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**Role of Student Council Decision-Making in Public Secondary
Schools in Embakasi Sub-County, Nairobi County, Kenya**



Masele Emily Wanjiru

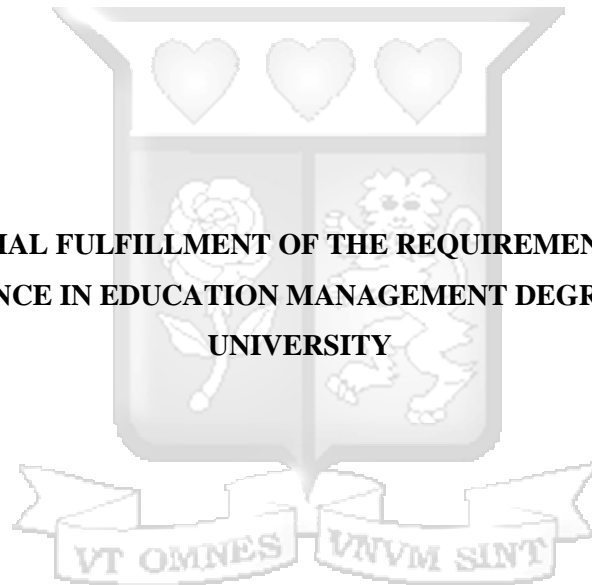
Master of Science in Education Management

2019

**ROLE OF STUDENT COUNCIL DECISION-MAKING IN PUBLIC SECONDARY SCHOOLS
IN EMBAKASI SUB-COUNTY, NAIROBI COUNTY, KENYA**

MASELE EMILY WANJIRU

**SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF SCIENCE IN EDUCATION MANAGEMENT DEGREE AT STRATHMORE
UNIVERSITY**



SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

STRATHMORE UNIVERSITY

NAIROBI, KENYA

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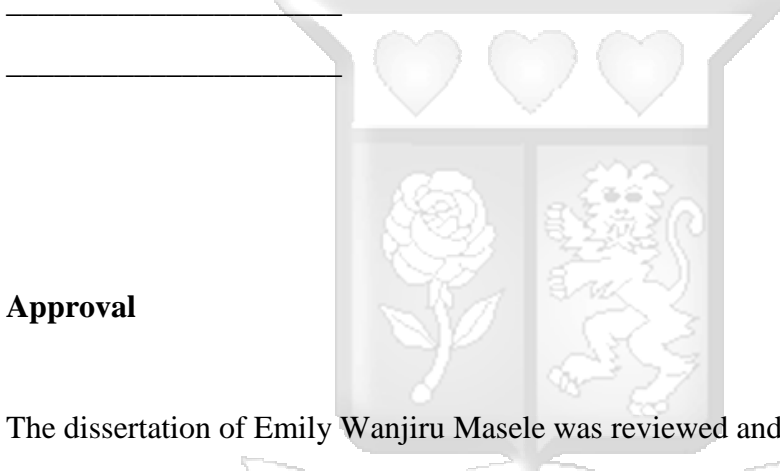
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Emily Wanjiru Masele



Approval

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ABSTRACT

This study investigated the role of student councils to decision making in all public secondary schools in Embakasi Sub-County, Nairobi County, Kenya. The study was prompted by student unrests since post-election violence period from 2008 which led to the creation of student councils in secondary schools in Kenya initiated by United Nations Children's Education Fund and Kenya Secondary Schools Heads Association.

The research areas were activities student council involved in decision-making, how student council decision-making activities promoted teaching and learning environment and student council faced in decision-making.

The researcher used descriptive survey design. The data was collected using questionnaires which were administered to 7 principals, 48 teachers and 69 members of student councils from the public secondary schools in Embakasi Sub-County.

It was found that the Student council inducted new students, reported on student and teacher lesson attendance, monitored and supervised school programs, channeled student grievances to school administration and reported on student indiscipline issues.

The findings revealed that though there were attempts to include views of students in school policy and participation in decision making, student council members requested for more training, empowerment and inclusiveness in decision making matters. This would help in overcoming the challenges they faced in decision making.

The researcher recommended that school administration make deliberate effort to involve student council in decision-making, establish channels of communication and the ministry of education to hold in service courses for principals to effectively involve student council in decision-making.

Key words: *Decision making, activities, participation, conducive environment, challenges, student council*

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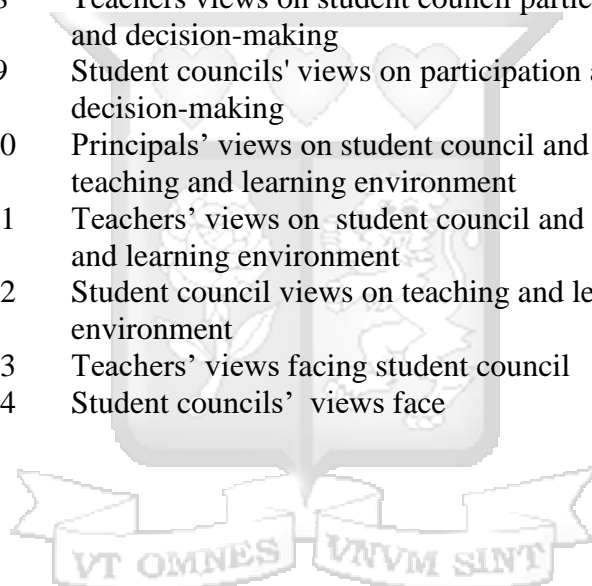
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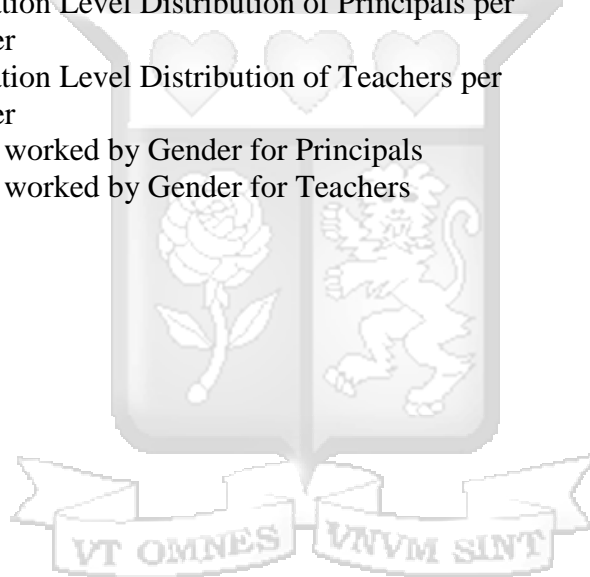
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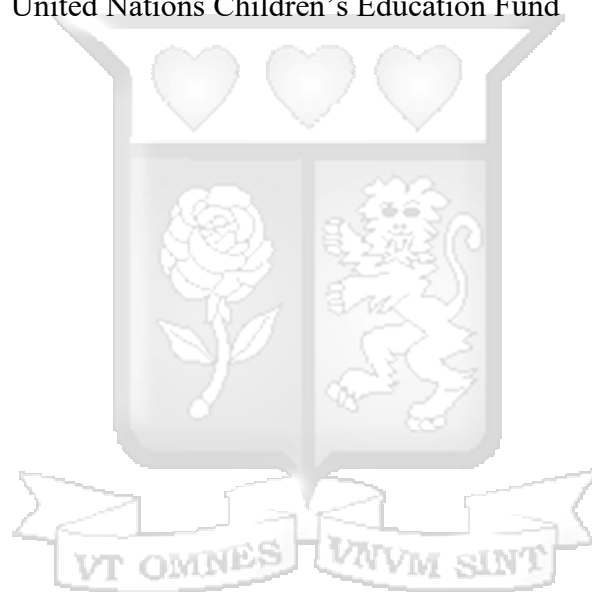
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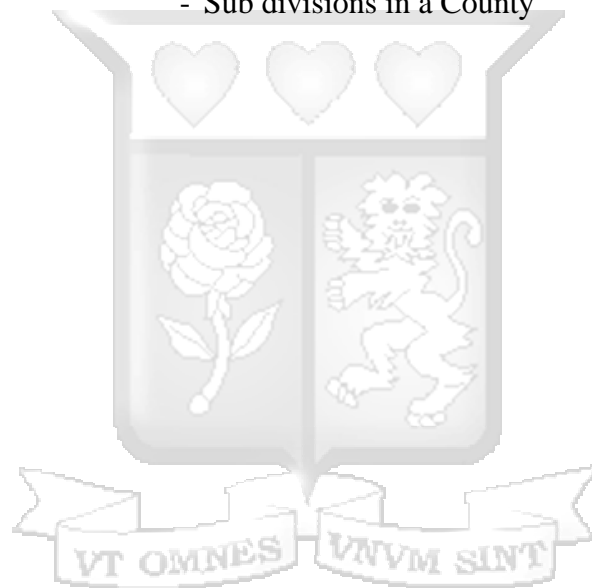
LIST OF ABBREVIATIONS

BOM	Board of Management
CFS	Child Friendly School
KSSHA	Kenya Secondary Schools Heads Association
KSSSC	Kenya Secondary School Student Council
MoEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
RCL	Representative Council of Learners
SASA	South Africa Student Act
SC	Student Council
SGB	School Governing Body
SRC	Student Representative Council
UNICEF	United Nations Children's Education Fund



OPERATIONAL DEFINITION OF TERM

Activities	-Performing administrative duties
Challenges	-Difficulties encountered
Conducive Environment	-Productive outcomes
Decision Making	-Student ideas being implemented as school opinions
Participation	-Executing administrative activities
Student Council	- School student leaders representing student body
Sub County	- Sub divisions in a County



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To God be the glory, honor and praise.

DEDICATION

To my spouse Paul

For his encouragement, prayers, love and support

To my son Gideon and daughter Melody

For their understanding and patience

To my parents

For providing me with basic education and encouraging me to pursue education beyond the
level they attained

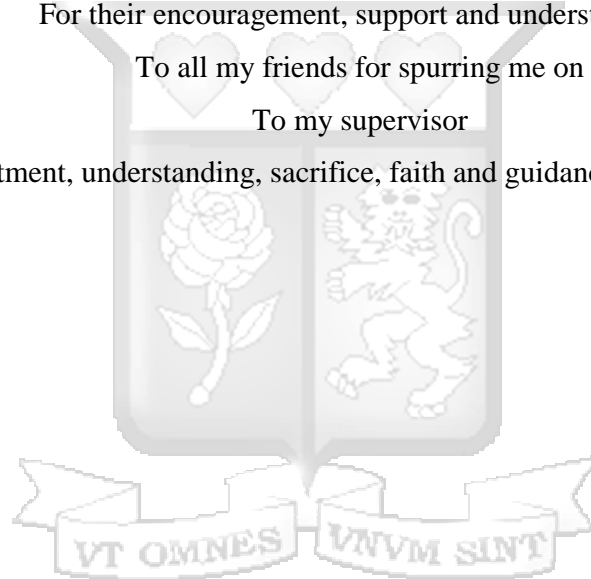
To all my siblings

For their encouragement, support and understanding

To all my friends for spurring me on

To my supervisor

For her commitment, understanding, sacrifice, faith and guidance in academic discourses



CHAPTER ONE INTRODUCTION

1.1 Overview of the Chapter

This chapter describes the background of the study on role of student council in decision making. The statement of the problem is presented followed by three objectives and three research questions respectively. The chapter ends with the significance and scope of the study.

1.2 Background of the Study

Globally, over time, the system of shared governance has evolved to take account of more representation in the decision-making procedure (Moore, 2004). Shaun & Stephen (2007) explored the American perspective by studying ways in which membership in student organizations provide space for Black identity and development. The findings revealed a nexus between Black identity status, selection of venues for out-of-class engagement, and the use of student organizations as platforms for racial uplift and advocacy of racial/ethnic minority student interests. In the European experience, Huddleston (2007) felt that students should be involved in all areas of school life. He added that the range of activities that made up the work of a school can be categorized in a number of different ways, but, however it was categorized, one should expect students to have opportunities for involvement in each major area. These could include rules, rewards and sanctions, curriculum, teaching and learning, administration and development planning.

The Asian outlook, cultural factors can influence the way Asian American students display leadership as well as how they are perceived as leaders. Redefining leadership and devising inclusive leadership development programs can help empower Asian American students and encourage them to become more involved at the university (Christopher, Liang & Marie, 2002).

In Africa, Oni & Adetoro (2015) examined student involvement in university leadership and decision-making and its impact on leadership effectiveness in universities in Nigeria. They researched on relationship between student involvement in decision-making and

leadership effectiveness. The study revealed that there was a significant difference between decision-making with student involvement and decision-making without student involvement and a significant relationship between the management-student relationship and teaching effectiveness. The results showed that, for leadership and teaching effectiveness to be improved in Nigerian universities, provision should be made for the adequate involvement of students in decision-making on important matters relating to university administration. In Ghana, Abra, (2015), found that the forums provided for student participation were similar in the four selected schools. These decision-making forums included feeding, discipline, students' accessibility to school heads, school durbars and SRC general forums. The study however focused on decision-making forums of feeding and discipline as these were the areas participants mostly stressed on in their feedback. The study found that participation in the forums studied varied across the schools, with some schools providing more opportunities for students' participation than others did. In all but one school, students' participation in decision making appeared to be episodic, restricted and largely initiated by the school authorities. Furthermore, interactions between school leadership and staff were affected by power relations which also affected the level of students' participation in decision making. As contribution to knowledge the study notes among others that the interpretation and application of children's democratic rights is culturally determined and therefore vary across culture. Education has increasingly become more accountable to the public in South Africa and the learners should participate in school policy making and implementation as they constitute a major stakeholder group. Mechanisms to involve learners in the governance of schools are employed globally as a form to democratizing education (Carter, Harber & Serf, 2003; Mncube, 2005). Another viewpoint suggested that students should fully participate in decision making (Magadla, 2007).

In the Kenyan dimension, many researchers resonate with the rest of the world on students participating in administrative activities. Mutua (2010), expressed the need for reform in education sector as important with the current government effort to transform management of schools from its tradition of just picking student leaders in the staffroom and reading them at the parade to students electing their own leaders to represent their issues. The

Kenya Secondary Schools Heads Association (KSSHA) in conjunction with the Ministry of Education and UNICEF have been able to roll out several youth programs in the secondary schools, the most popular one being the Student Leadership Programme. In 2010, the Secondary Students Leaders Conference at the Bomas of Kenya in Nairobi voted to end reign of school prefects in Kenya. Head teachers said prefects promoted a master and servant relationship in schools, and that was undemocratic. During this Students leaders' Conference, Kenya Secondary Schools Heads Association chairman, Mr. Cleophas Tirop told more than 1,400 students at the Bomas of Kenya, Nairobi: "Under the new leadership style, members of the council will be allocated extra duties". This would give students freedom and responsibility to make decisions concerning student affairs through student council after electing it (Benjamin, 2010). The Deputy President of the Republic of Kenya, Mr. William Samoei Ruto in KSSHA National Conference 2013, reiterated that Students Councils were a new feature that would play a vital role in administrating education in schools. This gave students an opportunity to participate in decision making in governance (KSSSC, 2013). Student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance and appointment of teachers but their participation should be ensured in all other academic and administrative decisions taken by these bodies (Aggrawal, 2007). This view supports student participation in decision making though in specific areas of school life. Schools in Gatundu North District indicated that prefects act as a major link as they played major roles in the administration of public secondary schools. These included supervising students in their performance of duties, giving punishment, mediators between students and teachers and ensuring that school rules were followed. Prefects were prepared for their roles through training, seminars and prefect symposia. The prefects were also inducted through meetings with the authorities (Njue, 2014).

Empirical evidence demonstrates the positive aspects of student councils. These are assistance in administration, improving staff-student relationships, reduction in indiscipline cases and unrests in schools and improved performance in both academic and co-curricular programs (KSSSC, 2009). This is an indication that student council can create conducive teaching and learning environment. UNICEF conducted a survey in partnership

with the Government through the Ministry of Education in 2008 to establish the relevance of student participation in school governance. This survey contributed to the establishment of Child Friendly School (CFS) practices by empowering students to take part in the decision making process for a more cohesive school community and conducive learning environment. The survey also indicated that student participation in school administration tends to improve learning and instils positive values in the child. Other than election of student leaders, schools were encouraged to involve their students in matters that affect their lives including student discipline and how they can channel their grievances. Many schools across the country have adopted this approach allowing students to exercise their democratic rights at a young age (UNICEF, 2010). Indimuli (2012) says that transforming students' leadership from the prefect system to a more representative body was a voice in student leadership. Changing the role of prefect from lording over others to being a bridge of communication between the students and school administration was the desire of students. Most of the times, decisions that teachers imposed on students were the same that students themselves could gladly own if they were given an opportunity to participate in their deliberations.

Murage (2017) found out that some students in some schools failed to follow instruction from student council as they felt that student council had been imposed on them. They felt that election of student council was not free and fair. This points out that there are challenges facing the student council in executing their role.

Embakasi sub-county is a highly populated area of middle and low income earners. Limited information exists on how student councils have contributed in decision making. This study intends to find out which student council activities contribute to decision making, how they promote a conducive teaching and learning environment and what challenges they face in decision making.

1.3 Statement of the Problem

Over the last few years there have been calls for increasing the extent of inclusion of students in decision making in secondary schools in Kenya owing to the frequent occurrences of student unrests in the education sector (Kamuhanda, 2006; Ogot, 2003;

Buhere, 2008; Kindiki, 2009). Proponents of student participation in decision making have justified their support for this idea on premise that decisions in a school affect the student in latent and manifest ways (Sushila et al, 2006). Students are largely the recipients of final decisions hence the recommendations made by students may be very constructive and if approached in the right manner would work positively. In this way, students rejectionist tendencies of decisions imposed upon them by school administrators would change to ownership and acceptance of decisions arrived at with their participation. Calls for inclusions of students in the decision-making structure in schools have led to various attempts by the Ministry of Education to put in place structures for inclusion. From the background students need to be heard, to participate more in decision-making, to partner with school administration to enhance conducive teaching and learning environment and overcome challenges to execute their role in leadership.

The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) in 2009 with a view to making secondary school governance more participatory. In this new arrangement, students would be part and parcel of decision-making to ensure their interests are adopted in the administration of schools. Despite this laudable move by the government, not much research has been conducted to find out how far or to what extent students are involved in decision making in secondary schools. It is in light of this therefore that this study aims at finding out the role of student council in decision-making in public secondary schools in Embakasi Sub County.

1.4 Objectives of the Study

The following were the research objectives:

- i. To find out which activities the student council are involved in making decisions in public secondary schools in Embakasi Sub-County.
- ii. To examine whether student council decision-making promote a conducive teaching and learning environment in public secondary schools in Embakasi Sub-County.
- iii. To find out what challenges the student council face in decision-making in public secondary schools in Embakasi Sub-County.

1.5 Research Questions

The following objectives guided the study:

- i. What activities are the student council involved in making decisions in public secondary schools in Embakasi Sub-County?
- ii. How does student council decision-making promote a conducive teaching and learning environment in public secondary schools in Embakasi Sub-County?
- iii. What challenges does the student council face in decision-making in public secondary schools in Embakasi Sub-County?

1.6 Significance of the Study

This study was beneficial to the students' body in the secondary schools by having an opportunity to respond to questions on their role decision-making and pointing out challenges they faced. Student involvement in the decision making at schools is crucial since most decisions made in the school affect them in one way or another. When students take part in decision making process at their school, they learn to cultivate a responsible and democratic attitude, acquire the right view point to work and have a sense of belonging to both school and society. They also learn to be self-directing, responsible and law abiding individuals in school and society. Their involvement in educational decision making process had been due to closeness to the students in the learning environment.

The other reason is this study would sensitize principals on empowering student council involvement in leadership roles of decision making process as a way of imparting participatory leadership skills, which the students would need in both their work and social environments after leaving school.

The study is important to the student leaders. It revealed opportunities for student leaders in nurturing capability of decision making and added knowledge on the role of student councils in decision making. The study findings gave deeper insights into the student councils, how they participate in administration and have highlighted factors that would contribute to the improvement of good communication between the concerned parties.

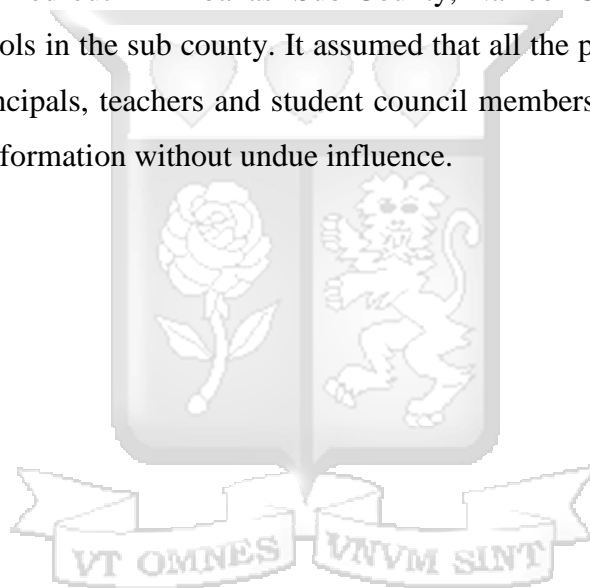
The findings have enlightened teachers on how different factors within the school can affect student councils performance in decision making process and consequently empower

the teachers to effectively address similar situations in their respective schools to the benefit of the student body.

The study would be useful to education policy makers in adding information that will facilitate formulating, improving and implementing policies which are instrumental for the improvement of student councils performance in secondary schools. This is so because, decisions related to the student council would be based on particular authentic data obtained in context and actual happenings in schools.

1.7 Scope of the Study

The study was carried out in Embakasi Sub-County, Nairobi County. It included all the seven public schools in the sub county. It assumed that all the public school have student councils. The principals, teachers and student council members participated in the study and gave freely information without undue influence.



CHAPTER TWO LITERATURE REVIEW

2.1 Introduction

This section presents a review of the literature related to the study. The literature is presented under the following sub-headings: Review of theories, student council activities in secondary schools, promoting teaching and learning environment through student council decision making, challenges student council face in decision making and decision making in schools.

2.2 Review of Theories

This study was related to three theories which were Transformational Leadership Theory, Participative Leadership Theory, and General Systems Theory. These theories were relevant to the role of the student council in decision making.

2.2.1 Transformational Leadership Theory

Transformational Leadership Theory show how leaders create valuable and positive change in followers. According to Bush & Hystek (2003), transformational leadership theory is a form of governance that assumes the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. Bush (2007) conceptualized transformational leadership along eight dimensions of building an institutional vision, establishing goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values, demonstrating high-performance expectations, creating a productive business culture and developing structures to foster participation in organization decisions. He argued that transformational leadership is essential for autonomous businesses since transformational leaders succeed in gaining the commitment of followers to such a degree that higher levels of accomplishment become virtually a moral imperative. Leaders using this style of

governance create an environment where every person is empowered to fulfill his or her highest needs and become a member of a productive learning community. It is understood that delegating power and authority to other stakeholders, while developing their leadership capacity, may enhance the transformation of the school into a learning organization (Leithwood & Jantzi, 2006 & 1999). A powerful capacity for transformational leadership is required for the successful transition to the student council system in the management and governance of secondary schools.

The critique of this theory is that it can be abused where Transformational leadership's high effectiveness in the leader's vision makes it undemocratic. The leader's purpose largely unchanged and liable to be misused by the leader. It complicates as an amalgamation of various leadership theories, making it unreasonable to be trained or taught. With the current environment characterized by uncertainty, global turbulence, and organizational instability, it calls for transformational leadership to prevail at all levels of the organization.

The student council demonstrate high levels of job satisfaction and school commitment and great productivity from members' commitment and capacities led by leader's vision and schools' core values. Productivity is measured by the influence the student council command among the students and the respect earned. Dictates decisions made by the student council which the student body embrace connecting decision-making with transformational leadership theory. With such a devoted workforce consider making efforts towards developing transforming decision-making in secondary schools through leadership.

2.2.2 Participative Leadership Theory

Participative Leadership Theory assumes that the decision-making processes of an institution focus on the group (Leithwood et al., 1999). The model underpinned three assumptions namely participation increase institutional effectiveness, participation as justified by democratic principles and in the context of school management and governance, leadership is potentially available to legitimate stakeholder like student council (Bell, 2002). Patterson (1993) points institutional management to succeed if the

bonding of staff is facilitated. The burdens of leadership become less leadership functions and roles shared among the stakeholders. Participatory citizenship demands every member of the community to participate self-governance which ultimately lead to the building of a strong democracy (Barber, 1989).

The development of citizens is nurtured by the promotion of participation in the socioeconomic and political spheres of society. The conception of participation within education system is important as it equips the learners with knowledge of participation in governance, businesses as well as playing a fundamental role in the development of their communities. Blunkett (2008) indicates democracy for people to be informed so that they can actively participate in a given education system and at the same time understanding the importance of taking part in both civil and civic activities. In the school system is a place to learn taking part in both civil and civic activities before joining the society outside.

Participative leadership style leader most of the time engages in discussions with subordinates instead of taking decisions promptly and engaging in the actual practice of leading and so time and development constraints can limit the extent of participation but over time leaders can develop the necessary knowledge and skills in student council and teachers to enable effective contribution (Hoy & Miskel, 2005).

This theory relates to the study as student council leaders can actively participate in decision-making in the daily running of the school through frequent and regular coordinated administrative meetings where discussed thoughts and ideas may be implemented. Every member of the student council contribute to decisions to be made in their respective departments, contributing to a strong democracy.

2.2.3 General Systems Theory

In General Systems Theory, human activity tends to have multiple and overlapping purposes of which to distinguish the purpose of the system, the purpose of its parts and the purpose of the system of which it is a part, the supra-system (Laszlo & Krippner, 1998). The school system has many human activity systems in departments, committees and student council which is constantly interacting and inter-dependent. Everything in a school is a complete system on its own. But it is a sub-system of yet a larger system and all are

interdependent. The school a larger system gets students, teachers, support staff, resource materials, and finances separate entities. The school experiences constraints such as requirements of the law and policy, expectations of parents, values and goals and existing knowledge in the society, participation of student council in decision-making. Schools are living systems and that without people nothing but concrete and paper (Schmuck, 1977).

The system transforms inputs into finished products as a school produces a changed person with skills, knowledge, values, and competencies to enable the individual to contribute positively to self and society. Sub-systems have distinct properties both in specialization and scope of responsibilities (Bertalanffy, 1971). Sub-systems perform unique and complementary roles to attain the common goals of the system. Principal occupies a higher position than the students' council who lowest rank of the administrative hierarchy student body in school is of paramount significance.

The systems theory school being a social system sub-systems such as students' council sub-system, which requires proper coordination, role clarity, training and healthy relationship with the school administration, school teaching and non-teaching staff and students to enable it to contribute to school administration. These are achieved when student council exist in school as students.

Leadership theories student council decision-making since decision-making in consultation with the student body. Transformational leadership theory transform student council through leadership through their commitment and capacity to execute duties in decision making. Participative leadership theory engages student council in decision-making in executing discussed ideas. General Systems theory deal leadership and decision making as a component of leadership.

2.3 Student Council Activities in Secondary Schools

Student council representative structure for the student body, through which they get involved in school governance, working in partnership with school administration, staff, and parents for the benefit of the institution and the stakeholders. Learners actively participate in school policy-making and implementation as a major stakeholder group.

Mechanisms to involve learners in the governance of schools employed globally as a form to democratizing education. (Carter, Harber & Serf, 2003; Mncube, 2005).

Instead of promoting participatory teaching and learning processes, curriculum experienced predominant classroom instructional methods present a range of opportunities for student involvement from decisions about nature of assignments and projects, to assessment strategies and marking actually contradict the desired engagement. This applies equally to the topics chosen by students for discussion in class and or school councils. The ineffective school councils are closed in, have no enthusiasm to discuss school matters. If rigid limits are imposed on student councils at the outset, students are unlikely to develop enthusiasm to effectively participate in such fora (Huddleston, 2007). Hord et al (1999) further add that student consultation relating to curriculum and examination reform is mandatory.

In South Africa, discipline in secondary schools preoccupied Moles (1990), Furtwengler (1996), Palardy (1996), Pienaar (2003) and Le Mottee (2005) in search for remedies to curb the malady. Act No 84 of 1996 (SASA), mandated learners in secondary school to participate in the governance of institution. It stipulated that the representative council of learners (RCL) part of the school governing body (SGB) with the responsibility of drawing up a code of conduct for learners.

In Kenya, student council members are directly voted in by fellow students and endorsed by the administration. This participatory management of schools moved schools further in transforming students' activities (Zahra, 2010). Not all schools in Kenya have given youth freedom of expression as enshrined in the United Nations convention on the right of the child (Kiruthu, 2011). The convention gave the child rights to education, play, freedom from violence, exploitation and abuse, food, shelter and a right to have their voice heard on issues affecting them (Indimuli, 2012). The student council's vision enhance students' participation in interactive school leadership. Own objectives, vary from school to school but allowed to operate after scrutiny by the school administration. Some general objectives would be to enhance communication between students, administration, staff, and parents, to promote an environment conducive to educational and personal development, to promote friendship and respect among pupils, to support the administration and staff in the

development of the school and to represent the views of the students on matters of general concern to them.

Key functions of student councils support objectives of the council and promote the development of the school and student welfare. In planning and undertaking activities during the course of the school year, student council would work closely with school administration, teachers and parents, consult regularly with students in the school, and encourage the active participation of as many students as possible in the endeavors of the council.

Student council represent the views of the student body to the school administration for input and awareness. Talking and listening to the student body, considering views, concerns, and discussing the school administration on behalf of the students.

Student council activities improve communication through making presentations at staff meetings, keeping a noticeboard, organizing a newsletter, school administration, staff, and parents. Setting up study groups for students and organizing language clubs or assist with the induction of new students can improve the training environment.

A student council participate in the expansion of school policies in areas such as bullying, uniform conditions, behavior code, and co-curricular activities through presenting their views. For effective management and wider participation of the student body, student council form sub-committees to consider individual policy issues, consult with students, staff and parents on related matters and represent them to the school administration.

Researchers investigated extent of student participation in secondary schools in Kenya. Research initiatives were prompted by the recurrent student unrest in Kenyan schools. Conditions of unrest attributed by media and researches on unilateral decision-making practices by school administration. Findings revealed participation was cosmetic. Students were allowed to participate in student welfare issues. They considered immature and unable to participate in administrative issues managing funds and budget, curriculum issues of teaching methods and methods of assessment. Student participation in secondary school administration was wanting and needed expansion beyond student welfare (Jeruto &

Kipruto, 2011). This converges with this study but different schools practiced different approaches and got varying results.

Mutiso (2013) recommended school administration consider students' opinions raised in different fora in decision-making processes formulation and implementation of policies concerning school management and administration. For the students to select prefects democratically, the process be free and fair of suspicion. In public secondary schools poor leadership increased student unrest and disharmony in the student council.

The student council system gave opportunity for student participation in school administration through representation. The school principal should ensure functional student council system between the school administration and students to share governance roles. Otieno (2001) says schools rely on teachers to appoint student councils with no participation of student body by dictating those selected by using set conditions. Time has come for democracy where students freely express their views. Students participate in electing student councils through election system and create ownership of school and activities.

Establishment of student council give opportunity on communication, planning and organizational skills benefitting all. Students take responsibility for projects. This has significant benefits to school community. School policies are successful where clearly understood and accepted by stakeholders. Student council thrive if students were committed to make it work.

2.4 Teaching and Learning Environment Student Council Decision

Making

In Ireland, the government entrenched student council in Education Act 1998. The student council was created to contribute a positive, caring, supportive and inclusive school environment, a vehicle for student participation. Impact on issues of discipline, bullying, and staff-student relations. Appropriate educational opportunities and interactive learning environment, where students learnt leadership and communication skills, rights, responsibility and accountability (A voice for students, 2002).

The Working Group of Student Councils in Ireland defined Student Council a representative structure for students who work with school management, staff and parents for the benefit of the school and its students (National Youth Council of Ireland, 2002).

Obiero (2012) assessed the influence of University administration on involvement of student leaders in the governance of Kenyatta University. University restored calm after unrest. He attributed the calmness experienced to adequate consultation between the student leaders and the university administration. The students not involved in decision-making matters.

Wambulwa (2004) raised a number of advantages of learner representation in the school governing body, between learners and school governing body, role by learners to influence decisions. Improvement and maintenance of discipline resulted. If given the opportunity to serve on committees and exercise right to vote learners and educators would solve problems together. Wallace (2002) argued the notion of distributed leadership and management having potential to illuminate school-level relationships, effectiveness and improved development activity. British primary schools represent distributed leadership and management. I resonate with Wambulwa (2004) and Wallace (2002) on student council being a link to the students and through contributing to decision making on issues affecting welfare, discipline, curriculum methods, and co-curricular activities as well as strengthening school level relationships.

Student council involvement in educational leadership had been closeness to the colleagues in the learning environment (Mukiti, 2004). Involvement in supervisory roles impart participatory leadership skills, which would need in both work and social environments after leaving school. Role of student council in decision making depend on closeness to students and leadership skills imparted.

Monahan (1999) indicated that student councils could improve academic standards and reduce dropout rates in schools by training. Keogh & White (2005) pointed that training is an important in preparing the student councils to function, and should happen at the beginning of executing roles. Vundi, Majanga & Odollo (2014) observed that training would provide the student council members opportunity to bond and build relationships. Student councils requires preparation, on-going training, and development. Training, rules,

and procedures will help a student leader to execute his/her mandate and be accepted by the student body (Keogh & Whyte, 2005). All these studies agree on the need for training student council members above being elected and assigned duties to make an acceptable contribution to decision making. Role of a student council is dependent on leadership training. Okumbe (2001) explains appointment of student councils is appropriate to hold a democratic election which enables the administration to acquire student councils who will help the organization meet its objectives. The election of student leaders is guided by the organizational effort. Student leaders' appointment needs thorough induction by the administration on their roles and the boundaries within which they should operate. He says that constant leadership seminars for them should be an inbuilt program in an educational organization so that student leaders' administrative skills are sharpened. Student councils play a role in complementing the behavior of students. Elected students get together to present their views on various subjects pertaining to their requirements in academics, sports, creative pursuits and even behavior in school. Okumbe show the need for student council thorough induction through leadership seminars to operate skillfully and productively. This agrees with the study of student council contributing to decision making but goes further to empowering them by training and induction.

Zuo & Ratsoy (1999), demonstrated students administering their own affairs, satisfying student needs, and protecting political interests of students. Students involved in university academic and administrative decision-making at different levels. Student associations had greater influence than students. Environmental and personal factors affected impact of student participation in university governance. Student expected group decision-making skills and demonstrate commitment to mission of the university. Student council at all levels are capable to administer their own affairs hence the reason for finding out which activities student council are involved in decision making. This converges with study except student leaders at different levels of education and age.

Philippines, Diosdado (2008) examined impact of implementing democratic school leadership through advisory school councils in public secondary schools. It revealed the experimental group had higher levels of commitment, empowerment, and trust compared with the control group after one year of implementing democratic school leadership. One-

year experiment did not yield a significant impact on the students' academic achievement levels. Factors elicit or inhibit the active participation of the stakeholders in collaborative decision making have been identified. The study suggested that the Philippines should expedite the process of establishing school councils in public schools as an approach for creating a better teaching and learning environment. This converge as it seeks role of student council in decision-making. He discovered outcomes of leadership than activities. Both studies explored decision-making activities that could have contributed to promoting conducive teaching and learning environment.

2.5 Student Councils and Decision-Making

Kibutha & Naituli (2011) revealed leadership training empowers positive role-model and motivates a positive contribution in school, community, and society. This helped student leaders to unearth assumptions, and utilize them positively. Positive feedback helped identify specific strategies and steps towards effective performance of duties. This study seeks to find challenges student council may encounter in decision-making. Training have an impact on decision making.

Effective involvement prefects' aspects lives which safe or without adults in the school, embedded, at institutional level and interface between local, national and international communities (Fielding & Radduck, 2003). The notion authoritarian and paternalistic, not democratic. It assumes that prefects have no right to decide for themselves issues wanted or not. Decision-making activities student council involved in face challenges executing decisions.

Prefects' participation in clubs and societies becomes important in school governance and support the school administration. Prefects' involvement in co-curricular activities revealed it a challenge in many schools (Isaboke, 2013). Many schools dictate the co-curricular activities but the student council choose what to participate in making decisions.

Nongubo (2004) found learner involvement in school governance problematic. Reason for the minimal influence of prefects' involvement is denied opportunity. Democratic potential of learner participation is undermined. Specified areas of governance with student leaders in mind be done. Great need to select, train and equip prefects with skills to manage

themselves, fellow students, time, school duties and their studies. Responsibilities delegated to prefects without proper guidance confuse, stress and destroy. Attention be dedicated to guidance on prefects' roles as students (Otieno & Ambwere, 2000). Student council should have a continual discussion. On the roles.

2.6 Student Council Activities and Decision-Making in Schools

Gul (2010) effectiveness levels of participation of student councils in decision making at universities perceptions of student council board members. Student councils have little influence on decision making. Regulations for student councils be given right to vote and participate in decision making. This study is in line with finding out if student council decision making promotes a conducive teaching and learning environment through participation. Murage (2017) involvement in decision making in secondary schools participation of students in organization, administration, functions, and control of discipline through delegation of powers. Study was based on two theories, social change and functionalism. Students failed to take instructions from student councils as election of student council members was not free and fair. Student council emanate from students feeling their ideas and preferences overlooked even student council election.

Mulwa & Maiyo (2010) participation in decision making by secondary school students in Mwala division, Mwala district, Kenya to identify the key decision makers in secondary schools and students involved in decision making in curriculum and instruction, students' management and welfare, and school-community relations. Schools involve students in decision making to avert crises like school strikes. Students participated in decision making and school community relations. 95% of the students liked to participate in decision making. This is in line with this study in finding out which areas the student council participates in and how they promote conducive teaching and learning environment.

Mager & Nowak (2012) effects of student participation in school decision-making processes. Qualitative analyses yielded a typology of student participation, the effects of student participation, quality and quantity of related research. Positive effects of student participation on life skills, self-esteem, and social status, democratic skills and citizenship, student-adult relationships and school ethos. Limited evidence on academic achievement,

facilities, rules or policies, and health. Study narrows down to student council activities and participation increasing conducive teaching and learning environment in decision-making.

2.7 Research Gap

Different secondary schools in other sub-counties have investigated the depth of involvement of student council in school administration. In Nairobi County, research has been done in Dagoretti, Kibra and Westlands sub counties but Embakasi Sub County has no research done on student council role in decision-making. Embakasi Sub County houses a large population of average and low-income earners. The majority of these people live in slum areas. Despite the low number of public secondary schools available, the schools have a high student enrolment and as a result, they are very crowded. The study explored the impact of the student council on school administration and what decision-making skills have been acquired as they executed their roles. This has informed the researcher to explore the role of student Council on decision making.

2.8 Summary of the Literature Review

The theories support student council leadership. Bush & Hystek (2003) conceptualizes transformational leadership theory a central focus on commitment and capacities of organizational members contribute to a productive learning community. Participative leadership theory decision-making process of an institution central focus of the group where participation by members increases effectiveness (Hoy & Miskel 2008). General systems theory suggests that a school complete system but within a larger system and interdependent. Sub systems perform unique and comprehensive roles to attain common goals of the system (Bertalanffy, 1971). Recognizes all sub-systems to perform unique and complementary roles to attain the common goals of the system. The study draws more from the general systems theory.

Zahra (2010) suggested workable student councils and participatory management of schools. Jeruto & Kipruto (2011) administrators only allow the superficial participation of student council. The student council a system to provide students structured partnership

with teachers, parents and school administration. Mukiti (2014) observed that student council involvement in supervisory roles.

Conducive teaching and learning environment, Keogh & White (2005), Vundi, Majanga & Odollo (2014) and Okumbe (2001) pointed training prepared student council to execute roles. Zuo & Ratsoy (1999) demonstrated students involved in university academic and administration decision-making. Secondary schools emulate degree of student council involvement.

Kibutha & Naituli (2011) pointed out that the provision of role models to student council and training. Nongubo (2004) emphasized need to let the student council participate in decision making to own process. Otieno & Ambwere, (2000) felt that special dedicated to guidance on harmonize prefects' roles as students. Isabokey (2013) and Nongubo (2004) found involvement in school governance a problem. Influence of prefects' involvement in co-curricular activities a challenge.

Gul (2010) amendments in regulations or guides for student council's students can be given right to vote and participate in decision making. Murage (2017) found schools students failed to take instructions from student councils where they felt that the election of student council members was not free and fair in Kirinyaga, Kenya. Mulwa & Maiyo (2010) established students participated in decision making curriculum, instruction, students' management and welfare. More than 95% of the students indicated that they would like to participate more in decision making. Mager & Nowak (2012) found moderate evidence of positive effects of student participation on life skills, self-esteem, and social status, democratic skills and citizenship, student-adult relationships and school ethos. Limited evidence of positive effects on academic achievement, facilities, rules or policies, and health were found and low levels of evidence of negative effects.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter has discussed the research design, target population, sample size and sampling techniques, research instruments, validity and reliability of instruments, data collection procedures, techniques used to collect the data and lastly the method used to analyze the data. The key theme was student council decision making. This was supported by student council activities, promoting conducive teaching and learning environment and challenges facing student council sub-themes.

3.2 Research design

The researcher used a descriptive survey design. It involved observing and describing the behavior of a subject without influencing it. Data was collected by asking respondents questions (Kothari, 2004). The questionnaires collected views of principals, teachers and student council members on the activities student council were involved in. This was to find out if they promoted a conducive teaching and learning environment and what challenges the student council faced. Survey research provides a quantitative description of trends, attitudes or opinions of a population by studying a sample of that population (Fowler, 2008). This method is suitable for the study because it gave information on the role of the student council in decision making and the researcher was able to get first-hand information from the sampled population.

3.3 Target Population

This research targeted all the seven public schools in Embakasi District. Table 1 shows the seven schools the research targeted. These included 7 principals, 165 teachers, and 235 student council leaders.

Table 1***Population Data of Public Secondary Schools in Embakasi Sub-County***

Name of School	Principal	Teacher	Student Council
Embakasi Girls Secondary School	1	26	35
Embakasi Garrison Secondary School	1	15	18
The Komarock School	1	28	36
Mwangaza Secondary School	1	23	40
Peter Kibokosya Secondary School	1	24	45
Kayole South Secondary School	1	38	43
Utawala Secondary School	1	11	18
Total	7	165	235

3.4 Sample Size and Sampling Technique

The researcher used a stratified random sampling technique to sample the teachers and student council members. According to Mugenda & Mugenda (2003), a stratified random sampling technique ensures inclusion in the sample of the subgroup. The researcher used all the public schools in Embakasi Sub County. They were 7 in number and were grouped into two categories of boarding girls and mixed day schools as shown in table 2.

Table 2***Study Population***

Type of school	Number of schools	Name of school
Boarding Girls	1	Embakasi Girls Secondary School
Mixed day	6	Embakasi Garrison Secondary School
		The Komarock School
		Mwangaza Secondary School
		Peter Kibokosya Secondary School
		Kayole South Secondary School
		Utawala Secondary School

124 respondents were used for the study comprising of 7 principals, 48 teachers and 69 members of student councils. There was 30% sample of the total population. The researcher administered to all the seven public secondary schools. This sample was ideal and was within the accepted sample for descriptive analysis for statistical data. Table 3 shows the actual numbers calculated.

Table 3

Sample Data

	Principal	Teachers	Student Council	TOTAL
Numbers	7	165	235	407
Sample Data	7	48	69	124
Percentage	100	30	30	30

3.5 Research Instruments

The research instrument used for the study was a questionnaire, administered to 7 principals, 48 teachers, and 69 student council members. The selection of the instrument was guided by data to be collected and objectives of the study. The questionnaires were administered to the student council in form 4, form 3 and to form 2.

3.6 Instrument Validity

Prior to conducting the survey, the questionnaires were given to a principal, five teachers and eleven student council members from a different sub-county. The total number was 17 out of 132, 13%. They provided suggestions and comments on the appropriateness of the items. The suggestions were taken into consideration for validity purposes before the researcher made the final corrections to the questionnaires and conducted the survey. The aim was to determine the accuracy, clarity, and suitability of the instrument. The testing established the content validity of scores on the questionnaire instrument which improved the questions and format. The data was excluded from the final analyzed sample. Mugenda & Mugenda (2008) say that 10-13% of the sample size can be used for piloting which is a

representation of the reality of the whole sample. They further indicate that the sample for piloting should be excluded from the final sample during analysis.

Mugenda & Mugenda (1999), says piloting was necessary to ensure validity, reliability, consistency, and comprehensibility of research instruments. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. The content validity of the instrument was also determined by discussing the items in the instrument with the supervisor.

3.7 Instrument Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). To improve reliability an assessment of the consistency of the responses on the pilot questionnaires was made. To judge reliability, a test-retest technique of reliability was employed where pilot instruments were administered twice to the respondents with a one-week interval to allow for reliability testing. The scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient (r) between the two sets of scores x and y from the pilot questionnaires. The r score was 0.65.

x = first set of scores; y = second set of scores; Σx = the sum of the first set of scores; Σy = the sum of second set of scores; Σx^2 = the sum square of first set of scores; Σy^2 = the sum square of second set of scores; Σxy = the sum of cross product of x and y and n = total number of respondents. Pearson's product moment formula was employed to compute the correlation coefficient. To establish the consistency of the questionnaires the same responses were elicited. For this study, the reliability coefficient of 0.65 implied that the study instruments had large strength of association hence reliable.

3.8 Data Collection Procedures

Ahead of surveying, the researcher acquired a permit from the NACOSTI. The researcher notified the Regional Commissioner, the Regional Director of Education- Nairobi, and Sub County Director of Education Embakasi Sub County of MoEST. The principals of the schools were informed through an official visit and issued with official letters by the

researcher. The researcher booked appointments to collect data from the principals, teachers and student council members. She used closed and open-ended questions. The researcher distributed the questionnaires to the 7 principals, 51 teachers and 74 members of student councils and collected them for analysis.

3.9 Data Analysis and Presentation

Data analysis a process of systematically searching and arranging the data collection instruments used in the field with aim of increasing one's own understanding of them and enabling one to present them to others (Orodho, 2009). In this study, data analysis was quantitative. Responses were organized into pertinent areas of the study based on research questions. The quantitative analysis involved percentages and frequency tables. Data was presented in tables, bars graphs, pie charts, and stacked bar graphs. The researcher has drawn conclusions between the student council and administration in decision making. Further research recommendations have been made.

3.10 Ethical Considerations

The researcher obtained authorization from NASCOSTI on 27th February 2018 to 26th February 2019. The Ministry of Education consented and granted authority to carry out research and directed the researcher to inform the Embakasi Sub County director of Education. Befring (2004), in reference to the Norway Personal Registry Act (1978), on the norms and regulations for safeguarding the personal integrity of researchers and research volunteers requires the informed consent of the participant, the participants right to inspection and oath of confidentiality. In this study, the researcher sought informed consent from the participants indicated in the introduction of each questionnaire. Informed consent referred to the information given to the potential participants of a given study (Bryman, 2006). It usually illustrates the purpose of the study, its expected outcomes, and expectations from the participants. All the information collected was only for the purposes of the study.

CHAPTER FOUR PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

On role of student council in decision making for public secondary schools in Embakasi Sub-County, Nairobi County, Kenya. This is based on student council activities and participation, teaching and learning environment and challenges faced.

4.2 Questionnaire Return Rate

Collected data from 7 principals, 51 teachers and 74 student council members in public secondary schools of Embakasi Sub County, Nairobi County, Kenya. Table 4 shows the yield of the questionnaires. The questionnaire return rate was 96%. Babbie (2007) response rate of 70 percent is considered to be very good and sufficient for analysis. The questionnaires were therefore sufficient for analysis in this study.

Table 4

Questionnaire Return Rate

Designation	Sample size	Questionnaires returned	Percentage
Principal	7	7	100%
Teacher	51	48	94%
Student Council	74	69	93%
Total	132	124	94%

4.3 Demographic Data

Demographic data discussed percentage distribution of the designated respondents, professional qualification, gender and age of the respondents. This was important so as to understand the suitability of the respondents in giving their views.

4.3.1 Distribution of Respondents Designation

In the sample data, all principals participated. The data was collected from total population of principals. 30% were teachers and 30% were student council members. For teachers and student council members, sample data was necessary as the total population was large.

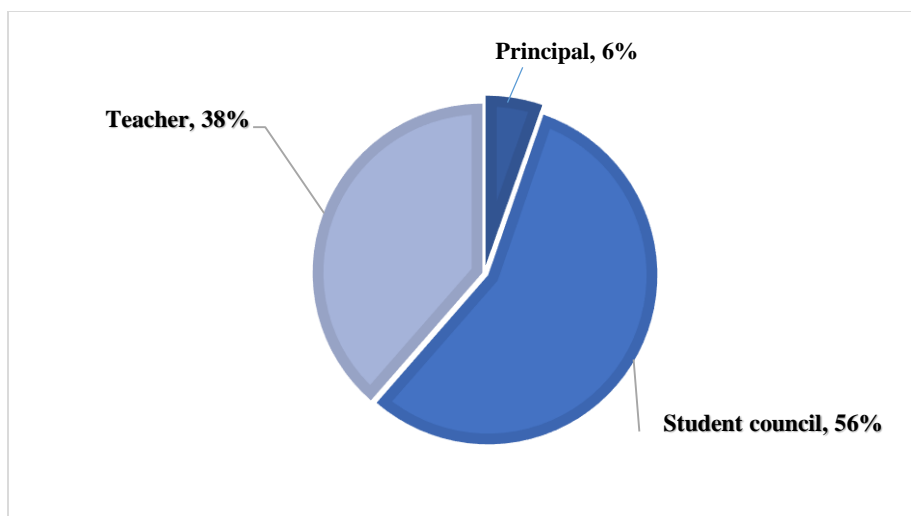


Figure 1. Designation of respondents

Out of the total respondents, 6% were principals, 38% of teachers and 56% members of the student council. Each group percentage was proportional to the corresponding total population. Figure 1 depicts this information.

4.3.2 Distribution of Participants by Gender

The study sought to establish the gender of principals, teachers and student councils who participated. Table 5 represents this information.

Table 5

Percentage Distribution of the Designated by Gender

Designation	Female	Percentage	Male	Percentage	Total	Percentage
Principal	5	71%	2	29%	7	6%
Teacher	25	52%	23	48%	48	38%
Student	45	65%	24	35%	69	56%
Total	75	60%	49	40%	124	100

The majority (71%) of the principals were female as compared to 29% who were male. For the teachers, 52% were females as compared to 48% males. 65% of the student council were female and 35% were male. In total 60% of the respondents were female and 40% were male. The female gender was greater than the male in all categories. A higher percentage of females was observed among principals and students. Teachers were almost

equal. The female was more by 2%. This is a reflection of composition of gender in cosmopolitan public secondary schools.

4.3.3 Distribution of Participants by Age

The principals participated were experienced teachers in administration reflected by age. Age depicted capability of giving accurate responses to the questions asked. 86% were in the 46-55 age bracket and 14% were in the 56-60 age bracket. Table 6 represents this information.

Table 6

Age Group Distribution of Principals by Gender

Age group	Male	Percentage	Female	Percentage	Total	Percentage
46 – 55	2	29%	4	57%	6	86%
56 – 60	0	0%	1	14%	1	14%
Total	2	29%	5	71%	7	100%

Principals were 46 years of age and above, two male gender and five female. The principals were in a position to understand the students' council activities and participation in decision making in regards to administration out of experience at work as educators.

Teachers in the 26-35 age bracket were 45% newly employed. 31% were in the 36-45 age bracket had ten to fifteen years before retirement age. 20% were in the 46-55 age bracket and 4% of the teachers were in the 56-60 age bracket.

Table 7

Age Group Distribution of Teachers by Gender

Age group	Male	Percentage	Female	Percentage	Total	Percentage
26 – 35	15	29%	8	16%	23	45%
36 – 45	6	12%	10	20%	16	31%
46 – 55	3	6%	7	14%	10	20%
56 – 60	1	2%	1	2%	2	4%
Total	25	49%	26	51%	51	100%

The teachers ranged from 26 to 60 years. 46% of teachers were in the 26 - 35 age group and 29% were in the 36-45 age group. 21% were in the 46-55 age group. 4% of teachers are above 56 years. Table 7 provides this information.

Over 72% of the student council was over 16 years. 27% were between the ages of 14 to 16 years. Students in form two to four classes. Form one student council members were new in school to provide credible information in decision making. The largest age group was 16-18 years (57%) followed by the 14-16 age group at 27% as shown in Figure 2.

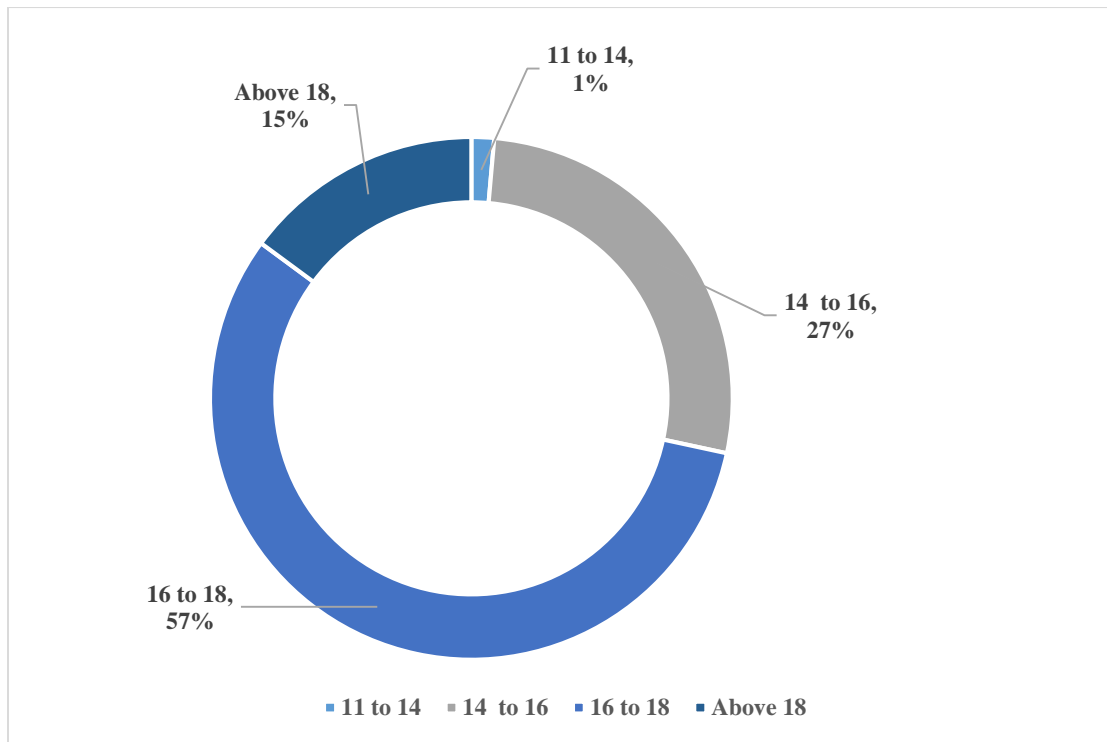


Figure 2. Percentage distribution of the student council designated by age

This was significant in that these participants were familiar with the role made by the student council body in decision making.

4.3.4 Level of Education for Principals and Teachers Respondents

Table 8 show equal number of female and male principals’ bachelor holders in education (29%). 42% of females were masters’ degree holders and no male principal had a masters’ degree. This showed that the principals were trained to carry out administrative duties and in a position to interpret the role of student council decision-making.

Table 8***Education Level Distribution of Principals per Gender***

Education	Male	Percentage	Female	Percentage	Total	Percentage
Bachelors	2	29%	2	29%	4	58%
Masters	0	0%	3	42%	3	42%
Total	2	29%	5	71%	7	100%

Table 9 shows that 6% teachers' diploma holders, 4% female and 2% male. 67% bachelors' holders, 25% female and 41% male. 27% masters' holders, 22% female and 6% male. All teachers were trained with a majority having a bachelor's degree (67%). 27% of them had a masters' degree.

Table 9***Education Level Distribution of Teachers per Gender***

Education	Male	Percentage	Female	Percentage	Total	Percentage
Diploma	1	2%	2	4%	3	6%
Bachelors	21	41%	13	25%	34	67%
Masters	3	6%	11	22%	14	27%
Total	25	49%	26	51%	51	100%

This showed teachers trained to carry out administrative duties and in a position to interpret the role of student council decision-making.

4.3.5 Years Worked by Gender of Principals and Teachers

Table 10 shows that 71% of the principals had worked over four years. These principals were familiar with the schools' ethos and expectations to contribute information on student council decision making. They were all female. The rest were all male working between 2-4 years.

Table 10***Years Worked by Gender for Principals***

Years	Male	Percentage	Female	Percentage	Total	Percentage
2 – 4	2	29%	0	0%	2	29%
Above 4	0	0%	5	71%	5	71%
Total	2	29%	5	71%	7	100%

Table 11 shows that 45% of teachers had worked in their schools for over four years. These teachers were familiar with the schools' ethos and expectations. The female teachers were more than male teachers by 9%. Between two to four years of working 20% of the teachers had worked in their respective schools, where both female and male were equal in numbers. 16% of teachers had worked between one to two years of equal gender. 20% of the teachers were in the first year of employment in these schools.

Table 11***Years Worked by Gender for Teachers***

Years	Male	Percentage	Female	Percentage	Total	Percentage
0 – 1	7	14%	3	6%	10	20%
1 – 2	4	8%	4	8%	8	16%
2 – 4	5	10%	5	10%	10	20%
Above 4	9	18%	14	27%	23	45%
Total	25	49%	26	51%	51	100%

4.3.6 Student Council by Class and Gender

Figure 3 shows that form two to four student council members participated in this research. Form one students were newly admitted to the schools and they were still adjusting to the school culture hence did not participate. 23% represented form two student council members, 17% male, and 26% female. 39% were form three students 38% male and 40% female while 38% were form four students 46% male and 34% female.

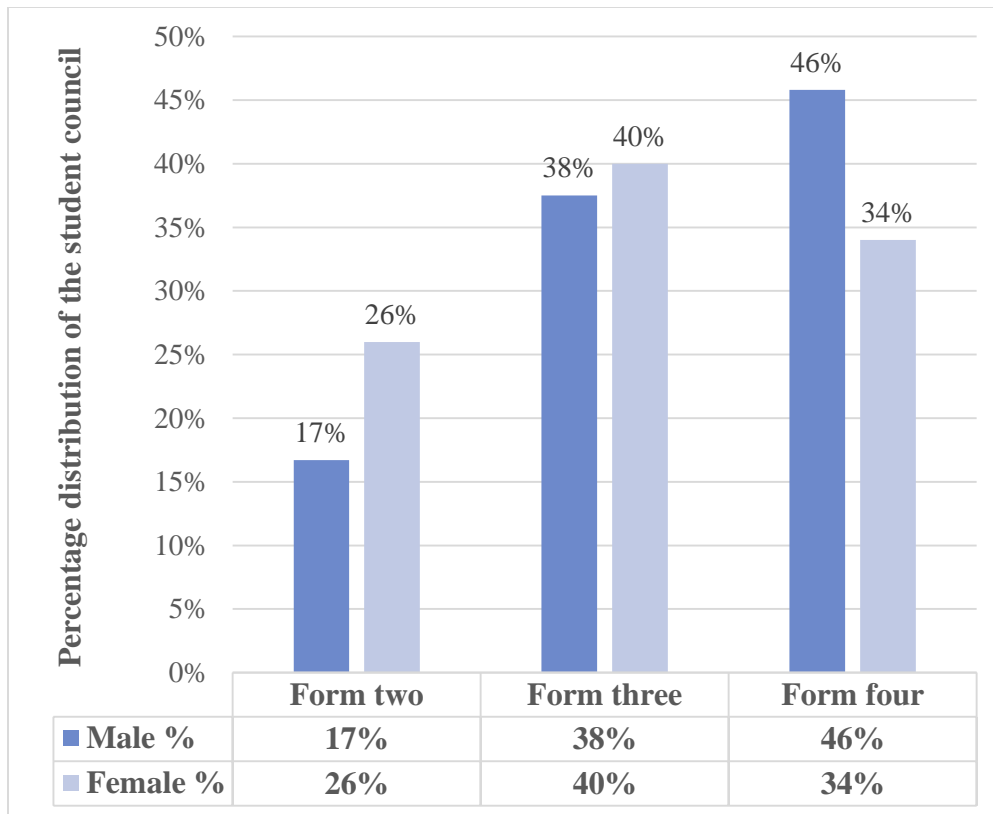


Figure 3. Class by gender

4.4 Student Council Activities and Decision Making

4.4.1 Principals’ views on Student Council Activities and Decision Making

Out of ten student councils’ activities listed in the questionnaire, six were viewed as true by principals. These views were representing students within the institution, resolving inter-class conflicts, monitoring and supervising school programs, reporting on teachers’ lesson attendance, reporting on indiscipline and minor disciplinary issues and channeling student grievances to the school administration. These activities all principals viewed as roles of student council in decision making.

The following activities varied with schools. 86% of principals viewed that Student Council member welcomes and induct new students to the schools. 71% report on students’ lesson attendance. 43% set academic performance targets for the school and 29% make recommendations on schools academic standards.

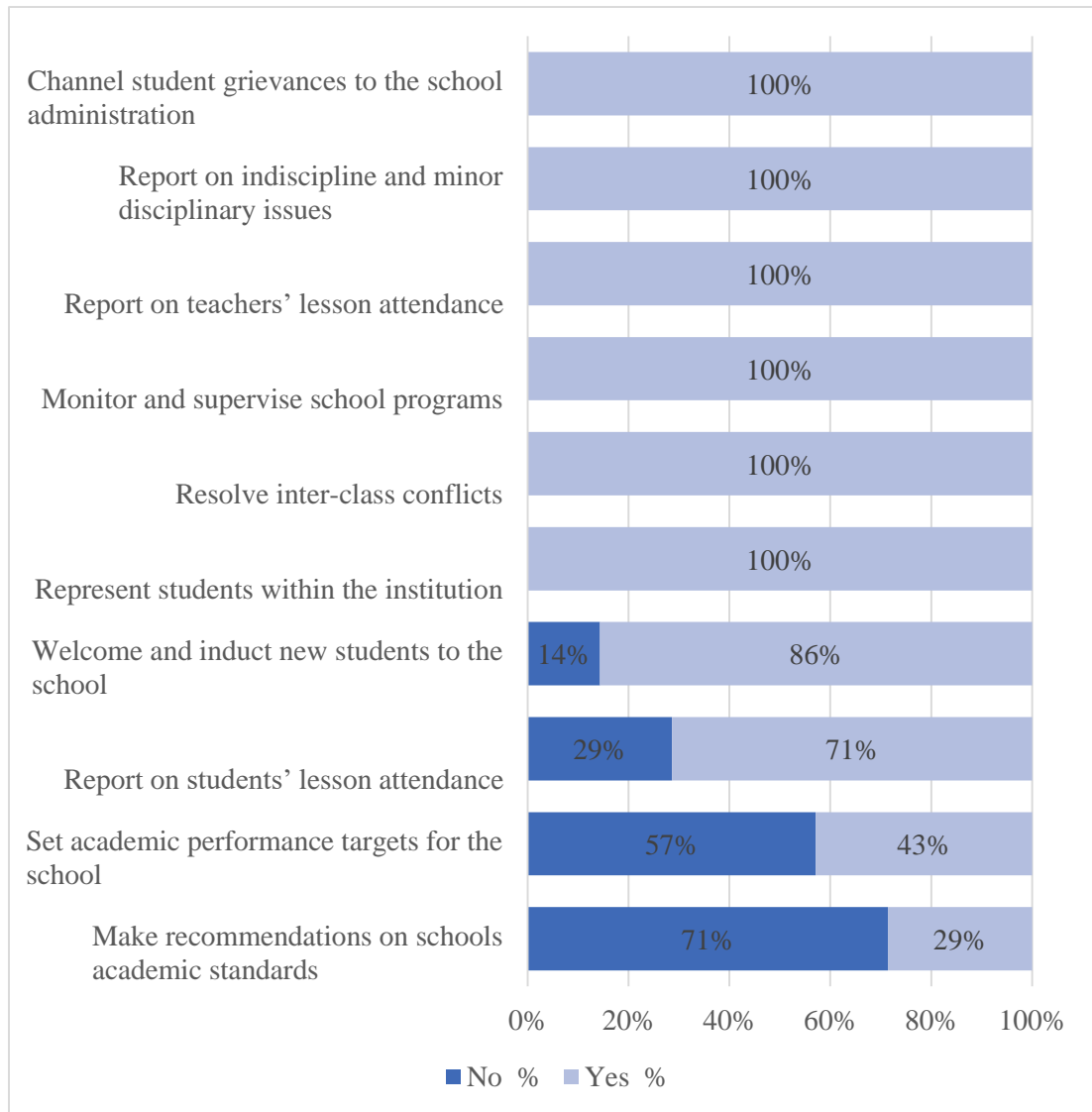


Figure 4. Principals' views on student council activities and decision-making

4.4.2 Teachers' views on Student Council Activities and Decision Making

Eleven student councils' activities listed, two of them viewed as yes by 98% of teachers. Reporting on teachers' lesson attendance and reporting on indiscipline and minor disciplinary issues. 96% of teachers viewed student channel grievances to the school administration. 94% viewed students represent in the institution. 73% viewed students report on students' lesson attendance, monitor and supervise school programs and resolve inter-class conflicts. 65% viewed Student Council members welcome and inducted new students to the school. 33% viewed the Student Council gave input on student school

uniforms. 31% viewed recommending on school academic standards and 28% set academic performance targets for the school. All these are depicted in Figure 5.

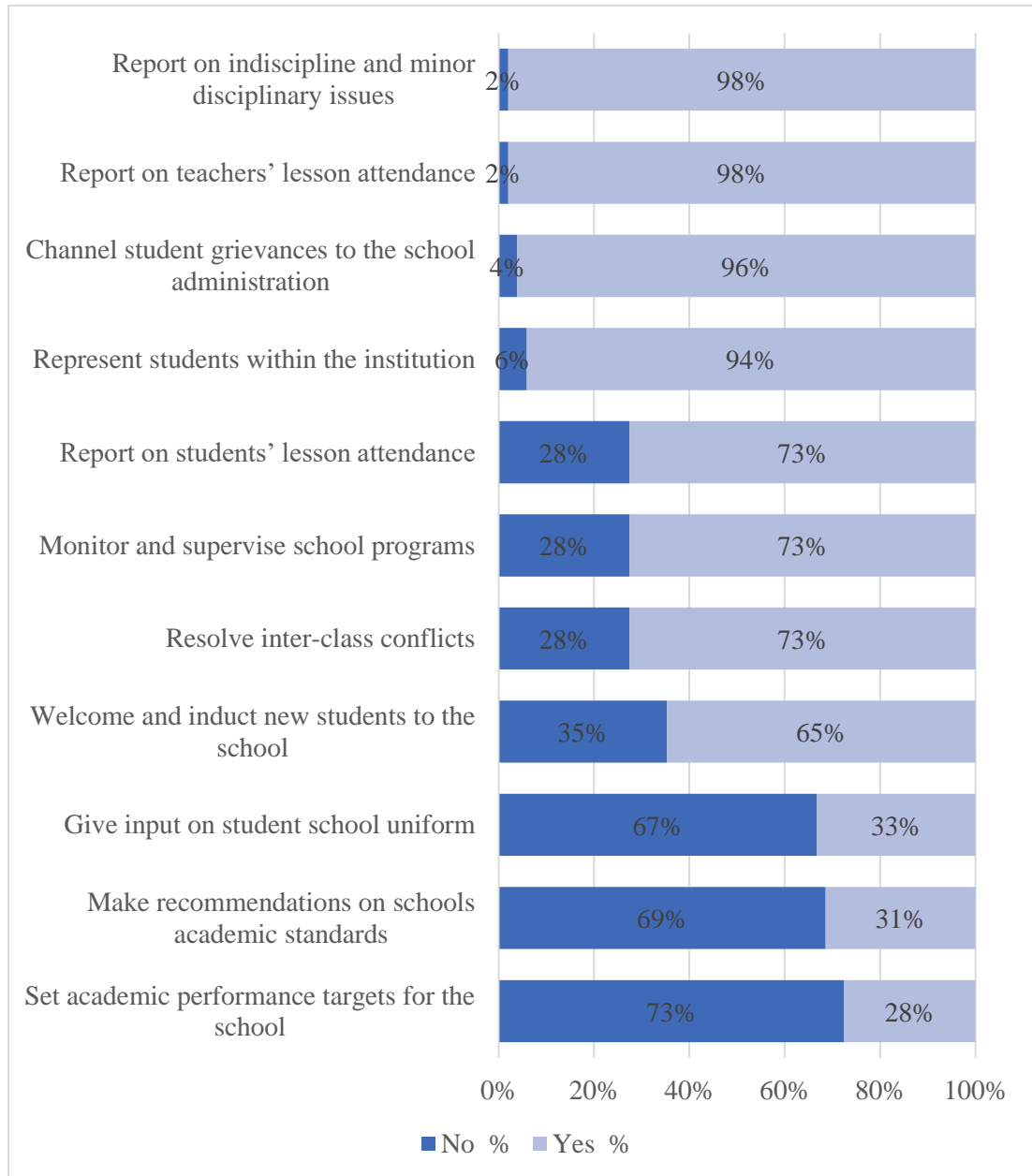


Figure 5. Teachers' views of student council activities and decision-making

4.4.3 Student Council Activities and Decision Making

87% student council reported on indiscipline issues. 80% channeled student grievances to the school administration. 78% reported on teachers' lesson attendance. 74% monitored

and supervised school programs. 72% reported on students' lesson attendance. 69% welcomed and inducted new students to the school. 31% decided on the type of co-curricular activities. 27% set academic performance targets for the school. 24% helped in the preparation of school rules. 15% decided on the kind of diet provided in school. 10% contributed to the preparation of the school budget. 8% decided the number of exams to be done per term. 4% decided on the size of the exercise book to be used. All these are depicted in Figure 6.

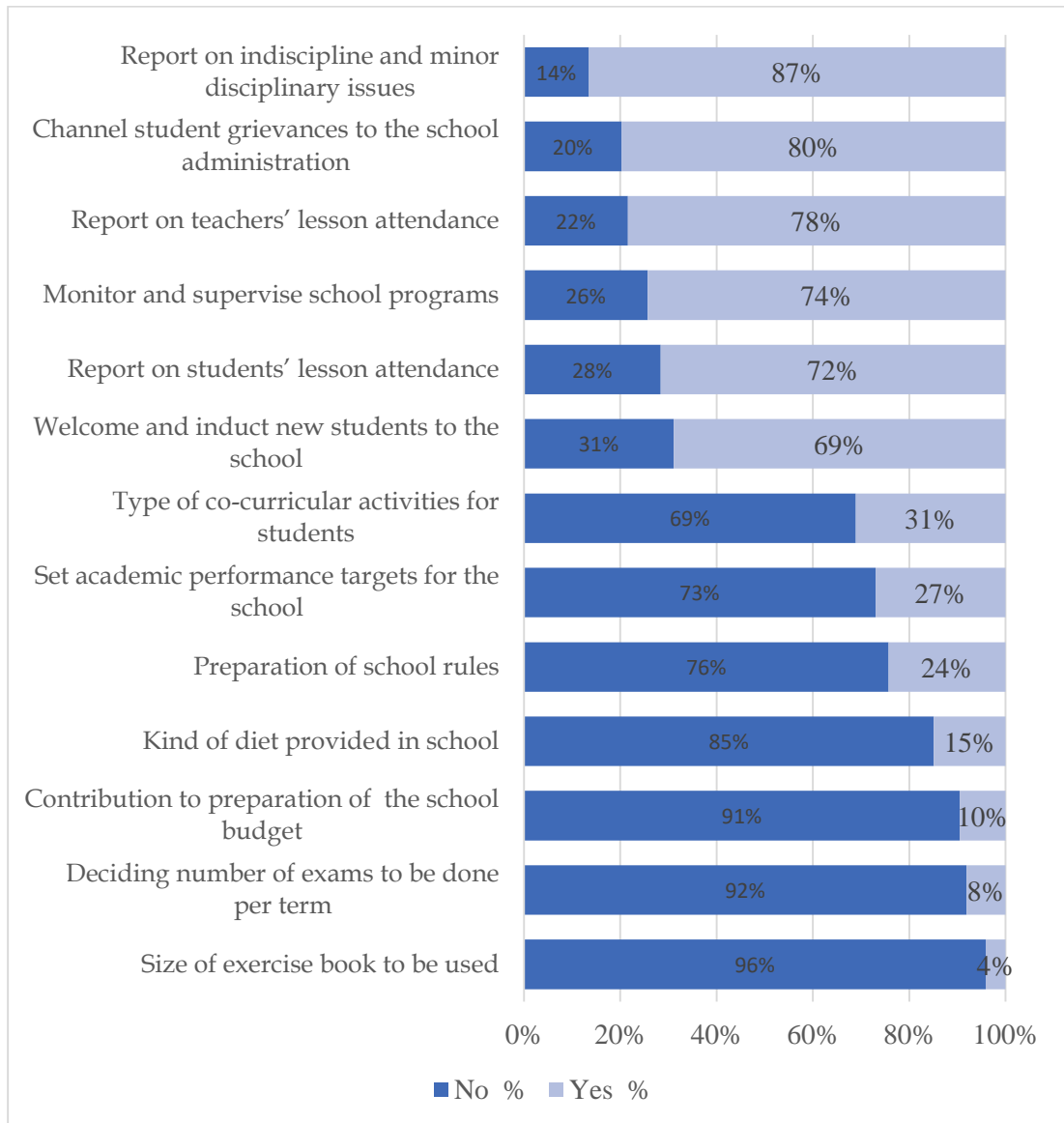


Figure 6. Student Council views on decision-making Activities

4.5 Student Council participation and Decision Making

4.5.1 Principals' Views on Student Council Participation and Decision Making

Three out of six views 71% principals viewed student council participation in Decision Making in kind of diet in school, preparation of school rules and type of co-curricular activities for students. 29% thought student council contributed to the preparation of the school budget and 14% thought student council decided on the number of exams to be done per term. All principals agreed that size of an exercise book to be used was not the student council prerogative.

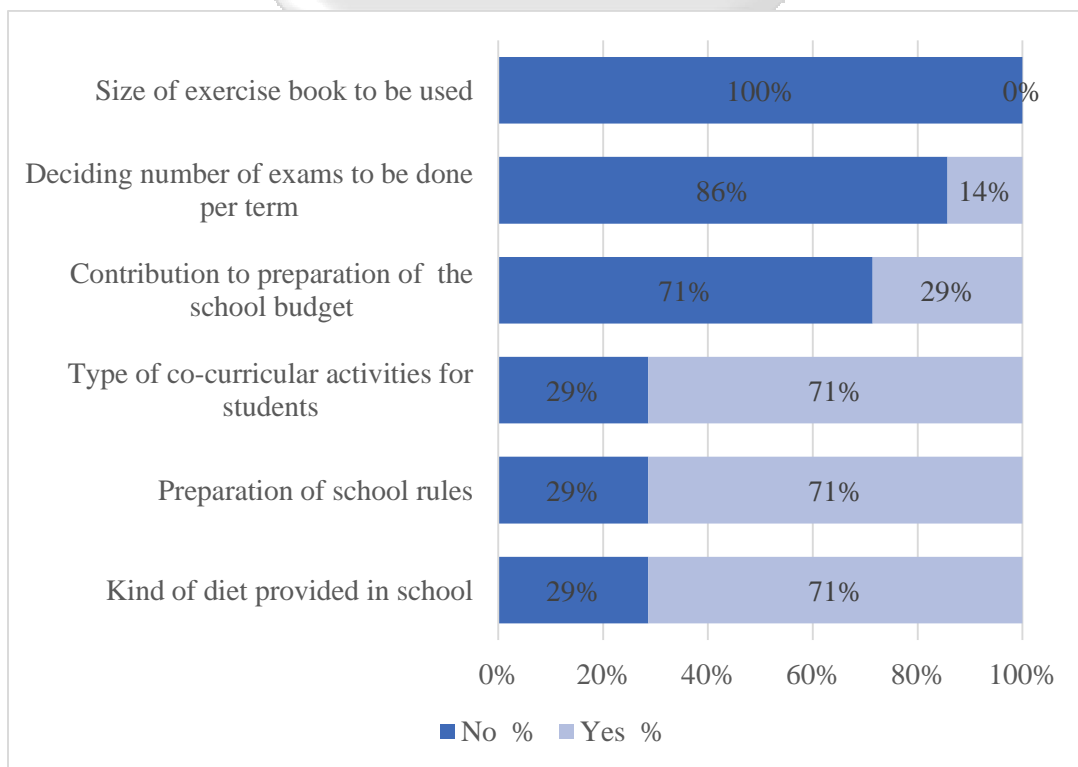


Figure 7. Principals' views on student council participation and decision-making

4.5.2 Teachers' views on Student Council Participation and Decision Making

75% of the teachers thought that the student council participated in initiating and running student programs for example student welfare and talent show. 71% thought the student

council participated in providing solutions to existing challenges in school. 57% thought they participated in choosing type of co-curricular activities for students. 41% thought they prepared school rules. 18% decided on the size of exercise book to be used and diet provided in school, 8% decided number of exams to be done per term and made a contribution to the preparation of the school budget.

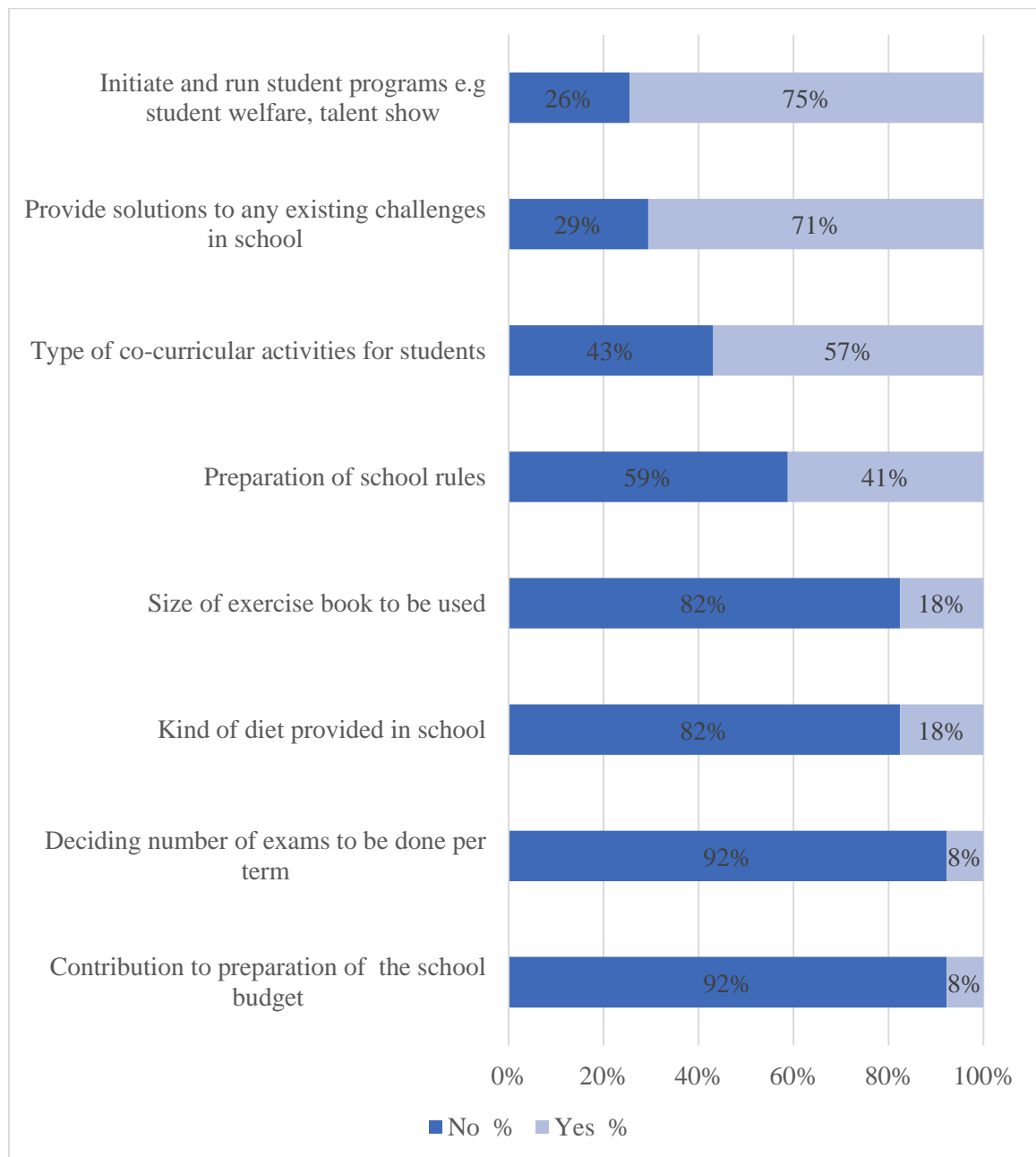


Figure 8. Teachers views on student council participation and decision-making

4.5.3 Student Council Participation and Decision Making

98% of student council viewed the student council to have participated in decision making by reporting on indiscipline and minor disciplinary issues and reporting on teachers' lesson attendance. 96% participated in channeling student grievances to the school administration. 94% participated in representing students within the institution. 73% participated in reporting on students' lesson attendance, monitoring and supervising school programs and resolving inter-class conflicts. 65% viewed student council to participate in welcoming and inducting new students to the school. 33% participated by giving input on student school uniform, 31% in making recommendations on school academic standards and 28% in setting academic performance targets for the school.

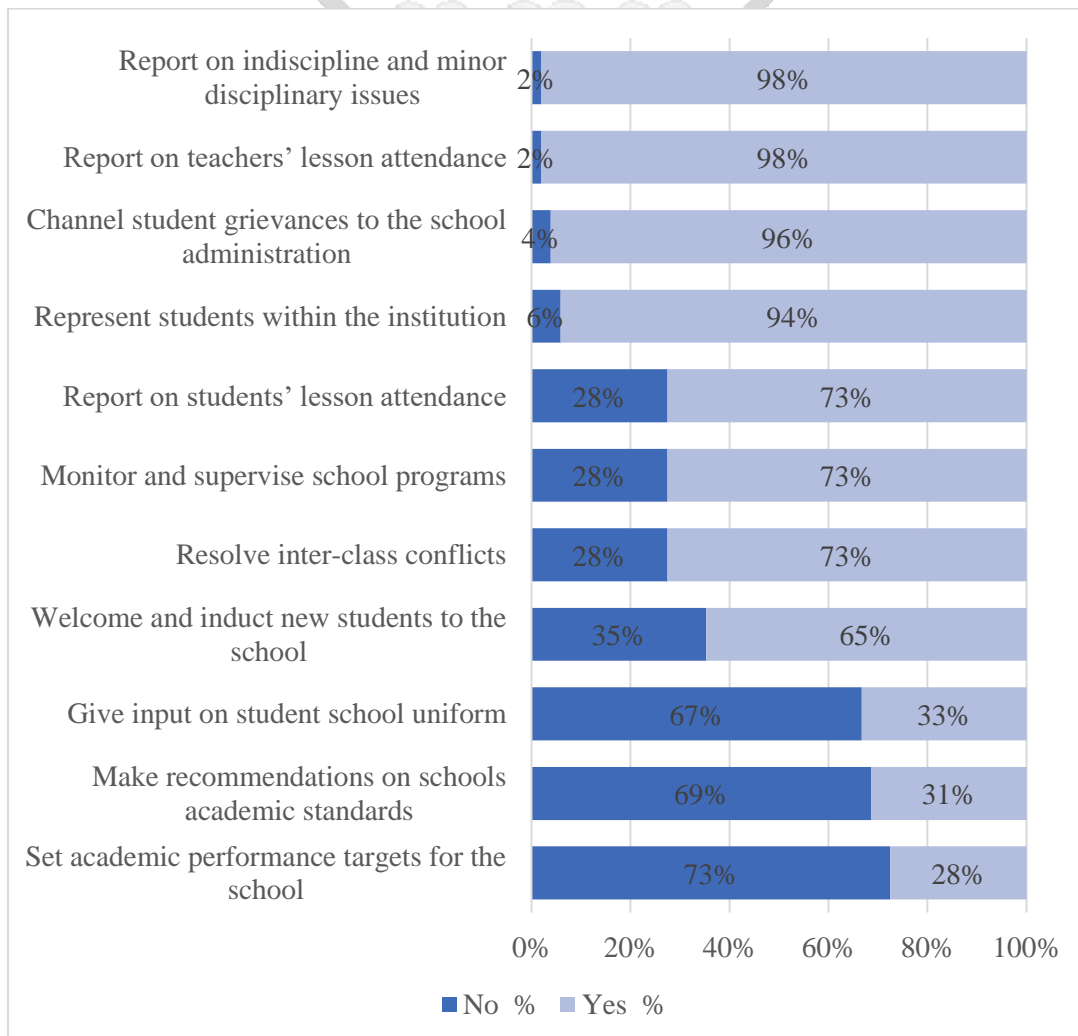


Figure 9. Student council views on participation and decision-making

4.6 Student Council Decision-Making and Teaching and Learning Environment

4.6.1 Principals' Views on Student Council Decision-Making and Teaching and Learning Environment

Principals expressed that student council election, induction, representation and holding meetings with students promoted a conducive teaching and learning environment. 86% felt training, accessing advice from teachers and being in charge of student welfare contributed a lot.

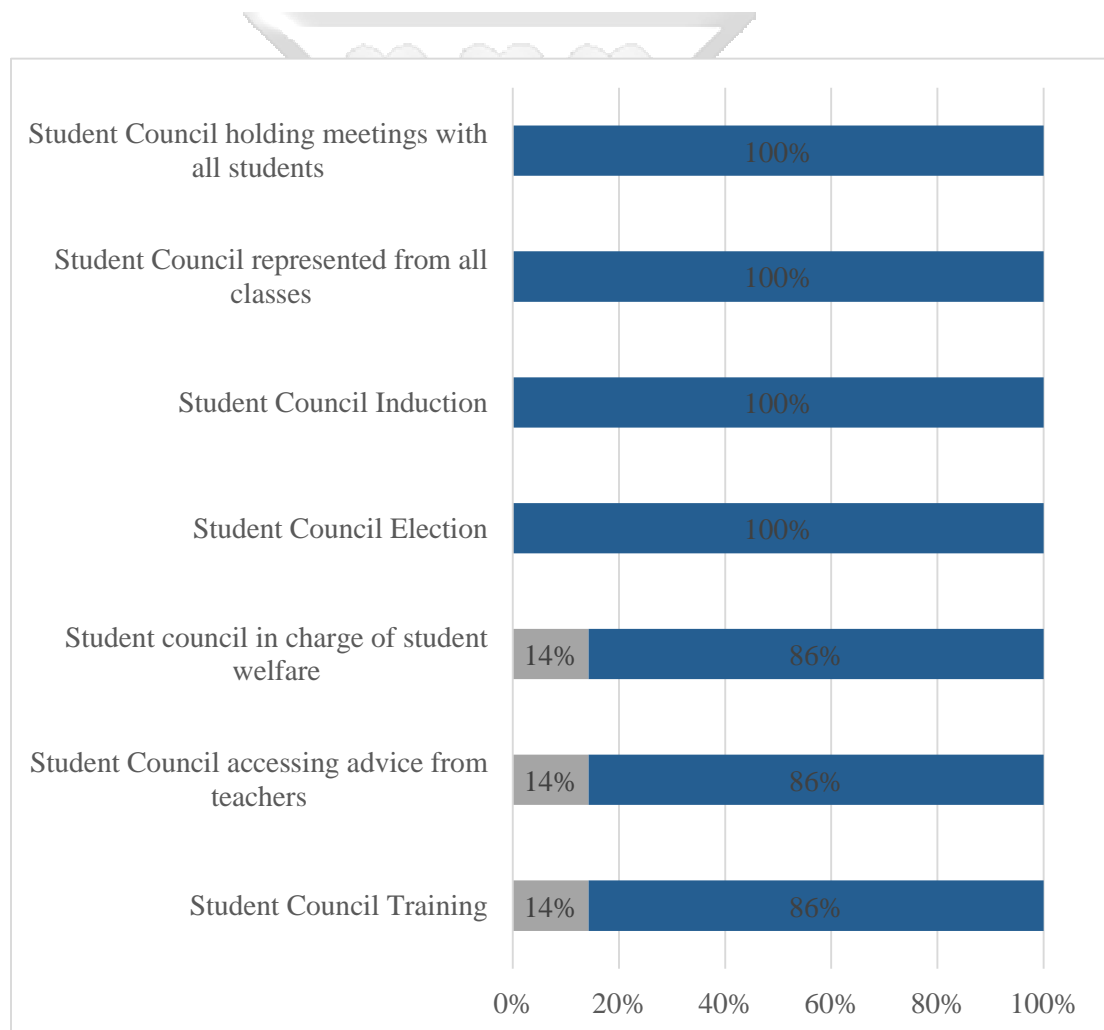


Figure 10. Principals' views on student council teaching and learning environment

4.6.2 Teachers' Views on Student Council Decision-Making and Teaching and Learning Environment

Out of six, 86% expressed Student Council represent from all classes and 77% inducted others. 73% said training promoted teaching and learning environment through empowerment. 69% held meetings with students, 67% conducted elections and 61% supervised preps and assigned duties.

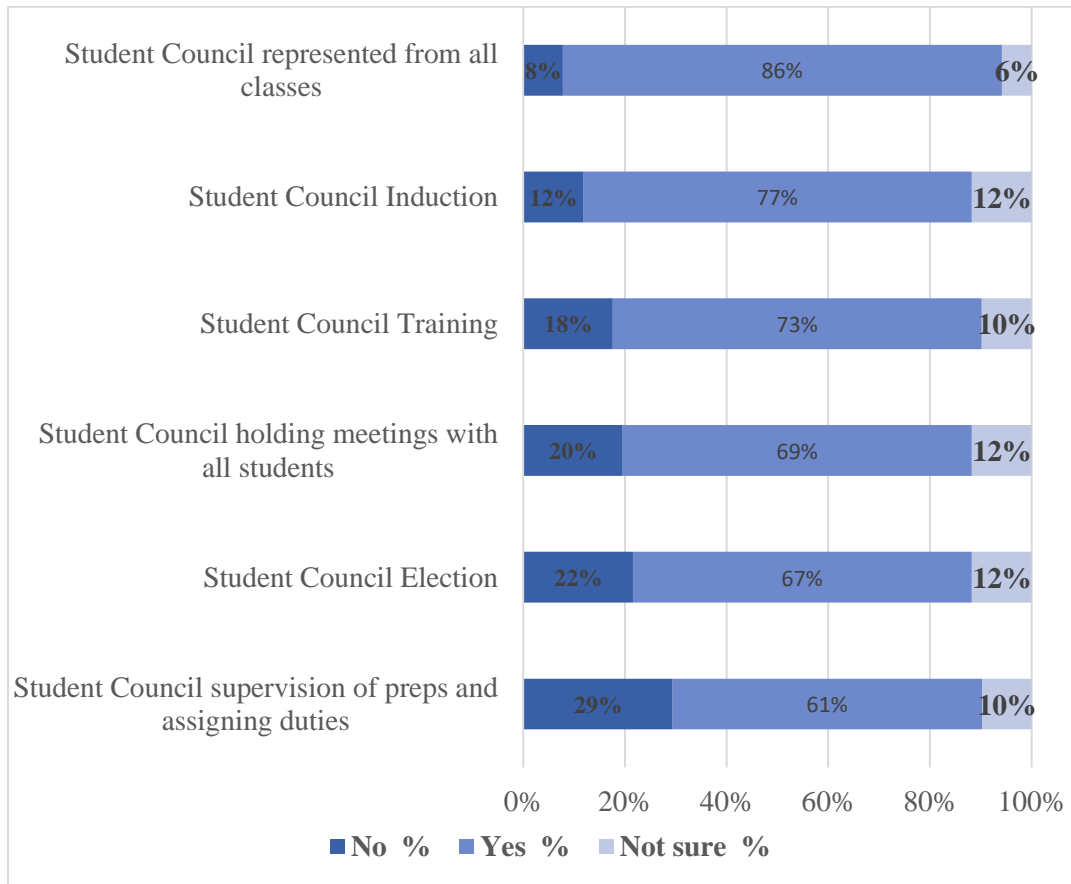


Figure 11. Teachers views on student council teaching and learning environment

4.6.3 Student Council on Decision-Making and Teaching and Learning Environment

Out of nine, 99% of Student Council view supervision of preps and assigning duties a conducive teaching and learning environment, 96% accessing advice from teachers and 89% representing from all classes. Three decision-making activities depict student council

participating in administration through preps supervision, interacting with teachers by consulting and having a representation across classes.

77% held regular meetings and conducted elections, 72% up held training. This shows appreciation of student council interacting with each other, student electing and school administration conducting training.

65% held meeting with students, 60% enjoyed having privileges and 39% appreciated induction process. These views promoted a conducive teaching and learning environment.

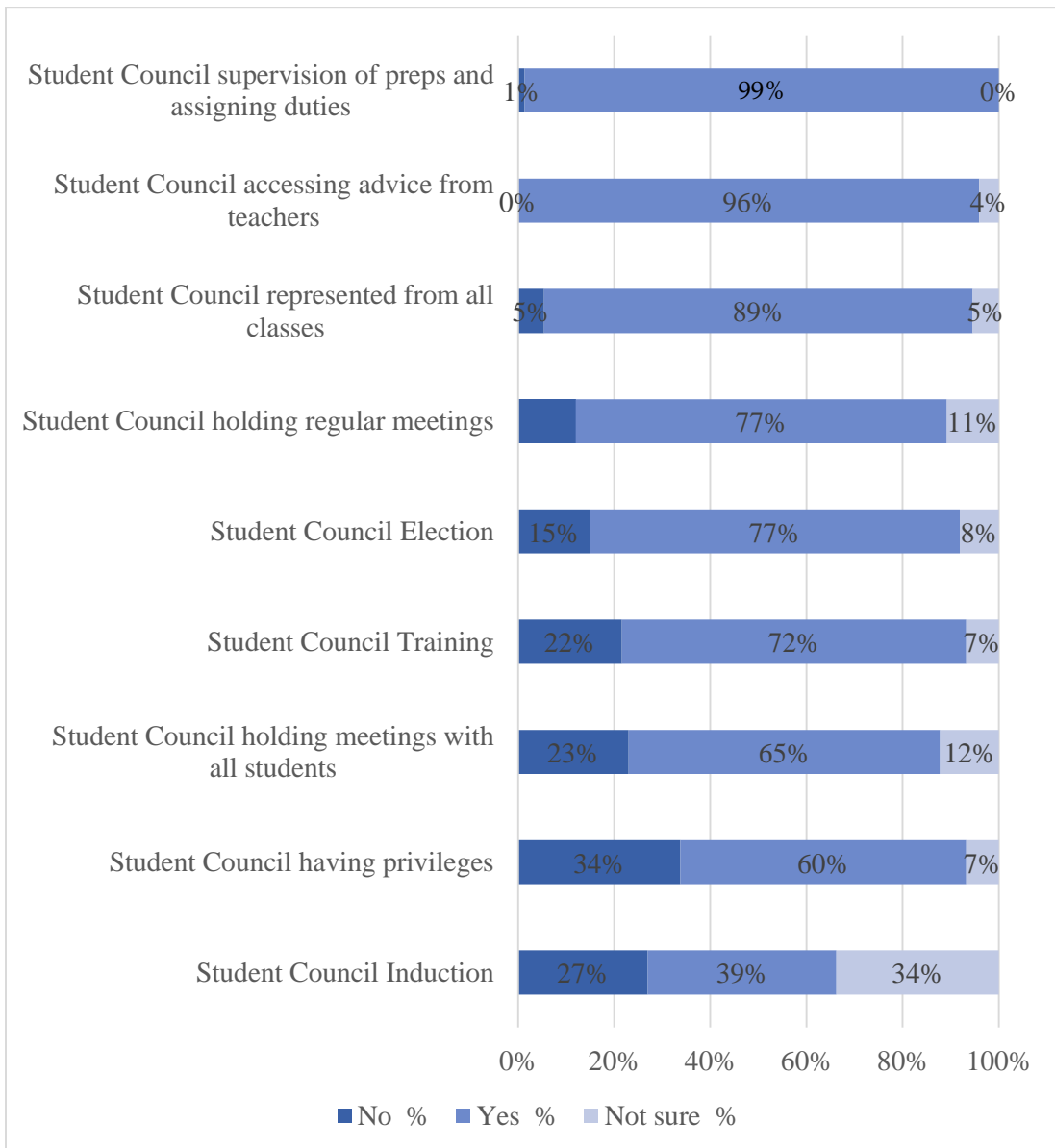


Figure 12. Student councils' views on teaching and learning environment

4.7 Face of Student Council and Decision Making

4.7.1 Principals' Views Facing the Student Council

Principals' views on student council face were four major areas. Strengthening school culture, managing the physical environment, building collaborative processes between staff and students and managing time and school routine. Table 4.9 has enlisted all responses given by the seven principals.

4.7.1.1 Strengthening School Culture

Principals resonated that school cultures did not reflect the desired school image and needed strengthening. 29% felt day schooling status created less time for student council to interact in school to form desired school cultures. A high turnover of students was given by 13% of principals why a strong school culture remained a challenge. 29% felt student council members were not empowered to own school making cultures and that the community culture of street gangs, theft and immorality had a big impact over the student council making school culture a challenge.

4.7.1.2 Managing the Physical Environment

57% of the principals perceived that student council had challenges in managing the physical environment due to limited funds for purchasing tools needed. 29% said decisions were made with no input from student council. This was a challenge for student council to fully participate and be responsible.] 14% of the principals commended the student council for being at the forefront of ensuring the physical environment was clean and well maintained.

4.7.1.3 Collaborative Processes between Teachers and Students

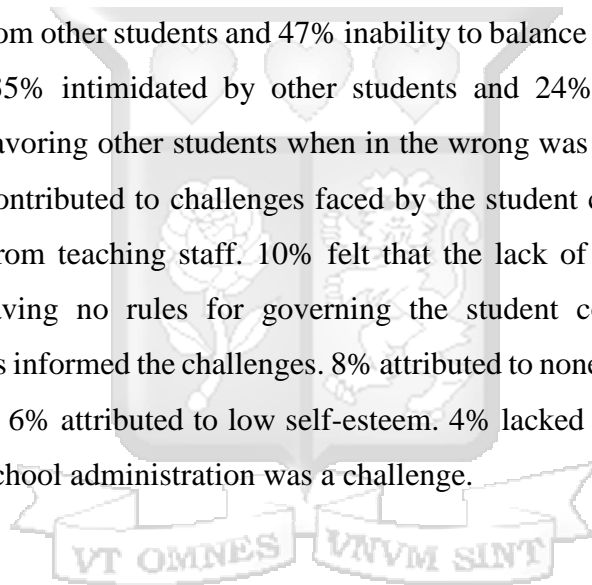
86% of the principals felt that the relationship between teachers and student council members was strained. Teachers were not supportive to the student council. They found them closer to students. Teachers were quick to misjudge student council members without confirming all the facts. These reasons weakened the collaboration between student council and teachers. Only 14% were having a great collaboration with the teachers.

4.7.1.4 Managing Time and School Routine

71% principals expressed student council managed time poorly and did not observe the school routine. Poor time management and keeping the school routine by the student council, teachers not supporting student leaders, student council not feeling empowered and students focusing on co-curricular activities lead to conflict with teachers in managing time and school routine. 29% were happy with the way the student council managed time and kept the daily school routine.

4.7.2 Teachers' Views on Student Council Face

Figure 13 informs the challenges teachers perceive student council face. 51% thought lack of co-operation from other students and 47% inability to balance between studies and other responsibilities. 35% intimidated by other students and 24% lack of motivation and recognition and favoring other students when in the wrong was a big challenge. 22% felt lack of training contributed to challenges faced by the student council. 12% alluded that lack of support from teaching staff. 10% felt that the lack of teamwork in the student council body, having no rules for governing the student council and lacking time management skills informed the challenges. 8% attributed to none involvement in decision-making activities. 6% attributed to low self-esteem. 4% lacked role models. 2% felt lack of support from school administration was a challenge.



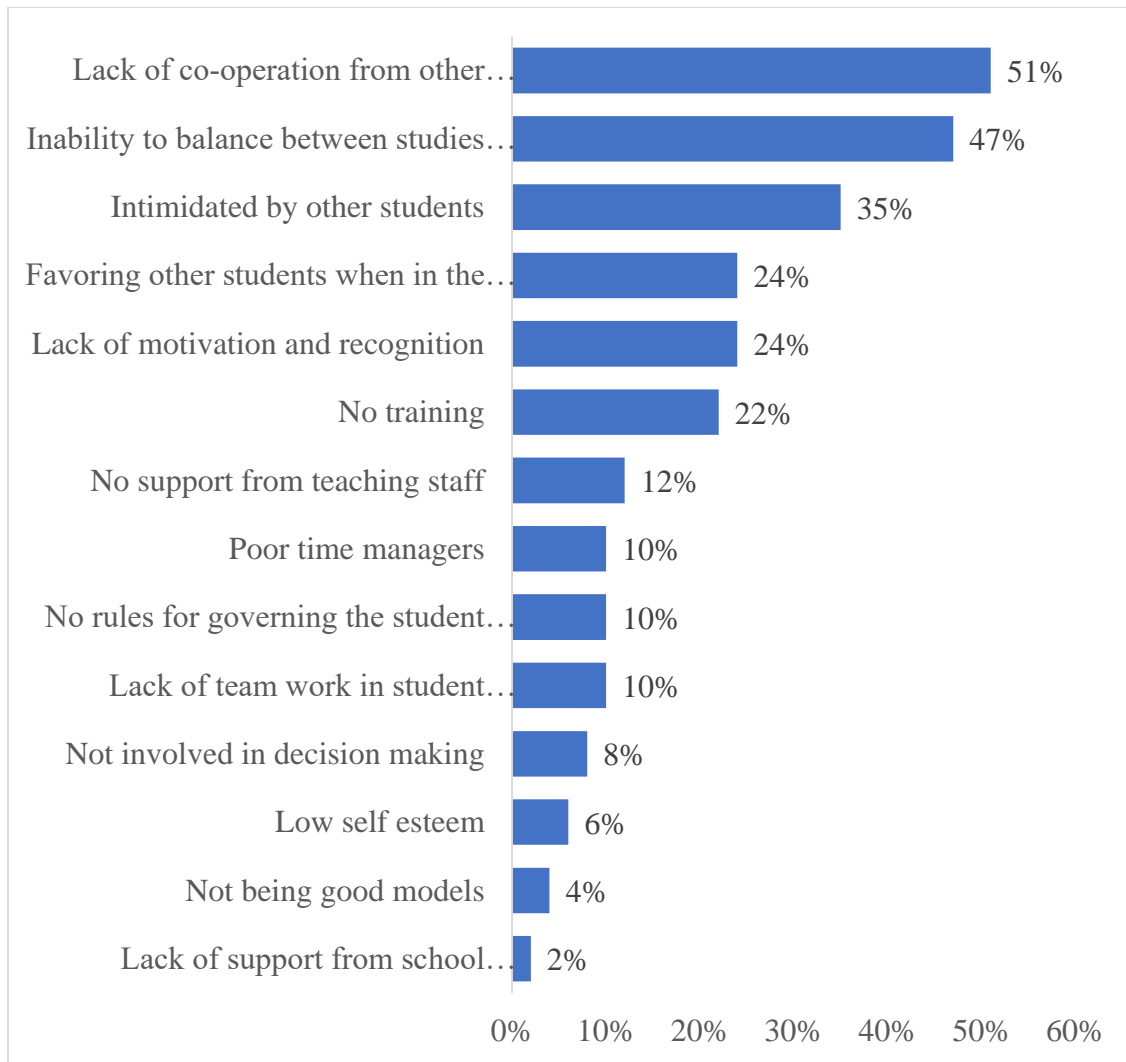


Figure 13. Teachers' views facing student council

4.7.3 Student Councils' Views Face

76% disrespected student council. 35% lack of teamwork. 28% managing duties and studies. 24% enforcing school rules. 20% lack of support from teaching the staff. 12% viewed low self-esteem, threats to student council and low motivation and privileges a challenge. 9% felt handling indiscipline cases a challenge. 5% felt insecure and inadequate to lead others. 4% felt not being involved in decision making to be a challenge. 3% felt not empowered to lead to be a big challenge. 1% felt a lack of training and promiscuity among students a big challenge.

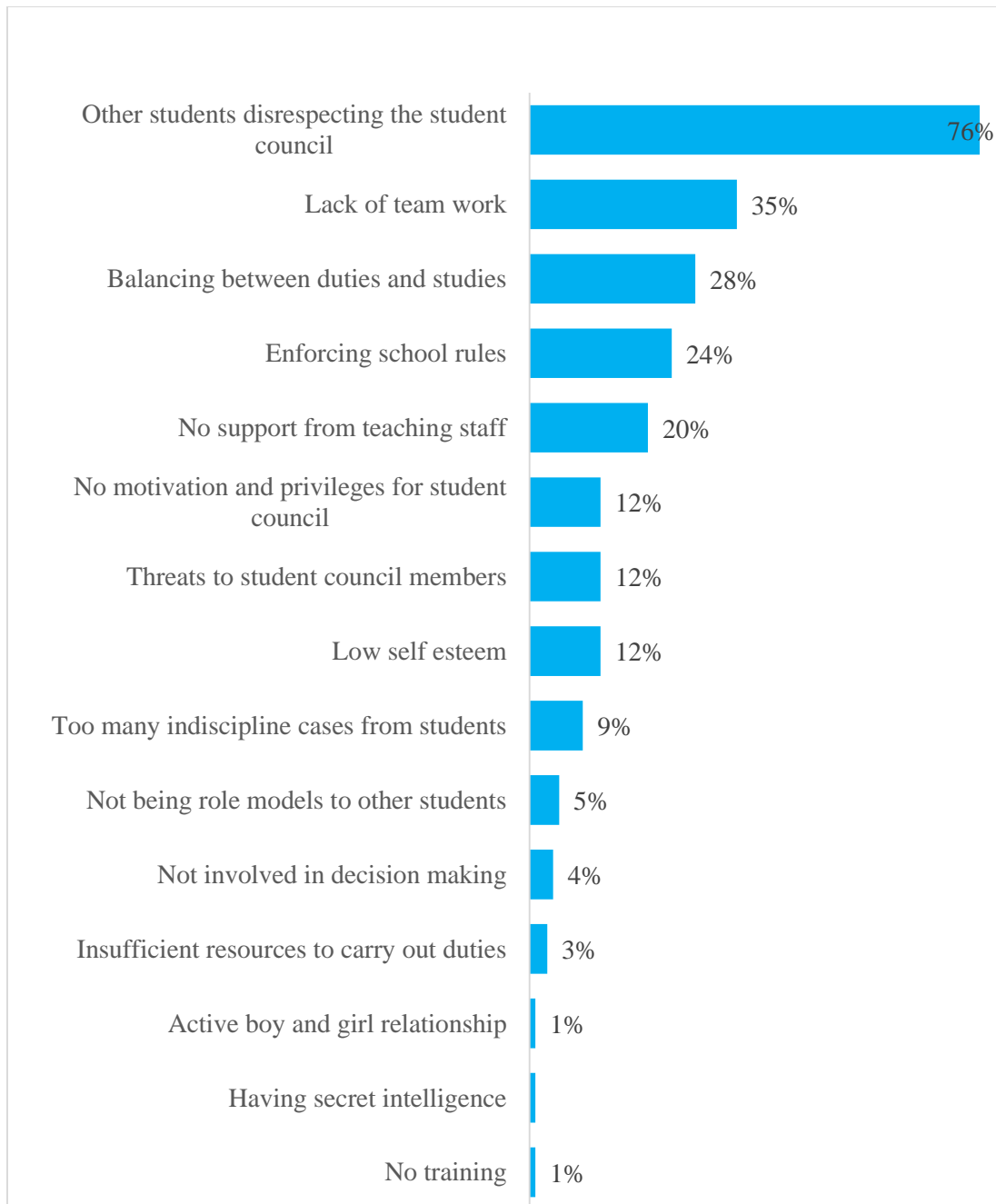


Figure 14. Student councils' face

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the following sub-headings: Demographics Discussions, Summary of Findings, Student Council activities in administration, Student Council Participation in Decision-making, Student Council Teaching and Learning environment, Challenges faced by Student Council, Conclusion, Recommendations and Areas of further research.

5.2 Demographics Discussions

Principals from the seven public secondary schools participated in the research study. They were 46 years old and above but majority (86%) were in 46-55 age bracket. The level of education of principals was masters' degree (43%) and bachelors' degree (57%). This showed that principals were trained and equipped to handle administrative duties. The gender composition was 29% male and 71% female. This points out that more female principals were available in administrative positions in education than the male counterparts.

30% teachers of the total population participated in the research. The male teachers were more than their female counterpart by 17%. More male teachers have considered teaching as a career in this sub county. Both gender were well represented as mentors to both gender of the student council. Only 4% were in the age bracket of 56-60 years old, about four years to retirement. The highest number of teachers (46%) were newly employed in 26-35 age group. The rest of the teachers were between 46-55 age group (21%) and 36-45 age group (29%). This provides a wealth of experience from the wide range of teachers' age group to handle the diverse challenges the student council may have. The level of education ranged from masters' degree (28%), bachelors' degree (67%) to diplomas' degree (6%). This informed that teachers were in the know of recent theories of teaching and trends.

Majority of the student council were over 16 years (72%). This was significant in that older students give direction to others in decision making processes and are expected to mentor

others. Six schools were day mixed schools with one girls boarding school. The student council were well represented by both gender in form two, three and four. This was significant as each gender has unique needs understood by one of their own.

5.3 Summary of the Findings

The Principals and over 50% teachers agreed on student council being involved in making decisions on representing students within the institution, resolving inter-class conflicts, monitoring and supervising school programs, reporting on teachers' lesson attendance, reporting on indiscipline and minor disciplinary issues and channeling student grievances to the school administration. 86% of principals viewed that Student Council member welcomes and induct new students to the schools. 71% report on students' lesson attendance. 43% set academic performance targets for the school and 29% make recommendations on schools academic standards. 75% of the principals agreed that student council participated in matters affecting them directly like school diet, making schools rules and type of co-curricular activities to be involved in. 33% of teachers resonated with Jeruto & Kipruto (2011) that student council gave little input in administrative matters like uniform, academic standards, setting academic targets and size of exercise books used in school. More than 69% of the student council acknowledged being allowed to participate in decision making activities. Less than 30% principals and teachers thought student council should participate in making school budgets. Student council participated in activities of decision making. In promoting a conducive teaching and learning environment, principals were in agreement that student council activities played a big role. About 66% teachers resonated with the principals.

Training, student council elections and holding regular meetings was deemed by student council as key in promoting a conducive teaching and learning environment. Student council members attributed doing administrative duties to promoting a conducive teaching and learning environment.

Training of the student council, holding regular meetings and having representation from all classes was seen by some student council to promote further the teaching and learning environment. The findings revealed that though there are attempts to include views of

students in school policy and participation in decision making, training was needed and clear cut roles be spelt out.

Training and guidance for student council could alleviate challenges facing them.

5.4 Student Council Activities in Administration

The principals confirmed that student council were involved in activities in regards to school administration. These were channeling student grievances to school administration, reporting on student indiscipline issues, monitoring teachers' lesson attendance, supervising school programmes, resolving inter class conflicts and representing students within the school. 86% said that student council inducted new students, 76% said that student council reported on student lesson attendance, 43% said that they set academic performance targets for the school and 29% said they made recommendations on school academic standards.

98% of teachers thought student council reported on indiscipline issues to school administration, 96% said they channeled student grievances to school administration, 94% said they represented students in schools, 73% said they reported on student daily attendance and resolved inter class conflicts, 65% said that they welcomed and inducted new students, 33% said they gave input on student school uniform, 31% said they made recommendations on schools academic standards and 28% said they set academic performance targets for the school.

The student council had the following views. 87% said they reported on student indiscipline, 80% said they channeled student grievances to school administration, 78% said they reported teachers daily lesson attendance, 74% said they monitored and supervised school programmes, 72% reported on student lesson attendance, 69% said they inducted new students, 31% agreed that they decided on type of co-curricular activities for students, 27% said that they set academic performance targets, 24% agreed that they prepared school rules, 15% had input in kind of diet provided in school, 10% contributed to preparation on school budget, 8% decided on number of exams done per term and 4% said they had a say on size of exercise book to be used by students.

Laszlo & Krippner (1998) says The General Systems Theory have multiple and overlapping purposes: purpose of the system, purpose of its parts and purpose of the system of which it is a part, the supra system. The student council is a part of the school system which can function on its own but is constantly interacting with school administration and is inter-dependent to it. The student council performs a unique complementary role to attain a common goal of the system applying the General Systems Theory.

5.4.1 Student Council Participation and Decision-Making

71% principals thought student council participated in deciding the type of co-curricular activities for students, preparation of school rules and kind of diet provided in school. 29% said they contributed to preparation of school budget. Only 14% decided the number of exams to be done per term.

The teachers were in agreement that student council participated in decision making. 75% said they initiated and ran student programs. 71% said they provided solutions to student challenges in school. 57% said they decided on type of co-curricular activities for student. 41% said that they prepared school rules. 18% said they decided on size of exercise book used and kind of diet provided in school. 8% participated in deciding the number of exams done per term and contributed to preparation of school budget.

The student council viewed their participation in decision making in the following areas. 98% agreed they participated in reporting indiscipline cases and teachers' lesson attendance. 96% said they channeled student grievances to school administration. 94% felt they represented other students. 73% said they reported students' lesson attendance, supervised school programs and resolved inter class conflicts. 65% resonated that they inducted new students to the school. 33% concurred to give input on student school uniform. 31 participated in making recommendations on schools academic standards. Only 28% agreed to have set academic performance targets for the school.

This resonates with Carter, Harber & Serf (2003); Mncube (2005), who said that learners are expected to actively participate in school policy-making and implementation process as a form of democratizing education. Zahra (2010) says that student council participation will improve school management. Participation theory assumes that decision making

processes to be the main focus of the group but this study found out that not all processes the student council is involved in decision making. Hoy & Miskel (2005) criticized participative theory in that long discussions with subordinates took most time preventing taking decisions promptly yet democracy demands participation by all stake holders.

5.5 Student Council Teaching and Learning Environment

Principals concurred that student council election, student council induction, representation from all classes and holding meetings with all students promoted a conducive teaching and learning environment. Majority of 86% viewed that taking charge of student welfare, accessing advice from teachers and training student council enhanced a conducive teaching and learning environment. Obiero (2012) observed calmness among student leaders at Kenyatta University, Kenya out of adequate consultations between them and university administration.

More than three quarters of the teachers viewed student council training, induction and representation from all classes promoted a conducive teaching and learning environment. 66% of teachers concurred that student council supervising preps and other duties, student council election and holding meetings with all students promoted a conducive teaching and learning environment.

About 98% of student council concurred with teachers and principals that supervising private study sessions and other duties and accessing advice from teachers promoted conducive teaching and learning environment. Three quarters of the student council were of the view that training, election, holding regular meetings and representation from all classes contributed to a conducive teaching and learning environment. 64% attributed it to holding student meetings and having privileges. 39% related student council induction to conducive teaching and learning environment.

Monahan (1999), Keogh & White (2005) and Vundi, Majanga & Odollo (2014) concurred with the teachers and student council members on training as a tool to empower and a means to bond and build relationships among student leaders.

5.6 Challenges Faced by Student Council

The principals looked into challenges facing student council in four areas, namely strength of school culture, managing the physical environment, building collaborative processes between staff and students and managing time and school routine. Strengthening school culture was a challenge due to high turnover of students and lack of role models in the community. Kibutha & Naituli (2011) observed the same that leadership training empowered one to become a positive role model. Absence of it poses a challenge to student council in strengthening a school culture.

In managing the physical environment, most students did not participate in decision made on type of environment hence they were hands off. This relates to what Murage (2007) found out that challenges facing the student council could emanate from students feeling their ideas and preferences were overlooked leading to lack of participation. Some schools had challenges in raising funds to buy implements to maintain good physical environment.

Building collaborative processes between staff and students was a challenge as teachers and students viewed each other with suspicion. Some student council sought for favors from teachers or students hence compromised genuine and honest collaboration between staff and students.

Managing time and school routine was viewed as a challenge to the student council as many members of the council were biased in preferring co-curricular activities above academics.

The most common challenges in teacher's perspective facing the student council were lack of co-operation from other students, inability to balance between studies and other responsibilities, intimidation from the students, favoring their friends and defending them even when in the wrong, lack of motivation and no training.

The student councils' perspective on challenges facing them were disrespect from other students, lack of team work, balancing time between studies and duties, enforcing school rules and getting no support from both teachers and support staff.

5.7 Conclusions

The study found out that schools differed in responsibilities and roles given to student council. All schools on the other hand embraced having student council as an important contribution to running school administration but formal training was lacking and student councils felt inadequate to execute the task assigned to them .

In the student councils' opinion, the major decision makers in the task area of curriculum and instruction programs were teachers and principals. They viewed principals and teachers as more involved in making decisions in the task area of students' management and welfare. Students were also among the groups that were least involved in making decisions in school-community relations while principals and teachers were the most involved. Most of the student council were of the opinion that students should be involved in decision making through their involvement. From the study findings, it can be concluded that the involvement of students in decision making in secondary schools was low and the students would want to be involved more.

5.8 Recommendations

Principals and school authorities should make deliberate efforts to involve their students more in making decisions especially on matters that involve them. A forum should be created where the student council discuss various issues which are in turn are presented to school administration for consideration. Feedback should then be given to the student council concerning their input.

School principals should establish channels of communication through which students can provide feedback and their views and suggestions anonymously without being identified with the information.

The Ministry of Education should encourage principals to adopt democratic leadership style which allows involvement of students in decision making. Regular in-service courses for Principals and other stakeholders are required as consumers of the services.

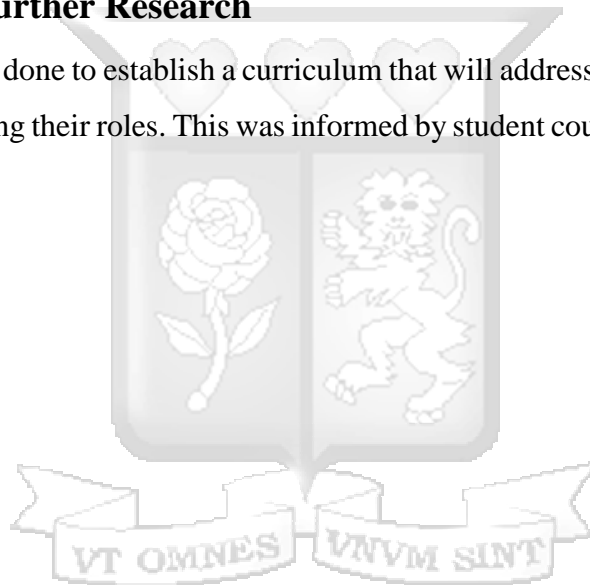
There is a missing gap where student council readily were willing to contribute to decision making but were not equipped to do so. There is need for a standardized program to train

student council for adequate contribution to decision making in schools and pass on leadership skills for life.

Training was imperative in equipping student leaders for leadership and the researcher recommends a well-structured, planned regular training. A standardized curriculum of intensive training of student council leaders should be developed and implemented in schools to enable them resolve conflicts, perform their duties with ease, comfortably and effectively. Both formal and informal training should be offered to induct the student councilors to leadership and empower them to do their duties with confidence.

5.9 Areas of Further Research

A study should be done to establish a curriculum that will address challenges facing student council in executing their roles. This was informed by student council level of participation.



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APPENDIX A LETTER OF INTRODUCTION

Emily Wanjiru Masele,
P.O.Box 5015 -00100,
Nairobi.

18/1/2018

Dear Sir / Madam,

RE: REQUEST TO CONDUCT RESEARCH

I am a post graduate student pursuing a Master's Degree in Educational Management at Strathmore University. My research area is "**Contribution of student council in decision making in public secondary schools in Embakasi Sub-County, Nairobi County**".

I kindly request for permission to obtain information from the sub-county for the research.

The identity of respondents will be treated with the utmost confidentiality. The information obtained will only be used for this study.

Your assistance and co-operation will be highly appreciated.

Yours faithfully

Emily Wanjiru Masele

MEM/ 052654

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is for a post graduate research on the contribution of student council in decision making of public secondary schools. The objectives of the questionnaire is to find out what activities of decision making the student councils are involved in regarding school administration, what ways student council decision making promote a conducive teaching and learning environment and find out what challenges they face. The information obtained will only be used for this study. Please do not write your name. Confidentiality will be strictly observed. Indicate the correct option by ticking your answer. Questions that require your opinion fill in the blanks. Kindly respond to all questions.

A: General information

1. What is your gender? Male Female
2. What is your age bracket?
 - a. 26-35
 - b. 36-45
 - c. 46-55
 - d. 56-60
3. What is your highest education qualification?
 - a. Diploma
 - b. Bachelors
 - c. Masters
 - d. PHD
 - e. Any Other

(Specify) _____

-
4. How long have you worked in the current station as a principal?
 - a. 0-1 year
 - b. 1-2 years
 - c. 2-4 years
 - d. Above 4 years

B: Student Council Activities in Decision Making

5. Do Student Council in school run the following activities? Tick either Yes or No.

C: Student Council participation in Decision Making

	ACTIVITIES	YES	NO
i.	Represent students within the institution		
ii.	Resolve inter-class conflicts		
iii.	Set academic performance targets for the school		
iv.	Monitor and supervise school programs		
v.	Report on teachers' lesson attendance		
vi.	Report on students' lesson attendance		
vii.	Make recommendations on schools academic standards		
viii.	Report on student disciplinary issues		
ix.	Channel student grievances to the school administration		
x.	Welcome and induct new students to the school		

6. Do you involve Student Council in the following areas of decision making? Tick Yes or No.

NO	ITEM	YES	NO
i.	Contribution to preparation of the school budget		
ii.	Deciding number of exams to be done per term		
iii.	Kind of diet provided in school		
iv.	Size of exercise book to be used		
v.	Preparation of school rules		
vi.	Type of co-curricular activities		

D: Promoting a Conducive Teaching and Learning Environment

7. Do the following promote a conducive teaching and learning environment? Tick YES, NO or NOT SURE.

NO.	ACTIVITY	YES	NO	NOT SURE
i.	Student Council Election			
ii.	Student Council Inducting other students			
iii.	Student Council Training			
iv.	Student Council representation from all classes			
v.	Student Council holding regular meetings			
vi.	Student Council accessing advice from teachers			
vii.	Student council in charge of student welfare			

8. What challenges do student council face in decision making in your opinion from your school in the following areas?

i) Strengthening the school culture?

ii) Managing the physical environment?

iii) Building collaborative processes between staff and students?

THANK YOU.

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire is for a post graduate research on the contribution of student council in decision making of public secondary schools. The objectives of the questionnaire is to find out what activities the student councils are involved in regarding school administration, to examine the ways student council decision making promote a conducive teaching and learning environment and find out what challenges student council face in decision making. . The information obtained will only be used for this study. Please do not write your name. Confidentiality will be strictly observed. Indicate the correct option by ticking your answer. Questions that require your opinion fill in the blanks. Kindly respond to all questions.

A: General information

1. What is your gender? Male [] Female []
2. What is your age bracket?
 - a. 26-35 []
 - b. 36-45 []
 - c. 46-55 []
 - d. 56-60 []
3. What is your highest education qualification?
 - a. Diploma []
 - b. Bachelors []
 - c. Masters []
 - d. PHD []
 - e. Any Other

(Specify) _____

4. How long have you worked in the current station as a teacher?
 - a. 0-1 year []
 - b. 1-2 years []
 - c. 2-4 years []
 - d. Above 4 years []

B: Student Council Activities in Decision Making

	ACTIVITIES	YES	NO
i.	Represent students within the institution		
ii.	Resolve inter-class conflicts		
iii.	Set academic performance targets for the school		
iv.	Monitor and supervise school programs		
v.	Report on teachers' lesson attendance		
vi.	Report on students' lesson attendance		
vii.	Make recommendations on schools academic standards		
viii.	Report on indiscipline and minor disciplinary issues		
ix.	Channel student grievances to the school administration		
x.	Welcome and induct new students to the school		
xi.	Give input on student school uniform		

5. Do student council in school run the following decision making activities? Tick either YES or NO

C: Student Council participation in Decision Making

6. Do the Student Council participate in the following areas of decision making? Tick YES or NO

NO	ITEM	YES	NO
i.	Contribution to preparation of the school budget		
ii.	Deciding number of exams to be done per term		
iii.	Kind of diet provided in school		
iv.	Size of exercise book to be used		
v.	Preparation of school rules		
vi.	Type of co-curricular activities for students		
vii.	Initiate and run student programs e.g student welfare, talent show		
viii.	Provide solutions to any existing challenges in school		

D: Promoting a Conducive Teaching and Learning Environment

7. In your opinion do the following student council decision making activities promote a conducive teaching and learning environment? Tick YES or NO.

NO.	ACTIVITY	YES	NO	NOT SURE
i.	Student Council Election			
ii.	New Students Induction			
iii.	Student Council Training			
iv.	Student Council representation from all classes			
v.	Student Council holding meetings with all students			
vi.	Student Council supervision of preps and assigning duties			

E: Challenges Student Council face

8. What three challenges are faced by student council in your school?

THANK YOU.

APPENDIX D

QUESTIONNAIRE FOR STUDENT COUNCIL

This questionnaire is for a post graduate research on the contribution of student council in decision making of public secondary schools. The objectives of the questionnaire is to find out what activities of decision making the student councils are involved in regarding school administration, to examine the ways student council decision making promote a conducive teaching and learning environment and to find out what challenges the student council face in decision making in public secondary schools. The information obtained will only be used for this study. Please do not write your name. Confidentiality will be strictly observed. Indicate the correct option by ticking your answer. Questions that require your opinion fill in the blanks. Kindly respond to all questions.

A: General information

1. What is your gender? Male [] Female []
2. What is your age bracket?
 - a. 12- 14 []
 - b. 14-16 []
 - c. 16-18 []
 - d. Above 18 years []
3. Which class are you?
 - a. Form One []
 - b. Form Two []
 - c. Form Three []
 - d. Form Four []

B: Student Council Decision Making Activities

4. Do you as a member of Student Council participate in the following activities?
Tick either YES or NO

NO	ITEM	YES	NO
i.	Contribution to preparation of the school budget		
ii.	Deciding number of exams to be done per term		
iii.	Kind of diet provided in school		
iv.	Size of exercise book to be used		
v.	Preparation of school rules		
vi.	Type of co-curricular activities		

C: Student Council Promoting a Conducive teaching and learning Environment

5. Which of the following decision making student council activities promote conducive teaching and learning environment? TICK YES or

	ACTIVITIES	YES	NO
i.	Resolving inter-class conflicts		
ii.	Set academic performance targets for the school		
iii.	Monitor and supervise student school programs		
iv.	Report on teachers' lesson attendance		
v.	Report on students' lesson attendance		
vi.	Make recommendations on schools academic standards		
vii.	Report on indiscipline and minor disciplinary issues		
viii.	Channel student grievances to the school administration		
ix.	Welcome and induct new students to the school		

6. Do the following activities promote a conducive teaching and learning environment? Tick YES or NO.

NO.	ACTIVITY	YES	NO	NOT SURE
i.	Student Council Election			
ii.	Student Council Induction			
iii.	Student Council Training			
iv.	Student Council represented from all classes			
v.	Student Council holding meetings with all students			
vi.	Student Council accessing advice from teachers			

E: Challenges facing Student Council

List three challenges you face as a student council.

i) _____

ii) _____

iii) _____

THANK YOU

APPENDIX E

NACOSTI RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No: **NACOSTI/P/18/88220/21166**

Date: **27th February, 2018**

Emily Wanjiru Masele
Strathmore University
P.O. Box 59857-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“The contribution of student council in decision making of public secondary schools in embakasi Sub-County, Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **26th February, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G.P. Kalerwa

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX F

NACOSTI RESEARCH PERMIT I

CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 17695

CONDITIONS: see back page

APPENDIX G

NACOSTI RESEARCH PERMIT II

**THIS IS TO CERTIFY THAT:
MS. EMILY WANJIRU MASELE
of STATHMORE UNIVERSITY, 0-100
Nairobi, has been permitted to conduct
research in Nairobi County**

**Permit No : NACOSTI/P/18/88220/21166
Date Of Issue : 27th February,2018
Fee Recieved :Ksh 1000**

**on the topic: THE CONTRIBUTION OF
STUDENT COUNCIL IN DECISION MAKING
OF PUBLIC SECONDARY SCHOOLS IN
EMBAKASI SUB-COUNTY, NAIROBI
COUNTY,KENYA**

**for the period ending:
26th February,2019**



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

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

APPENDIX H
COUNTY COMMISSIONER ACKNOWLEDGEMENT
NACOSTI RESEARCH AUTHORIZATION



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

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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/88220/21166**

Date: **27th February, 2018**

Emily Wanjiru Masele
Strathmore University
P.O. Box 59857-00200
NAIROBI.

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G.P. Kalerwa
GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

✓ The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

Received on 5/7/2018
[Signature]
for: cc
REGIONAL COORDINATOR
NAIROBI
P.O. Box 30124 - 00100
NAIROBI

APPENDIX I

MINISTRY OF EDUCATION RESEARCH AUTHORIZATION



Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rce.nairobi@gmail.com
edcnairobi@gmail.com

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 - 00200
NAIROBI

When replying please quote

Ref: RCE/NRB/GEN/1/VOL. 1

DATE: 5th July, 2018

Emily Wanjiru Masele
Strathmore University
P O Box 59857-00200
NAIROBI

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "The contribution of student council in decision making of public secondary schools in Embakasi Sub-County, Nairobi County Kenya".

This office has no objection and authority is hereby granted for a period ending 26th February, 2019 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.


JAMES KIMOTHO 2018
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI


SUB-COUNTY QUALITY ASSURANCE
& STANDARDS
OFFICER EMBAKASI - NAIROBI
Date: 5/7/18


c.c

Director General/CEO
Nation Commission for Science, Technology and Innovation
NAIROBI

APPENDIX J PROPOSAL APPROVAL



Strathmore
UNIVERSITY

15th April 2019

Masele, Emily maseleemma@gmail.com

Dear Emily,

REF **Protocol ID**: SU-IERC0379/19 **Student Number**: 052654

CONTRIBUTION OF STUDENT COUNCIL IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN EMBAKASI SUB-COUNTY, NAIROBI COUNTY, KENYA

We acknowledge receipt of your application documents to the Strathmore University Institutional Ethics Review Committee (SU-IERC) which includes:

1. Study Protocol submitted 4 December 2018
2. Cover letter listing all submitted documents 4 December 2018
3. Proposal declaration page signed by supervisors 4 December 2018

The committee has reviewed your application, and your study *"Contribution of student council in management of public secondary schools in Embakasi Sub-County, Nairobi County, Kenya"* has been granted approval.

This approval is valid for one year beginning **15th April 2019** until **15th April 2020**

In case the study extends beyond one year, you are required to seek an extension of the Ethics approval prior to its expiry. You are required to submit any proposed changes to this proposal to SU-IERC for review and approval prior to implementation of any change.

SU-IERC should be notified when your study is complete.

Thank you

Sincerely,

Prof. Florence O100

Secretary

Strathmore University Institutional Ethics Review Committee

Ole Sangale Rd, Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu