in school academic programs apart from subject selection and setting targets

**5.1.3. To establish student council involvement in decision making in guidance and counseling programs in public secondary schools in Kwale County.**

The study findings indicated that the student council appeared largely sidelined in deciding most of the elements in guidance and counseling programs except when channeling problems to the school administration through the department and also when determining their teacher counselor. They were also somehow recognized when they were trained to guide and counsel fellow students. To a large extent, students perceived non-involvement in deciding guidance and counseling programs.

**5.1.4. To assess student council involvement in decision making in co-curricular programs in public secondary schools in Kwale County.**

The study indicated that most of the student council members perceived inadequate involvement in co-curricular decisions. This is acute in those who perceive non-involvement in games clinics, determination of training time and also in writing and directing of plays and songs is challenging

## **5.2 Conclusion**

Based on the findings of the study, it can be concluded that:

Student council involvement in decision making in school programs in public secondary schools in Kwale County is inadequate since it was established that the student council members had generally a perception that the level of involvement in administration, academic, co-curricular and guidance and counseling was below their expectations. In the context of this study, Inuwa and Yusof (2012) suggested that involvement of students in decision making is critical to promote progress towards desired goals as noted in the literature review.

The student's council played a central role in enhancing discipline in the school System through its capacity to organize activities to make students productive and Democratic, thus resolve conflicts amicably and promote a child friendly Environment necessary for academic excellence.

The school administration was key to the successful operation of the students 'council by exposing it to capacity building programs. Moreover, the school administration does not nurtured leadership skills of the students' council, thus not promoting its operation for the good of all school stakeholders.

Since the inception of student's council leadership model in public secondary schools, ugly incidences which could foment conflict, strikes, demonstration, and wanton destruction of school property and lose of student lives have declined significantly. Moreover, a peaceful co-existence of all school stakeholders and a child friendly environment necessary for academic excellence has been witnessed in most schools.

### **5.3 Recommendations**

Student council members indicated the need of more involvement in issues regarding school uniform design as they were of the opinion that they were ignored in decision making on this attribute of their welfare.

In addition, the determination of the meals on their menu needs their input peradventure it would enhance their sense of belonging and therefore improvement of the school's general climate and cohesion.

The school administration has an opportunity to engage students through in general administrative roles beyond issues pertaining to discipline in order to stimulate adherence to school routine and therefore promote discipline.

Finally, in co-curricular activities, students need their voice to be heard in hiring of the coaches and the timing of practice or training as these areas appear inadequately addressed.

### **5.4 Suggestions for Further Research**

Further studies need to be done on how to involve students in curriculum implementation especially in connection to issues of timetabling, setting, marking and grading of examinations. There is an apparent detachment from decisions made in the past and this may be having impact on general school climate and cohesion thus affecting achievement of the broad goals of education.

In addition, it is necessary to establish the students' sense of belonging in schools as it may have relationship with indiscipline and performance since negative attitudes may be a result of ignoring the type of input students may have when implementing

decisions in such situations as purchase of text and subject books, choice of coaches of co-curricular activities among other indicators.

Finally, the training of principals on participatory decision making should be encouraged in order for school managers to acquire knowledge on channels of communication that students can use to provide feedback since power relations between adults and children are the main hindrances to student involvement in decision making. The knowledge gap on such channels of communication needs to be explored further as suggested by the Normative Model of Leadership (Vroom & Jago, 1988).



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APPENDICES  
**APPENDIX A: STUDENTS' QUESTIONNAIRE**

**RESEARCH QUESTIONNAIRE**

This questionnaire aims at getting your opinion and the extent of student council involvement in decision making in school programs.

This is a self-administering questionnaire and the information collected is private and confidential only to be used for academic purposes.

**SECTION A (Personal Information)**

For each statement below, use a tick (✓) to show the part that correctly describes you:-

1. Gender:                      Male               Female
2. Class:                      Form 1  Form 2       Form 3               Form 4

**SECTION B (Extent of student council involvement in decision making in school programmes )**

For each statement below, use a tick (✓) to show the number that best represents your view about the school programme shown.

Not at all = **1**    Rarely = **2**    Somehow = **3**              Often = **4**              Very Often = **5**

**Administrative Programs**

	1	2	3	4	5
1. I am involved by the school administration when preparing financial budgets for the school.					
2. I am involved during the process of constructing school physical facilities e.g. classrooms.					
3. I am involved in making suggestions on school fees, levies and other charges.					
4. I am involved in decisions to purchase exercise and textbooks.					
5. I took part in the suggestions to but the school bus.					
6. I am consulted when employing school workers.					
7. I am involved in supervision of teaching and learning programs.					
8. I am involved in the formulation of school rules and regulations.					
9. I am a participant during the school Board of Management meetings.					
10. I am involved during discussions about discipline of other students.					



### Academic Programs

**1 2 3 4 5**

- 11. I am involved in benchmarking activities organized by the school
- 12. I am involved in coordination of school contests and symposiums.
- 13. I am involved in coordinating science fair activities.
- 14. I assist to ensure syllabus coverage on time.
- 15. I take part in planning and facilitating education days in the school.
- 16. I take part during preparation of the school exams timetables.
- 17. I have an opportunity to make decision on subject choices.
- 18. I am involved in subjects and class target setting.
- 19. I participate in planning of academic tours with teachers.
- 20. I am involved in analysis and evaluation of internal school exams.


### Guidance & Counselling Programs

**1 2 3 4 5**

- 21. I am involved in peer counselling programs.
- 22. The school makes sure that I am involved in group counselling programs.
- 23. I am involved in preparation of guidance and counselling schedules every term.
- 24. The guidance and counselling department equips me with problem solving skills.
- 25. I am guided in career paths/courses to pursue after school.
- 26. I channel problems with school administration through the guidance department.
- 27. I am involved in identifying students with problems.
- 28. I am trained to guide and counsel fellow students.
- 29. I am involved in identifying guidance and counselling materials.
- 30. I am involved in determining teacher counsellors.


### Co-curricular Programs

	1	2	3	4	5
31. I participate in games clinics.					
32. I am involved in the choice of the school coach.					
33. I am involved in preparation and marking of the playground.					
34. I am involved in budgeting for the relevant co-curricular activities.					
35. I am involved during purchase of games facilities and equipment.					
36. I am involved in officiating of matches.					
37. I participate in formulation and implementation of rules for games, music, etc.					
38. I am involved in choice of schools for friendly competition.					
39. I am involved in determining times for training and duration.					
40. I am involved in writing and directing of plays, songs, verses.					

## APPENDIX B: LIST OF SCHOOLS

### KWALE SECONDARY ENROLMENT 2016

	SCHOOLS	B	G	TOT	SCHOOL STATUS
1	AMBASSADOR MWAKWERE	92	153	245	MIXED DAY & BOARD
2	BABLA DIANI	85	407	492	MIXED DAY
3	BALOZI A. M. JORORI	35	25	60	MIXED DAY
4	BOFU	82	65	147	MIXED DAY
5	FRANZ JOSEF	41	572	613	MIXED BOARDING
6	GOLINI	212	177	389	MIXED BOARDING
7	GOMBATO	305	0	305	MIXED DAY
8	GUGU	58	61	119	MIXED DAY
9	KAYA TIWI	639	362	1001	MIXED BOARDING
10	KICHAKASIMBA	0	352	352	GIRLS BOARDING
11	KIKONENI	128	142	270	MIXED DAY
12	KINAGONI	232	211	443	MIXED BOARDING
13	KINANGO	477	51	528	MIXED BOARDING
14	KINGWEDE	0	739	739	GIRLS BOARDING
15	KINONDO	145	199	344	MIXED DAY
16	KIRANGA	81	64	145	MIXED DAY
17	KIREWE	104	96	210	MIXED DAY
18	KIRUKU	39	36	75	MIXED DAY
19	KOMBANI	215	108	323	MIXED DAY
20	KWALE GIRLS	0	790	790	GIRLS BOARDING
21	KWALE HIGH	1015	0	1015	BOYS BOARDING
22	LUKORE	324	166	490	MIXED BOARDING
23	LUNGALUNGA	308	143	451	MIXED BOARDING
24	MADAGO	62	53	115	MIXED DAY
25	MAGAONI	67	49	116	MIXED DAY
26	MAJORENI	31	19	50	MIXED DAY
27	MAKAMINI	102	71	173	MIXED DAY
28	MAKINON RD	37	279	316	MIXED DAY & BOARDING
29	MAKWENYENI	26	15	41	MIXED DAY
30	MANGAWANI			258	MIXED DAY
31	MATUGA	0	750	750	GIRLS BOARDING
32	MATUMBI	80	44	124	MIXED DAY
33	MAZERAS BOYS	557		557	BOYS BOARDING
34	MAZERAS GIRLS M.		568	568	GIRLS BOARDING
35	MENZAMWENYE	91	90	181	MIXED DAY
36	MIVUMONI	368	155	523	MIXED BOARDING
37	MKONGANI	196	115	311	MIXED DAY
38	MKWAKWANI	179	159	338	MIXED DAY & BOARD
39	MOYENI	24	216	240	MIXED DAY
40	MSAMBWENI	506	0	506	MIXED BOARD
41	MTAA	32	30	62	MIXED DAY
42	MTSAMVIANI	55	42	97	MIXED DAY
43	MUHAKA	34	47	81	MIXED DAY

44	MVINDENI	186	177	363	MIXED DAY
45	MWABILA	67	46	113	MIXED DAY
46	MWAKIJEMBE	78	50	128	MIXED DAY
47	MWALUKOMBE		150	150	GIRLS BOARDING
48	MWALUPHAMBA	345	124	469	MIXED BOARDING
49	MWALUVANGA	85	83	168	MIXED DAY
50	MWAMZANDI	0	168	168	MIXED DAY
51	MWANAMBAYU	0	224	224	MIXED DAY
52	MWANANYAMALA	244	22	266	MIXED DAY
53	MWAROVESA	45	49	94	MIXED DAY
54	MWAVUMBO	438	243	681	MIXED BOARDING
55	MWERENI	186	138	324	MIXED DAY & BOARD
56	NDAVAYA	211	71	282	MIXED DAY
57	NG'OMBENI	393	207	600	MIXED DAY & BOARD
58	NGOZI GIRLS	0	348	348	GIRLS BOARDING
59	NZOVUNI	68	42	110	MIXED DAY
60	PERANI	173	178	351	MIXED DAY
61	RAMISI	210	319	529	MIXED BOARDING
62	ROSE MWAKWERE	0	39	39	GIRLS BOARDING
63	SHIMBA HILLS	716	199	915	MIXED BOARDING
64	SHIMONI	125	127	252	MIXED DAY
65	SHIRAZI	40	0	40	MIXED DAY
66	STEPHEN KANJA	116	84	200	MIXED DAY
67	TARU	450	34	484	BOYS BOARDING
68	TARU GIRLS		93	93	GIRLS BOARDING
69	TIWI GIRLS	0	150	150	GIRLS BOARDING
70	TSEREZANI	65	75	140	MIXED DAY
71	TSIMBA	143	161	304	MIXED DAY & BOARD
72	TSUNZA	109	56	165	MIXED DAY
73	TSWAKA	36	49	85	MIXED DAY
74	TUMAINI	238	242	480	MIXED BOARDING
75	VIGURUNGANI	130	90	220	MIXED DAY
76	WAA BOYS	732	0	732	BOYS BOARDING
77	WAA GIRLS	0	970	970	GIRLS BOARDING
	<b>TOTAL</b>	<b>12693</b>	<b>12629</b>	<b>25590</b>	

**SOURCE: MOE DATA KWALE COUNTY, 2016**

**APPENDIX C: SAMPLED SCHOOLS**

	<b>SCHOOLS</b>	<b>B</b>	<b>G</b>	<b>TOT</b>	<b>SCHOOL STATUS</b>
1	AMBASSADOR MWAKWERE	92	153	245	MIXED DAY & BOARD
2	FRANZ JOSEF	41	572	613	MIXED BOARDING
3	GUGU	58	61	119	MIXED DAY
4	KICHAKASIMBA	0	352	352	GIRLS BOARDING
5	KINANGO	477	51	528	MIXED BOARDING
6	KOMBANI	215	108	323	MIXED DAY
7	KWALE HIGH	1015	0	1015	BOYS BOARDING
8	LUNGALUNGA	308	143	451	MIXED BOARDING
9	MAJORENI	31	19	50	MIXED DAY
10	MAZERAS GIRLS M.		568	568	GIRLS BOARDING
11	MKONGANI	196	115	311	MIXED DAY
12	MTAA	32	30	62	MIXED DAY
13	MWALUVANGA	85	83	168	MIXED DAY
14	MWAMZANDI	0	168	168	MIXED DAY
15	NG'OMBENI	393	207	600	MIXED DAY & BOARD
16	NZOVUNI	68	42	110	MIXED DAY
17	SHIMBA HILLS	716	199	915	MIXED BOARDING
18	STEPHEN KANJA	116	84	200	MIXED DAY
19	TSEREZANI	65	75	140	MIXED DAY
20	TSWAKA	36	49	85	MIXED DAY
21	WAA GIRLS	0	970	970	GIRLS BOARDING

SOURCE: MOE DATA KWALE COUNTY, 2016

## APPENDIX D: RESEARCH AUTHORIZATION 1



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:

**NACOSTI/P/16/26423/10228**

**11<sup>th</sup> May, 2016**

Kenya Methodist University  
P.O. Box 267- 60200  
**MERU.**

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

Following your application for authority to carry out research on "The extent of Student Council involvement in decision making in school programmes in Public Secondary Schools Kwale County, Kenya." Am pleased to inform you that you have been authorized to undertake research in Kwale County for the period ending 10<sup>th</sup> May, 2017.

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

**DR. STEPHEN K. KIBIRU, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kwale County.

The County Director of Education  
Kwale County.

## APPENDIX E: RESEARCH AUTHORIZATION 2



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY  
State Department of Education

Telegrams: "EDUCATION", Kwale  
Telephone: Kwale 040-2104010  
Email Address: [kwalecde@gmail.com](mailto:kwalecde@gmail.com)  
Please when replying quote

THE COUNTY DIRECTOR OF EDUCATION  
P.O BOX 20 – 80403  
KWALE

REF: KWL/CDE/A/71

DATE: 15/07/2016

HARON MWABWANGA KARANI  
KENYA METHODIST UNIVERSITY  
P.O.BOX 267 - 60200  
MERU.

Dear Sir,

**RE: RESEARCH AUTHORIZATION**

We acknowledge receipt of your application to carry out research in Kwale County.

Authority is granted to take a research on "The extent of Student Council involvement in decision making in school programmes in Public Secondary Schools Kwale County, Kenya.

You are also allowed to visit other Schools in case you require visiting them during your study.

Please share with this office the findings.  
Thank you

  
  
**SAMMY N. KAGIRI**  
**COUNTY DIRECTOR OF EDUCATION**  
**KWALE COUNTY**

Cc.


1. The Governor  
Kwale County Government
2. The County Commissioner  
Kwale County
3. The Chairman KESSHA  
Kwale County
4. All Sub-county Director  
Kwale County




## APPENDIX F: PERMIT

**THIS IS TO CERTIFY THAT:**  
**MR. HARON MWABWANGA KARANI**  
**of KENYA METHODIST UNIVERSITY,**  
**40048-80100 MOMBASA, has been**  
**permitted to conduct research in Kwale**  
**County**  
**on the topic THE EXTENT OF STUDENT COUNCIL**  
**INVOLVEMENT IN DECISION MAKING IN SCHOOL**  
**PROGRAMMES IN PUBLIC SECONDARY SCHOOLS**  
**KWALE COUNTY-KENYA**  
**for the period ending:**  
**10th May,2017**

**Permit No : NACOSTI/P/16/26423/10228**  
**Date Of Issue : 11th May,2016**  
**Fee Received :Ksh 1000**



**Applicant's Signature**



**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 Officers 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**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A 9101**

**CONDITIONS: see back page**



APPENDIX G: RESEARCH PERMIT RECEIPT

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

**OFFICIAL RECEIPT** AC: 9677

Station: Nairobi Date: 22/04/2016

RECEIVED from: Haron Mwachwanga Kerani

Shillings: One thousand only

on account of: Research permit fee

Note: D-43

Head: NACOSTI

Item: A-1

Cash

Cheque No.: Direct deposit

Signature of Officer receiving remittance

USD

Kshs 1,000

AC No.