

**STUDENTS' PERCEPTION OF THEIR PARTICIPATION IN DECISION
MAKING IN SECONDARY SCHOOLS: IMPLICATION ON DISCIPLINE IN
ELDORET EAST, UASIN-GISHU COUNTY, KENYA.**

BY

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DECLARATION

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DEDICATION

This study is dedicated to my Almighty God for making this study possible. I also dedicate it to my beloved husband Godfrey Orina, my children: Sherry Lavon, Adrian Abuga and Eliana Muthoni, and my mother Teresiah Nyamu, for her inspiration and support.

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ABSTRACT

Students' participation in decision making on disciplinary matters plays a vital role in influencing discipline in secondary school. However, students' perception determines the level of participation. The purpose of the study was to investigate the perception of secondary school students in Eldoret East, Uasin-Gishu County, on their participation in decision making, and its influence on discipline. The study was guided by the following objectives; to determine the perception of secondary school students on their participation in decision making and discipline, to investigate students' involvement in decision making in secondary schools, to establish the constraints to students' participation in decision making in secondary schools, and to establish strategies used to enhance students' participation in decision making in secondary schools. The study was based on Kolb's Learning Theory expounded by John Dewey. This study used a mixed approach, using both qualitative and quantitative methods. The research instruments were questionnaires and interview schedules. The target population was 41280 students from 50 public secondary schools in Eldoret East, 50 teacher counselors, and 50 deputy principals. The study sample comprised 369 form two students. Stratified and simple random sampling methods were used in the study to obtain the sample which also comprised 3 deputy principals and 3 teacher counselors who were purposively selected. Test retest method was used to determine the reliability of instruments, while validity of instruments was ensured through the use of inter-rater judgment, and this helped in making the questionnaire and interview items clear. Chi-square test was used to determine the relationship between students' perception of their participation in decision making and discipline. The data was analyzed using descriptive statistics of means, frequencies, and percentages. Qualitative data was analyzed thematically. The study provided insight to educationists on students' perception on their participation in decision making and its implication on discipline. It was found that students would like their participation in decision making enhanced. The research findings showed that the students are involved in academic and co-curricular activities. There are divergent ways of involving students in school activities as found out in the study. The study established that perception and discipline are related. It was concluded that there is need to enhance students' involvement in school activities as this has a great influence on students' behavior. The study recommends that new strategies of students' participation in school activities be sought.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Overview

This chapter encompasses the following; the background to the study, statement of the problem, objectives of the study, research questions, hypothesis, significance of the study, justification of the study, the scope of the study, limitations of the study, purpose of the study, theory or concept adopted in the research, conceptual framework, and operational definition of terms.

1.2 Background to the Study

Globally, youth participation in decision making is being advocated for by international bodies. For example, the United Nations Development Program (UNDP) issued calls for proposals, on youth participation in decision making (UNDP, 2012). UNDP supports innovative and catalytic projects on youth to inform public policy-making, training youth as effective leaders, extending access to justice, opening up space for youth empowerment and democratic governance. There were 37 proposals accepted, out of which 9 were in Africa, 8 in the Arab States, 5 in Asia and the Pacific, 8 in Central and Eastern Europe/Commonwealth of Independent States, and 7 in Latin America and the Caribbean (UNDP, 2012).

Participation in decision making gives students a unique opportunity to practice their rights, exercise a significant degree of autonomy, besides allowing them to discuss their issues with the guidance of their teachers as they engage in some form of explicit or implicit form of conflict-resolution (Dewey, 2010). Students' participation has increasingly been advocated for by education stakeholders the world over (Koliba, 2000). This aims at reducing the level of conflict and indiscipline among the students

who may think that their democratic space for participation in decision making is being compromised. A study by Mulwa, Maingi, Maithia, and Migosi, (2015) demonstrated that the principals are largely the major decision makers in secondary schools. It is important to note, therefore, that without their participation in decision making in secondary schools, the students would fail to own decisions made by educationists and therefore they do not embrace those decisions. Students' indiscipline continues to be one of the greatest challenges in schools as identified by educationists. (Steinberg 2010). This could lead to dire consequences in learning and teaching process as observed by The Ministry of Education Science and Technology, (MOEST, 2017). Students' discipline therefore is considered to be an important component in the education sector. This has led to increased interest by researchers in determining what causes the indiscipline.

Nyabisi (2014) observes that, most schools have authoritarian experience, such that students have little or no say in school's decision making. They are rarely involved with regard to what is taught and how it is taught. Instead decisions are made on their behalf (Mulwa et al., 2015). Fletcher (2015) posits that democratic participation is engaging students as partners in every facet of education system for the purpose of strengthening their commitment to education. Students become co-creators of classroom norms and outcomes for behavior. Schools that teach students the skills to participate actively in democracy are themselves institutions that reflect democratic principles not only in word, but also in deed. Gardener (2014) posits that the latent curriculum is essentially experiential in character centering on the kind of relationships the students form with their peers, teachers, school leaders, community members and the school culture as a whole. Democracy in decision making in secondary schools is essential for harmonious co-existence of the entire school

society. Students are themselves part of the school society and their views on how school should be run is important.

According to Abra (2015), people's perception points to a popular belief that students in secondary schools are not mature enough to make meaningful decisions. Consequently, opportunities provided for students' participation tend to be limited to roles of supervision over students' peers. Abra observed that, schools that uphold democratic principles allow students to participate actively in decision making, thus allowing their students to be responsible. Students tend to agree with the decisions they are involved in, making them part and parcel of their daily living. When students are not involved in decision making, they tend not to own the decisions, a situation which could lead to indiscipline.

Jeruto and Kiprop, (2011) in their study on extent of student's participation in decision making in secondary schools, in Kenya, encourage democracy in decision making in schools, as this reduces conflict in schools. It is imperative to consider the students' take when it comes to decision making, as this is supposedly their democratic right. They are in a position to make right decisions if and when well guided. It is also necessary to consider students' perception in light of their participation in decision making.

Anurag (2013) in his studies observed that in India, students' indiscipline leads to the unrest. However, he later argues that the reason for this unrest is due to frustration prevailing among students. The misbehavior in schools, according to Asaba (2015), is brought by lack of enough time for listening to the learners in schools.

Studies by Mulwa (2015), Jeruto and Kiprop (2011), Anurag (2013), among others, have shown that there is a relationship between students' unrest in schools and their lack of involvement in decision making, meaning that their perception on decision making is different from some education stakeholders. The constitution of Kenya (2010) chapter 11, part 7, and New Legal Framework place a strong emphasis on strengthening public participation in decision making. Teachers encourage their students to participate but do not let their classes out of control as they involve them in guided participation. Classes that are students' oriented tend to make students interested and happy. The students become curious, eager to learn, and willing to do whatever it takes to learn (Bogdan, 2011).

Students who are given chances to participate in decision making in their schools tend to have strong bonds with their schools and this leads to fewer discipline problems (Perez, 2015). Many high school teachers confront a classroom full of students who are physically present but psychologically absent (Sun and Shek, 2012).

Engaging students in decision making in schools is also good for their overall mental health (Education Corner, 2010). Studies have found that students who are disengaged from school are more likely to misbehave and engage in substance use (Steinberg, 2010). Most students might fail to participate in decision making because they perceive this as principal's and teacher's work and the students' task is to accept the decisions made on their behalf (Mulwa et al., 2015). Most studies done globally have shown that there is a relationship between students' participation in decision making and discipline. However, this study investigated what the students' perception is in relation to their participation in decision making and the implication this has on discipline.

In Kenya, studies have shown the need to involve students in decision making in schools. Macharia (2015), in her study, show that Kenyan education has not realized the need to involve students in decision making. This is because principals and teachers are the main decision makers in schools, as observed by Nyabisi (2014). This has contributed to students' indiscipline, for students tend to own decisions they make than the ones made for them by their teachers and their school administration (Mulwa et al., 2015). Eldoret East in Uasin-Gishu County, is no exception. Students perceive that they are inadequately involved in making decisions and the major decision makers are the school principals and teachers (Jeruto and Kiprop, 2011).

There is need to find out what the students perceive concerning their participation in decision making. The Ministry of Education Science and Technology, recommends; the election of the students' council by the students themselves, students to be represented in the Board of Management meetings by the student leader, students to participate in the National Holidays' celebrations, among other levels of participation. This is not fully exercised in secondary schools in Eldoret East, and this, among other reasons, has contributed to students' indiscipline in the public schools in this area (MOEST, 2017). These studies are related to the current study which tends to find out the students' take on their participation in decision making, as their perception on participation in decision making is not only important to them but also to the school administration, the teachers, and the whole school society at large. This is a healthy way to listen to the students' voice for this creates a cohesive environment for learning. The students' failure to know that they can participate in decision making, among other reasons, make them not to participate. This makes them not to own decisions made in schools (Mulwa et al., 2015), leading to indiscipline. The study was

necessitated by the desire to determine the students' perception on participation in decision making on issues concerning them and its implication on discipline.

1.3 Statement of the Problem

Many educationists have indistinct view of what discipline entails. They also lack a clear concept of what discipline entails, and why we witness indiscipline cases in our secondary schools. One of the objectives that informed this study is coming up with strategies of handling pro-social behavior among the students. Though unrest has been reported in many secondary schools in a number of regions in Kenya, the burning down of schools seems to have hit hardest the Rift Valley region. A considerable increase of arson cases has been reported in Rift Valley region (MOEST, 2016). Secondary schools allow students to participate in decision making in school. Studies have been done on students' participation in decision making, as a way of dealing with the challenge of indiscipline in secondary schools: Macharia (2015), Jamatai and Tikoko (2011), Nyaga (2009).

Evidently, little is known about students' perception on their participation in decision making in school and its influence on discipline. This study therefore seeks to establish the relationship between students' perception on participation in decision making and discipline in secondary schools in Eldoret East, Uasin-Gishu County. In the North Rift, more than 10 schools were burnt between June and October, 2016 (MOEST, 2016). Within this period, more than 9 schools were set ablaze in Uasin-Gishu County. It is imperative to note that some of these schools were identified as part of the sampled schools for purposes of this study.

A lot of research has been done on students' participation in decision making. These studies suggest that many secondary schools involve students in decision making, yet

there is the need to enhance students' participation. For example, Jeruto and Kiprop (2011), Mulwa et al., (2015), Nyabisi (2015), carried out studies on students' participation in decision making. Even then, all these studies dealt with general students' participation in decision making and implication on discipline but not on perception of secondary school students' participation in decision making. This is the academic gap that prompted this researcher to undertake this study.

1.4 Purpose of the Study

The purpose of this study was to determine students' perception on their participation in decision making in secondary schools in Eldoret East and its influence on students' discipline.

1.5 Objectives of the Study

The objectives of this study are:

- i. To investigate the perception of secondary school students on their participation in decision making.
- ii. To examine the perception of students on constraints to participation in decision making in secondary schools in Eldoret East.
- iii. To investigate students' involvement in decision making in secondary schools.
- iv. To establish strategies used to enhance students' participation in decision making in secondary schools.

1.6 Research Questions

From the above objectives, the research questions are:

- i. What is the students' perception on participation in decision making?
- ii. What is the perception of students on constraining factors to participation in decision making in schools?
- iii. In which ways are students involved in decision making in secondary school?
- iv. Which strategies are used in schools to enhance participation in decision making?

1.7 Research Hypothesis

H₀₁ There is no significant relationship between students' perception on their participation in decision making and discipline.

1.8 Significance of the Study

The study will be useful in enlightening the society on the importance of listening to the youth and giving them a chance to express what they perceive about participation in decision making. The findings of this study will be helpful to school managers and administration in devising ways to positively improve secondary school students' attitude on participation in decision making. The positive attitude is necessary for any participation in any organization. The study is expected to assist principal, deputy principals and teacher counselors reduce indiscipline cases in secondary schools by coming up with ways which enhance students' perception on participation. The discipline in schools leads to better performance. Further, this study, if put to use, will help positively improve their perception on participation in decision making, therefore leading to enhanced participation thus creating harmony and tranquility in school environment. Through this study, the general public will be enlightened on different

ways of enhancing participation of her members in decision making. This research is important to the academia as it demonstrates the learners' views on their perception on participation in decision making. To the policy makers, this study is significant for it makes them to come up with new ways of enhancing learners' perception on participation, and this participation leads to reduced indiscipline cases, both in academic and social aspect.

1.9 Justification of the Study

Though the students' involvement in decision making was thought to assist in managing students' discipline in schools, educators' effort to manage indiscipline cases has not been fruitful, and, consequently, many schools have continued to experience a spiral of students' unrest (Mulwa and Maiyo, 2010). If the trend of indiscipline is not checked, Kenyan schools might continue to experience conflicts and violence, and worse still, loss of property and lives. As a result, Kenya might fail to realize the national education objectives such as promoting pro-social behavior in children and adolescents. The high levels of indiscipline experienced in secondary schools (MOEST, 2017), have been attributed to failure to consider what the students' perception is on participation in decision making among other reasons. When students' perception is not considered as important in decision making, effective students' participation in decision making might not be achieved. Hence, this calls for a study on students' attitude on participation in decision making and its relationship to students' discipline. Therefore, this study sought to establish how students perceive participation in decision making and its implications on discipline. There is need for positive attitude in students on their participation in decision making. If they find it necessary to participate in decision making, they will, indeed, participate in decision

making. As a result, they will own the decisions which they participate in making, hence enhancing discipline in schools, which leads to better academic performance.

1.10 Scope of the Study

The study was conducted in Eldoret East in Uasin-Gishu County, and was delimited to public secondary schools. The target population was 50 public secondary schools, which had a total population of 14280 students. The scope of this study was in tandem with the objectives of the study which were: to find out the what the secondary students understand concerning their participation in decision making, determine the perception of students on constraints to participation in decision making in secondary schools in Eldoret East, investigate students' involvement in decision making in secondary schools, and to find out strategies used to enhance students' participation in decision making in secondary schools. The study used Kolb's theory of learning. Mixed method of research was used, which involved combining of qualitative and quantitative approaches.

The independent variable was perception of secondary school students' participation in decision making, and the dependent variable was secondary school students' discipline. Form two students were sampled for this study. These students were mainly used as respondents because they have lasted long enough in school and had a fairly acceptable understanding on decisions that are made in school. These students have largely been involved in making decisions at some level in the course of their study. This enables them to give the right response on participation in decision making. Their stay in school is enough to enable them give good response on how they perceive students' participation in decision making and the implications of their

perception on them. The deputy principals and the teacher counselors, were sampled for purpose of this study.

1.11 Limitations of the Study

This study being related to students' social aspect of life, perception on participation and discipline, there was some laxity of cooperation in some students due to suspicion. This was managed by making it clear to the students the purpose of this research and they were encouraged to respond with honesty. The study limited itself to public secondary schools. Therefore, every effort was made to ensure that sampling method used was adequate to collect data required for drawing conclusions. Not all questionnaires were returned due to respondents' laxity, however, acceptable and reliable data was obtained. Another limitation was on time needed to fill in questionnaire by the students, since any organization has a daily routine, interference with the normal class time was discouraged. This was handled by scheduling the visits outside normal class time for example, games time.

1.12 Theoretical Framework

This study is based on Kolb's Theory of Learning (Kolb, 1984). The theory has four tenets that the learner must pass through in order to learn. These levels are concrete experience, reflective observation, abstract conceptualization, and active experimentation.

1.13 Kolb's Theory of Learning

This research is specifically interested in the fourth tenet of Kolb's theory. In active experimentation, Kolb's theory suggests that one way of learning is by learners applying the learnt ideas to the world around them. Learning is more interesting when students are involved in educational activities. He theorized that learning should be

relevant and practical, not just passive and theoretical. This theory encourages educationists to be concerned with what the learners understand about their learning. Active learning requires students to engage actively in the learning process. Students' participation depends on their perception on participation in decision making. When the students recognize that their views are needed and are important, they will actively participate. If they discern that their participation is not pertinent, they are likely to reduce their participation. The lack of students' participation in decision making disengages them from owning decisions made by other educationists, leading to decrease in adherence to school rules. The main goal of taking into consideration the students' perception towards participation in school activities, is to enhance discipline in schools. This relates to this study, for what students acknowledge is a pertinent aspect as it affects how they participate in decision making, whereby their participation determines how they behave.

1.14 Conceptual Framework

When involving the students in decision making, the educationists aim at ensuring that the learning process in any institution is learner friendly and, thus should lead to desirable students' behavior. They also intend that learners are involved in learning activities. From the literature on students' participation and discipline, there are three sets of variables: independent variables (students' perception in participation in decision making), dependent variables (secondary school students' discipline), and the moderating variables (peer teaching, making school rules, teachers' participation). The conceptual framework showed that the students have a perception that their participation in decision making needs to be taken seriously because it is pertinent in their stay in school. The students have a realization that their participation in academic and co-curricular activities while in school is very necessary. This

involvement is advantageous to the students as it enhances discipline in school, as shown in figure 1.1.

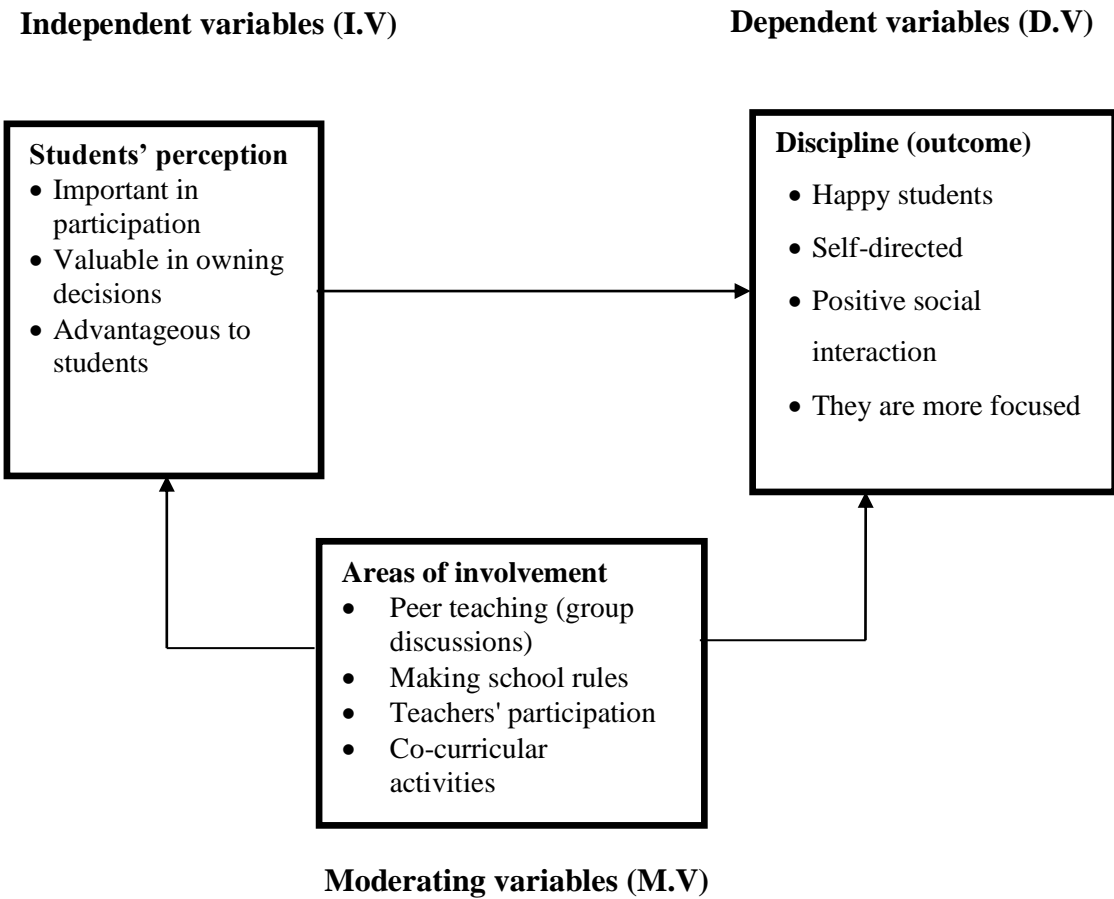


Figure 1.1: Interrelationship of independent variables and dependent variables

1.15 Operational Definition of Terms

Decision: It is also the act of or need for students making up their mind on issues concerning them in school. In this study the term decision was used to show resolutions secondary school students make in school.

Discipline: It is training students behave or act in accordance with rules. The term was used in reference to students' positive response to set rules and regulations in school.

Involvement: It is about engaging secondary school students in school academic and co-curricular activities as much as possible. In this study, the term refers to democratically engaging or including students in coming up with school rules and regulations.

Perception: It refers to the insight or awareness of what is happening within the school setting. It is how students look at participation in decision making.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature was reviewed under the following sub-headings: students' perception of their participation in decision making, the students' perception on participation in relation to discipline, constraints and areas of involving students in decision making, benefits and strategies of students' participation in decision making.

2.2 Students' Perception of Participation in Decision Making

There is a greater need to assess students' perception of their involvement in decision making in secondary schools. According to Huddleston, respecting the rights of this younger group to be heard, represent an enormous challenge to traditional attitudes in most societies (Huddleston, 2007). "A society that cuts itself off from its youth severs its lifeline; it is condemned to bleed to death." Koffi Annan (2001). The World Action for Youth 2000 and Beyond recognizes that the active engagement of young people themselves is central to its successful implementation and, accordingly, affirms the full and effective participation of youth in society and decision making as one of its 10 priority areas for action.

Young people are a solution to the problems they face but not a problem to be resolved by others, (United Nation Convention on the Rights of the Child, 1989). The convention introduced a new philosophy with regard to children and young people recognizing their importance as individuals whose dignity must be respected. It promotes the principle that youth are entitled to express their perception on all matters that affect them and to have those perceptions taken seriously. Article 12 of the

convention makes it clear that participation in decision making is a substantive right of all children and young people.

In every region of the world, there are now initiatives, projects and programs in which young people are participating in decision making, (United Nation Development Program (UNDP) and Inter-Parliamentary Union (IPU) (2012). The World Youth Report, (2003), demands youth to be heard, to have their perceptions given serious consideration and to play an active role in promoting their best interests and be universally respected. This demand presents a profound challenge to traditional attitude towards young people in most societies throughout the world. It implies a radical change in youth-adult relationships in all spheres of life including the family, school, local communities, programs, social services and local region and national government. Accepting the necessity of their participation does not mean that adults no longer have a responsibility towards youth. On the other hand, young people cannot independently undertake the advocacy necessary to exercise their rights (Moos, 1997). School principals and teachers are the role models in schools to be emulated by the adolescent students. From these adults, students can learn how to participate in, and arrive to meaningful decisions.

Young people lack access to most of the processes through which adults can articulate their concerns. The Committee on the Rights of the Child, observes that while most States' parties to the Convention attests to the priority and value attached to children and young people within their respective cultures they generally do not undertake all appropriate legislature, administrative, and other measures, to an extend of using their available resources to ensure that the rights of the younger members of the society are realized, (UNDP, 2012).

There is cultural assumption that young people must not challenge their elders or express their views, even when their rights are being violated. This has increased their vulnerability to dangers such as economic exploitation, military recruitment and forced participation in sex trade (McBride, 2010). It is now well documented that millions of children and young people in countries around the globe are both physically and sexually abused within their own families. Girls in particular are exposed to frequent sexual assaults by their teachers in some parts of the world, according to United Nation Report on Child's Rights, (2015). It is not uncommon to find children's cases where young people are placed in large institutions that give insufficient attention to their emotional and psychological well-being (Jones, 2005). Parents and teachers defend use of physical punishment on children and young people, without considering their perception on this punishment, Committee on the Rights of the Child, (2000). This shows that how the young people look at their participation have not been put into consideration and their views have not been taken as important by most people who deal with the youth affairs.

Much of the government policy has a direct or indirect impact on young people. In education there is a disconnection between policy adoption and application. The students' perceptions on these policies have gone unheard. Most governments are concerned about improving young people's educational experiences yet very few take any measures to find out from students themselves their perception on teaching methods, whether the curriculum is relevant, what factors contribute to school dropout rates and truancy, how to improve attendance, what is needed to promote better inclusion of girls or how to enhance good behavior and promote effective discipline as noted by UNDP (2012). Evidence shows that schools in which students' perception is considered are likely to have a more harmonious atmosphere, better staff student

relationships and more effective learning environment. If students drop out of school in so many countries in the world is to be reduced, educational administrators and policy makers need to learn from children and young people how institutions can become places where they want to be. If they are to have a sense of ownership of, and commitment to school, they need opportunities to give their perception on involvement in the decisions, policies and structures that affect them on a daily basis (Koliba, 2000). Participation promotes discipline, well-being, and development of young people (Pritzker and Schuster, 2016).

It is by questioning, expressing their perception and having their opinions taken seriously that young people develop skills, build competences acquire confidence and form aspirations (Steinberg, 2010). Sen (2002) argued that development is a process of expanding the real freedoms that people enjoy. In the 2016 Luxembourg survey by the European Commission of young people's priorities young women and young men said they considered democratic rights and values, a very important issue for discussion in the development of a European Convention. While consultations can be of some value, young people are increasingly perceiving that they also be involved in decision making process at all levels. The active involvement of young people must be at the local, national, regional and global levels so that they may become subjects not objects of policies that affect their lives in school,

(Annan, 2000). Schools are often as communities where students should be able to experience democracy and learn how to act democratically (Citizen Advisory Group, 1998; Veugers, 2009; Mager and Nowak, 2012). Therefore, students are expected to develop civic skills (such as perspective talking), civic attitudes (such as the willingness to express their perception and make collective decisions) and to support

civic and democratic values (such as tolerance and equality) (Eurydice, 2012). In Ghana no specific policy is provided for students' perception of their participation in decision making even though the Student Representative Council (SRC) is mandatorily established in each public senior high school. The perceptions many countries in Africa have is that students in high schools are not mature enough to participate fully in decision making forums in schools. Consequently, opportunities provided for students' participation tend to be limited to roles of supervision over student peers and fund-raising activities (Abra, 2015). Senior high schools in Ghana are hierarchically structured with students at the bottom of the structure. In most schools, students' perception on decision making appears to be episodic, restricted, and largely initiated by the school authorities (Abra, 2015). The school authority should consider students' participation because it is necessary for the secondary school students and they know what they need.

For effective decision making in schools in Africa, those in authority will not be expected to act like technocrats in different areas of leadership. Rather they are expected to display modern leadership styles which are contrary to the traditional leadership styles. The modern styles are bottom up, participative, consultative, team and task oriented. The style also includes listening and responding to the real needs rather than talking and prescribing (Bell, 1992). This mostly leads to happy disciplined students.

Among other groups, very important group to give their perception on involvement in schools are students who are the main reasons for school policies and activities. The decision made in schools affect them and as students they are better suited to make the correct decisions having in mind what is required of them (Nwankwo, 2014).

Most students in African schools resist decisions made for them and upholding those made by them. Dimmock (1985) noted that effective schools include their students' perception in making important decisions that affect the students. African schools ought to involve students in decision making for it often result to desirable behavior. In Kenya, to ensure that decisions are made and owned by the stakeholders within the school system educationists have advocated for the decentralization of education (Samad, 2000).

Decentralization refers to the process of transferring decision-making power, responsibility, and tasks from a higher to a lower organizational level (Indrianto, 2005). In this, the school administration does not make decisions alone but include the students' perception (Sherman, 2016). Failure to consider students' perception in decision making in Kenya, has led to students reacting by burning schools and striking, although it is unacceptable way of reacting. The current students' unrest in secondary schools in Kenya is a way of communicating their grievances to the authorities. The unrest has been witnessed in several schools in Kenya, the worst hit was at Itierio High School in Kisii County where students burned seven dormitories in an orgy of violence to protest high-handedness administration that denied them a chance to watch a football match.

Students from Muslim Secondary School in Kakamega County claimed the burning of dormitories by their colleagues had to do with the manner they were treated by their teachers. When teachers fail to listen to the students and try to suppress their voices, the students retreat to their cocoons and plan how to hit back at them (Steinberg, 2010). The perception of students concerning their participation in decision making is very important. The students whose thoughts and feelings are put into consideration

tend to have acceptable behavior, both socially and academically. This study tends to find out the relationship between students' perception on decision making and their discipline in schools.

On July 2016, the then Education Cabinet Secretary, Fred Matiang'i, instructed that students involved in the unrest be punished and made to pay for the damages. This creates the environment where the same is bound to happen, because this is only suppressing but not dealing with the real issues. In these decisions, he has not involved the students in decision making on what can stop the unrest. Dewey (2010) advocates for democratic environment while students are making decisions on issues that affect them. The minister ought to have considered a dialogue between school administrators and the students so as to look into the causes of the unrest. If the principals suspected behavior in students that can lead to burning of schools, they were supposed to close schools. This might not solve the problem as the root cause of this indiscipline has not been addressed. The question is when will students want to learn in an environment that is not democratic; where they perceive that their views are not wanted and are of no importance in their education? According to Macharia (2015), it is unfortunate that Kenyan education has not realized the need to involve students in decision making. The students are likely to rebel to the decisions imposed on them by either The Ministry of Education, the principals or even the class teachers. Aggarwal, (2007) observes that while students' representatives may not participate in matters relating to the conduct of examinations, evaluation of students' performance, appointment of teachers among others, their perception on participation on necessary areas should be ensured, as this might solve the problem of indiscipline being experienced currently in our public secondary schools. The students, therefore, have continued to burn schools even after the Education Cabinet Secretary pronounced the

penalties on the students behind the unrest. This sought to establish whether lack of considering students' feelings and thoughts about their participation in decision making in secondary schools has any effect on discipline. On the other hand, student's perception on participation in decision making might affect their participation. When they perceive it positively, they will actively participate, but if their perception is negative, they might fail to participate and accept decisions made by other education stakeholders.

2.3 The Students' Perception on Participation in Relation to Discipline.

What influence does a caring, supportive, democratic school environment have on students' discipline? Lack of supportive caring school environment is a predictor of problem behaviors in late elementary schools (Hawkins, Lishener, Catalano, and Howell, 1986) as well as senior and middle high schools. Studies show that caring, supportive school environment leads to acceptable behavior in students (Steinberg, 2010). A substantial body of research shows that school's social environment has broad influence on students' learning and growth, including major aspects of their social emotional and ethical development. What mostly determines school environment is quality of students' relationships with other students and with the school's staff. Dewey (2010) observed that an effective school is realized to the degree in which individuals form a group. When students find the school supportive and concerned about their perception, they are less likely to become involved in substance abuse, violence and other problematic behaviors (Hawkins, Catalano, Kosterman, Abbott, and Hill, 1999). They are likely to develop positive views and thoughts towards themselves and pro-social attitudes and behaviors towards others (Jeruto and Kiprop, 2011).

Students should be guided by their teachers when making classroom decisions. The teachers, however, should be facilitators, in guiding the students to make acceptable decisions by the whole school society. The principal should accommodate students' perception in making decisions on matters on how their affairs should be run in the wider school society but guide them in making acceptable decisions that will bring harmony in schools (Nyabisi, 2014).

Nyabisi (2014) viewed school principals and teachers, as the role models thus have a role to play in guiding the students on how to make and arrive at meaningful decisions. It would be necessary and timely to investigate in the current study the principals' and teachers' and other stakeholders' take, on students' perception on decision making and its effect on students' discipline. This study sought to find out how secondary school students perceive their participation. It sought to determine the students' perception on their participation in decision making, and the implication this perception has on discipline of students in schools.

2.3.1 Areas of involving students and constraints to students' participation in decision making in schools

Meaningful students' involvement engages students as systemic decision makers (SuondOut, 1993). There are many levels of decision making that are in schools. They include decision making at individual level, classroom level, school level, County, and the nation level respectively. Students can be meaningfully involved through personal decision making (Corbett and Wilson, 1995). These decisions are ones that are made by individual students (Steinberg, 2010). Many counties have had policies that support students' involvement, although a few are deliberately enforced. The study identifies the areas of students' involvement in decision making in schools in

Eldoret East, if there is any. There are however, spaces for students' voice, for example students can be involved in curriculum planning, in research, in teaching peers, in evaluation, and in co-curricular activities. In Kenya, the areas that the students can participate in include: designing the school logo, composing the school anthem, electing their class representatives, group discussions, and coming up with meaningful school rules. However, their willingness to participate in decision making highly depends on their thoughts and feelings about their participation in decision making.

2.4 Students as Planners

Students being involved in curriculum committees or otherwise designing curriculum can be an activity that fosters meaningful students' involvement. Students participate in committees which advise staff on a variety of issues including their personal experiences, classes, among others. For example, students have perception on how the students can participate in writing the curriculum, and elementary students revise, and plan High School learning (Steinberg, 2010).

When students design courses, they are likely to experience democracy in decision making. Teachers train students to research, plan, design, and evaluate regular courses throughout schools, and students create, lead or join students/adults' partnerships to sustain students-created course. When students are school designers, giving their perception in any aspect of designing, founding, launching, or otherwise planning the form and function of schools they can experience democratic environment for decision making in schools. Either through focus group or other forums, students have opportunities to give their perception on building designs, redesign, and supplying with equipment. As the users of most school features, students can be invaluable

partners in evaluating, planning, and researching school design. The current study is on how students perceive or view their participation in decision making and how this participation affects their discipline. For example, the students who are involved in designing the school logo or the school flag will most likely identify themselves with it and be proud that their views were important. As they are eager to participate, they are likely to perceive their participation positively. For example, at mission high school in San Francisco, California, students gave their views and thoughts to a professional designer to co-design a large garden for the school. Building it from the ground-up, students reported learning a great deal (Fletcher, 2015). Students' perception determines their participation in decision making (Steinberg, 2010). When their perception on participation is positive, students will highly participate in varied school activities and are likely not to be involved in disruptive behavior. The current study established that perception on participation in decision making and discipline are related.

2.4.1 Students as researchers

The principal at Big High School in Bear valley, California, wanted to explore students' perception on learning, so she started a student-research program. The group focused on the questions, "Does our school restructuring activities really make fundamental changes in the learning process? Does all of our work have an impact in the classroom?" As part of the year-long study, the student researchers participated in a twice-weekly course that focused on their perception of their work, and consequently, the students became the driving force in the data collection and analyses. Students conceived the methods used and led the data collection work. The findings showed that students recognized the importance of motivation, good study habits, a balance between school and work, involvement in school life, being

organized, and simply putting forth the effort to succeed (Lander, 2015). The students who were involved in this research were able to identify the areas that are important in their studies. This study will help learners enhance their participation in many school activities; both academic and extracurricular activities, when the recommendations are implemented. This participation in decision making in the school activities, both in and outside the classrooms, will lead to better performance academically and students will have acceptable behavior (Fletcher, 2015). This shows that students' perception in participating in research is positive. They were willing to participate as they perceive participation as pertinent. This study found out that students feel and think that their participation in decision making is important and should be taken seriously.

2.4.2 Participation as peer teachers

Students work with teachers to facilitate classroom learning in subjects that they have expertise in, including English, History, Sciences, among other subjects. Students teach their peer groups or cross-grade courses. Students facilitate professional development for teachers including (but not limited to) service learning, diversity and using technology in the classroom. Students' teaching is evaluated by teachers and administrators in attendance, and guided by supporting adults. As an area of student's involvement, this participation can lead to better teacher student relationship. The students also tend to learn more when taught by their friends. This is more likely to lead to better students' behavior in the classroom (Lander, 2015). The students are most likely to teach their peers if they desire teaching and take it as important and valuable. There is a high possibility of participation in decision making if their perception on participation is positive. The students are happy to teach their fellow students. They feel and think that they should be given a chance to teach each other as

they are at the same age and are likely to be going through the same experiences in life.

2.4.3 Students as evaluators

Students facilitate parent conferences with their teacher as a supporting partner in the process. In preparation, students give their perception on their learning and, as an outcome, co-create plans to continue and expand their learning. The students or peers can evaluate their classroom performance (Palmer, 2013). They provide constructive perception regarding students led-teaching and presentations, as well as behavior and learning attitudes. Students can also assess the school needs. Students-based school needs assessments are students-led, students-driven activities designed to promote student's ownership over the school environment, activities within the school, classroom curriculum and climate and any other aspect of the school environment and the education system in general. Students voice their perception and praise on topics including school climate, students' ownership, and teacher or principal responsiveness. Students can also do self-assessment. Students' self-assessment tools are tools for teachers and students as well as parents and communities. They build students capacity to be critically aware of their learning success as well as giving their perception on the next steps and further activities. In student self-assessments learners can examine state standards and use them to establish their own learning goals creating rubrics and other measurements to assess their own performance (Abagi, 1997). They can use probing questions in order to identify their own successes and challenges, as well as plot their next steps (Palmer, 2013). In this case, students perceive their participation as very important; therefore, they would more often like to participate in this evaluation. When students evaluate what is happening in school, is already a room for them to give their perception on what needs improvement. By

giving their suggestions on what to be done, the students feel part of the school and this, might, as in most cases, lead to better student's discipline. This can also give an encouragement to the few who might have lagged behind in participation.

2.4.4 Constraints and strategies to students' participation in decision making

For students to participate freely in decision making, it is necessary for educationists to give them the opportunity to participate and guide them accordingly. It is no doubt that students' participation in decision making has not gone without challenges. UNRCR (2015) shows how the youths' rights, in the world, to participation in decision making are limited, to a point of almost denying them that right. Sherman (2016) notes that the students should be encouraged to participate in decision making, instead of being advised to accept decisions made on their behalf by others. Nwankwo (2014) posits that the students in Nigeria have low participation in instructional program decision making, human resource, and infrastructural facilities. This research also shows that the school administration did not adequately involve the students in decision making. Their perception in participation in decision making is important as it enhances participation in school activities. Research that was done in Kenya by Macharia (2015), shows that most secondary school principals and deputy principals are major decision makers in schools. The students easily accept the decisions they make and with ease, own these decisions. The students' participation in decision making is not an easy issue as it is met with several challenges. Palmer (2013) noted that the students' themselves are faced with undecided mind on whether to participate in decision making or fail to participate. It is imperative that secondary schools look for ways to find out how students perceive their participation in making decisions on matters concerning them.

The Kenyan Constitution (2010) proposes that the youth should be involved in deciding how their affairs should be run. The constitution advocates for public participation in making decisions on matters that concern the public interest. It goes without saying that the secondary school students form part of the public and their perception on issues is important not only to them but also to the whole republic of Kenya. The ministry of Education science and technology encourages the educationists to enhance equal participation of every Kenyan child, whatever their background (Republic of Kenya, 2013). The Ministry gives room for all students, at all levels of learning, to participate not only in academic activities but also in co-curricular activities while in school. What it fails to consider is how students perceive their participation. These areas of participation include, but not limited to, co-curricular activities, like games, clubs, and other class activities like group discussions, coming up with class rule with the guidance of the class teachers, electing their student council with the assistance of teachers, among other areas. These strategies of students' involvement in decision making are essential in tackling the constraints the secondary school students face in their endeavor to participate in decision making while in school.

2.5 Summary of Literature Review

From numerous studies in other parts of the world such as by SoundOut (1993) in Washington, Abra (2015) in Ghana, Nyaga, (2009) in Kenya, among others, students' involvement in decision making has been encouraged due to its benefits. It leads to better decisions and outcomes in young people around the globe. Students have a body of experience unique to their situation and they have views and ideas that are derived from experience (Uwakwe, Fulaye, Emunemu, and Adelore, 2008). In all

regions of the world, young people are social actors with skills and capacities to bring about constructive resolutions to their own problems (Steinberg, 2010).

From literature review, participation in decision making promotes the well-being and development of the adolescent students (Sheldon, 1997). Participation strengthens a commitment to and understanding of human rights and democracy and respect for human rights in schools (The World Program of Action for Youth of 2000 and Beyond). Participation enlightens the adolescent students. Students who are given the right to express their views democratically are less vulnerable to sexual or physical abuse in schools. They are likely to report any kind of abuse, that they may face (Child Safe Policy, 2016). In contexts in which young people are entitled to challenge what is happening to them and have access to established mechanisms through which to do so, such violation of their rights is far more easily exposed (United Nations, 1989).

Literature review shows that perception on participation in decision making is a fundamental human right. All people, including students have a right to express their feelings towards perception of their participation in decisions directly affecting their lives (Graves, 2014). Whether it is an issue relating to rules imposed at a school, students are encouraged to articulate their concerns, participate in the development of policy and have their opinions given serious consideration.

Students' participation in decision making leads to tolerance for opposing points of view (Ehman, 1980). Participation in decision making helps people in conflict set aside their 'win-lose' approach as they begin to sense their interdependence (Shushila and Bakhda, 2006). In most schools in Africa, the principals and the teachers were the voice to be heard and listened to (Nyaga, 2009). Some schools in Africa like Nigeria

and South Africa have established mechanisms for students' involvement in meaningful decision making.

In Kenya, it is important to embrace students' feelings and thoughts of their participation in decision making. Research by Jematia and Tikoko (2011), shows that students were excluded in key decision-making areas in the schools, like administration and curriculum. The Ministry of Education Science and Technology have set a National Education Sector Plan (2013-2018), which aims to improve quality of education. In this plan there are six goals. The fourth goal is about equal participation of every Kenyan child, whatever their background (Republic of Kenya, 2013). However, research has been done on youths' perception of their participation in decision making in other levels of learning and the society at large (Republic of Kenya, 2013). There is less literature on students' perception on their participation in decision making in schools in Kenya and especially its relation to discipline. The way students perceive their participation in decision making is important. Their participation is determined by the level in which they value their involvement in decision making. If they highly value it, they will likely want to participate. When they are given the chance to participate in decision making, then they will most likely do it actively (Corbett and Wilson, 2001). The purpose of this study was to establish perception of students concerning their participation in decision making nature and areas of student's involvement in decision making in secondary school, and whether this involvement, if there is any, has any substantial implications on discipline of the students in Eldoret East, Uasin-Gishu County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter deals with research methodology and research design that was adopted for the study. Eldoret East also includes; the location of the study, research population, the sample size and sampling techniques, instrumentation, validity and reliability of instruments, data analysis and presentation, scoring of instruments and ethical consideration.

3.1 Study Area

The study was carried out in Rift-valley, Eldoret East sub-county, Kenya. Geographically, it is one of the three constituencies in Uasin-Gishu County. Eldoret East is in Kenya, 330km North West of the capital city of Kenya. It lies between 0° 31' 0.00" North, and 35° 16' 59.88" East. Lying south of the Cherangani Hills, the local elevation varies from about 2100-2700 meters above sea level. It has a population of 239,380. The area's main economic activities are large scale maize and wheat farming, dairy farming, horticulture and sports tourism. The county is also a manufacturing hub, with numerous industries and factories providing employment to thousands of its urban population. It is largely a cosmopolitan region and has 50 public secondary schools, with a population of 14280 students this shows the interest of the population in education. The high number of student population calls for better understanding of what influences students' discipline. Schools like Arnesen's Boys, Kipkabus Boys, Sosiyo, A.I.C Torochmoi, Moiben, Kimoning Boys, Tembelio secondary among others, experienced unrest in 2016 (Government of Kenya, 2016), therefore it is important to carry the study in this area. These seven schools are situated in Eldoret East. The study was conducted here to establish the relationship

between students' perception of their participation in decision making, as most schools which had the students' unrest are in this region.

3.2 Research Design

A descriptive survey design was employed for this study. According to Fraenkel and Wallen (2012), surveys are the most widely used techniques in education and behavioral sciences for data collection. The current study employed descriptive research survey design with regard to collection of information, measurement, classification, analysis, comparison, and interpretation of data. It also describes variables rather than to only test a predicted relationship between variables (Neuman and Robson, 2011). This design was used as it describes the nature of the existing conditions, identifying the standards against which existing conditions can be compared and be used to determine the relationship that exists between variables, which are, students' perception in participation in decision making, and discipline. The current study used this design to determine how secondary students look at their participation in decision making and its implication on discipline related cases. Descriptive research design allows one to gather data at a particular point in time with the aim of describing the nature of the existing conditions, while determining the existing relationship in specific areas. The design enabled this researcher to find out the relationship between students' perception on participation in decision making and discipline. The study used survey methods to collect data because the population of the study was slightly large to be observed directly. This study also used mixed method of research.

Mixed methods involve combining or integrating qualitative and quantitative research method in a study. Combination of qualitative and quantitative approaches provided a

more complete understanding of the research problem. The study used a mixed approach to cater for qualitative data which investigated students' discipline, which was obtained through oral interviews between secondary school deputy principals and teacher counselors and quantitative data that was collected using the questionnaires.

3.3 Target Population

Population is a group of individuals, objects or items from which samples are taken from, for measurement and/or analysis. Population is the total number of people who live in a particular area, city, or country with common observable characteristics (Jayaprakash, 2012). The Eldoret East Sub-county has 50 public secondary schools with a total population of 14280 students, as estimated by the Ministry of education Science and Technology returns (2017). The study target population was 14280 students stratified into boys' schools, girls' schools and mixed schools, as shown on table 3.1. Form two students were selected because they were deemed to have been in school long enough to have been involved in indiscipline related cases unlike form four students who may be too busy preparing for National Examinations. The form two students were likely to be forgotten in decision making as they are deemed to have a scanty experience on matters pertaining to decision making.

Table 3.1: Target Population for students

CATEGORY	NUMBER OF SCHOOLS	NUMBER OF STUDENTS
Boys' Schools	6	2709
Girls' Schools	7	3568
Mixed Schools	37	8003
Total	50	14280

3.4 Sampling Technique and Sample Size

The sample size was determined by a formula recommended by Tabachnick and Fidell (2001). Simple random sampling and stratified random sampling techniques were both used to select the sample for the study. These techniques give each and every member of the population an equal chance of representation or selection in the study sample.

To begin with, stratified random sampling was used to establish the number of students to be drawn from each school category. This was done proportionately such that the final sample reflects the target population, table 3.2.

Table 3.2 Sample size for students

School category	Target Population	Sample size
Girl's schools	3568	$\frac{3568}{14280} \times 370 = 92$
Boy's school	2709	$\frac{2709}{14280} \times 370 = 70$
Mixed schools	8003	$\frac{8003}{14280} \times 370 = 207$
Total	14280	369

Simple random sampling was used to select 92 from two students from girls' schools, 70 from boys' schools, and 207 from mixed schools to get the required sample size of 369. Form two students were selected using random numbers which were generated to get the required student sample. Stratified random sampling was used to get the categories of schools to be used in the selection of the sample. These schools were categorized into girls' schools, boys' schools, and mixed schools. Simple random sampling was used to arrive at the total sample size of 369 students. Stratified and

simple random are random procedures of sampling that give every member of the population equal opportunity of representation in the final sample. The deputy principals and teacher counselors from three purposively sampled schools, which include one boys' school, one girls' school, and one mixed school were interviewed, to give their response on how they involve students in decision making. These were selected because they are concerned with enhancing the discipline of the students in the school, hence are in a position to give beneficial information.

3.5 Research Instruments

To determine the relationship between students' attitude on participation in decision making and implication on discipline, students' questionnaire was developed by the researcher. To determine strategies used to enhance students' participation in decision making and discipline, guidance and counseling teachers and school deputy principals' interview schedule, were developed.

3.5.1 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample. The students' questionnaire has six sections that were designed as per the study objectives. Response for section one to four was elicited on a five-point Likert scale. These scales were: strongly agree (SA), agree (A), undecided (N), disagree (D), and strongly disagree (SD). Open ended questionnaire (section 5-6) was also used to gather students' responses on constraints to students' participation, and strategies to enhance participation in decision making. Questionnaires were distributed to 369 form two students, and 338 respondents filled them in and returned them to the researcher. This tool was advantageous because it helped in the study to obtain information from 338 respondents, who returned their responses in filled in questionnaires. Quantitative data was collected through questionnaires.

3.5.2 Interview schedule

Interviews were used to collect primary data from the 3 deputy principals and 3 guiding and counseling teachers. Interview schedule for the deputy principals and guiding and counseling teachers were developed to seek their response on students' participation in decision making and the level of discipline in the school. Interview schedules were prepared where questions were asked orally. The study adopted un-structured interviews since the information gathered was reliable, it gave in-depth information about students' discipline and participation, it was systematic, and it also gave the researcher room to revise the questions on the tool, whenever new information arose. Face to face interview created a rapport between the interviewer and interviewee, hence enhancing a relaxed atmosphere for the interviewee to freely give the information. Qualitative data was collected through the interview schedule.

3.6 Reliability

A pilot study was done in two schools outside the sample schools in the neighboring sub-county, Eldoret West, to ascertain reliability of the instrument. After one week, the same test was administered to the same respondents by the researcher to establish the consistency of the items. The researcher realized the same results before going to the study location. A pilot study helped to increase the clarity of the results. Test-retest method was used to estimate the reliability of the questionnaire. This was done after comparing the first score and the second score of the instruments. Pearson's Product correlation coefficient (r) was used. This study had reliability index of 0.87. An (r) of 0.7 or more than 0.7, was considered reliable as it is high enough to indicate the consistency of the instrument. The guiding and counseling teachers and deputy principals' interview schedule had un-structured questions and responses were orally administered. The reliability of the interviews was done through expert judgment.

3.6.1 Validity

The validity of a test is a measure of how well a test measures what it is supposed to measure, (Kombo and Tromp, 2009). Content validity was used to validate research instruments. Content validity refers to the degree to which the content of the items reflects the content domain of interest. The content should be about what we say the test is about (Miller, 2003). This ensured that the study objectives were captured to make the questionnaire adequate in form and content. The items constructed by the researcher were adopted and modified after discussion with research supervisors. To ensure content validity the questionnaire was assessed by two supervisors of Moi University, who examined the items and amended them as appropriate. Items in section 5 and 6 in the students' questionnaire were modified to include students' opinion on constraints and strategies of students' participation in decision making. This was done after piloting. For this study, the researcher used inter-rater to amend the items in the interview schedule.

3.6.2 Scoring of the questionnaires

The students' questionnaire had a five-item scale. The students responded on a Likert scale, designed as per the four objectives of this study: Strongly Agree (SA), Agree (A), Not sure (N), Disagree (D), and Strongly Disagree (SD). Strongly Agree was to score the highest (4.6-5.0), followed by Agree (3.5-4.5), Not Sure (2.5-3.4), Disagree (1.6-2.4), and Strongly Disagree (1.0-1.5). The highest score was 4.6-5.0, average score was 2.5-3.4 while 1.0-1.5 were the minimum score. The highest score meant that the students highly concur with the item in the questionnaire, while the minimum score meant that the students strongly disagreed with the item in the questionnaire. Students responded by ticking appropriately, in the space that was provided. A

summary of the responses of the students' respondents, per the five items was generated.

3.7 Data Collection Procedure

The researcher obtained an introductory letter from School of Education in Moi University to seek permit from National Council for Research, Technology, and Innovation (Appendix 5). The permit was presented to County Education director, Eldoret East, Sub-County Education director Uasin-Gishu (Appendix 6), and school principals to seek permission, to carry out the research. The researcher booked an appointment with the respondents, before collecting data. After the researcher administered the questionnaires to the respondents and were filled in, the filled in questionnaires were immediately collected by the researcher for analysis, after which a face to face interview with the 3 deputy principals was conducted. Later, 3 guiding and counseling teachers were interviewed, using different questions for deputy principals and different questions for teacher counselors.

3.8 Data Analysis

The data which was collected through questionnaires and interview schedules were coded. The data was then cleaned for missing outliers before beginning the analysis. Quantitative data, collected through students' questionnaire, was analyzed using descriptive statistics of means, frequencies, and percentages. Qualitative data, from the interview schedule, was analyzed thematically. Chi-square test was the most suitable tool to compare data observed and data expected, as per the hypothesis (Ho1: There is no significant relationship between students' perception towards their participation in decision making and their discipline). Chi-square test was used to determine the level of significance ($\alpha \leq 0.05$) as the standard for rejecting or accepting the null hypothesis.

3.9 Ethical Consideration

The respondents' consent was sought before issuing them the research instruments, and responses were treated confidentially. The methods which were used to collect data ensured confidentiality as it assured privacy of the respondents. The data collected was analyzed and reported in such a way that the data did not identify the names of the school or the respondent. We also note that the research was voluntary and the participants remained anonymous. This encouraged the respondents to fill the questionnaires honestly. The researcher paid attention to respondents' rights. These rights include; no obligation to provide information to other organizations; the information collected was only used for research purpose, and the information given by the respondents was not altered by the researcher. Any action or statement which could lower a respondent's self-esteem or self-worth was avoided. The findings were confirmed with the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Overview

This chapter encompasses the following; data presentation, analysis and interpretation of the findings. The findings were presented according to the objectives of the study; students' perception of their participation in decision making and discipline in secondary schools, constraints to students' participation in decision making, students' involvement in decision making, and strategies used to enhance students' participation.

4.1 Demographic Information

The study brought on board 369 respondents issued with the questionnaires. There was a return rate of 92%, 338 respondents, which was acceptable in the study. From the students' type of school, the most dominant schools were represented by mixed day schools at 56%, boys 19%, and girls 25%. This is because there are more mixed schools in Eldoret East than girls' and boys' only schools. The reason for the large number of respondents in mixed day school is because of few girls and boys boarding schools in this region (figure 4.1).

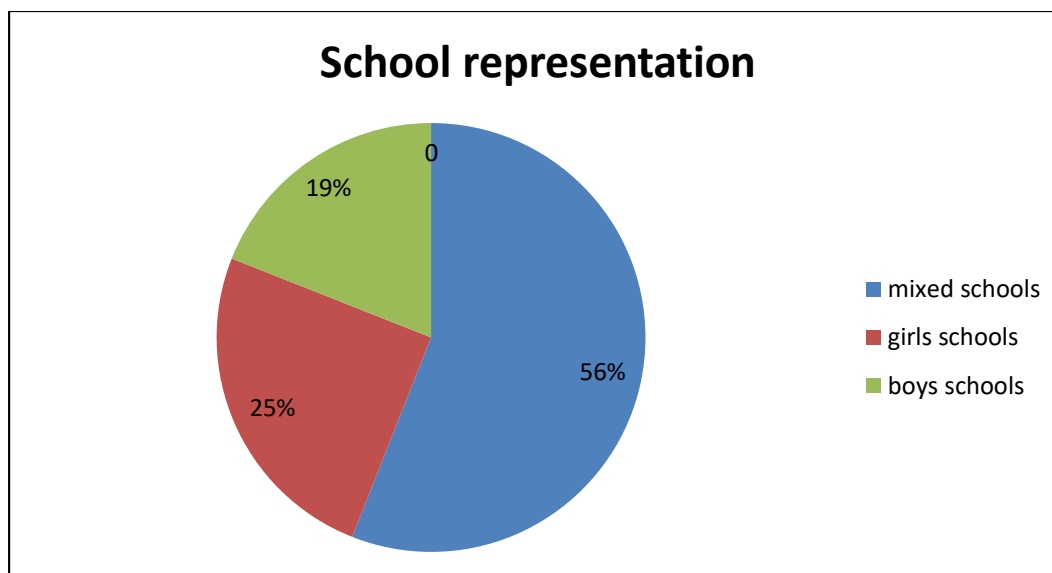


Figure 4.1: Schools representation

From figure 4.1 above, girls' schools had 92 respondents, which is 25%, boys' 70 respondents which is 19%, and 207 were from mixed schools, 56%. This seems to suggest that girls were more available to participate than boys. The mixed schools, which had 207 respondents, also increased the girls' chance of representation.

4.2 Students' Perception of their Participation in Decision Making and Discipline

The insight or awareness of what is happening within the school setting is pertinent to the students, as participation in decision making is likely to be determined by perception in participation in decision making.

4.2.1 Students' perception towards their participation in decision making

The first objective in this study was to find out the perception of the students towards participation in decision making in secondary schools in Eldoret East. The following question was raised to achieve this objective: What perception do secondary school students in Eldoret East have towards their participation in decision making? To get answers to the question, secondary school students were requested to respond to the

items in the questionnaires on students' perception on participation. The following results were obtained from the students' response.

Table 4.1: Students perception on participation

Students' perception on participation in decision making	Percent	Frequency
Exclusion from meaningful decision making	55%	185
Should be involved in decision making	89%	301
Value and own decisions they make	73%	248
Feel their participation be taken seriously	88%	297

From table 4.1 above, majority of the students, (89%), felt that they should be involved in decision making, followed by those that thought that participation in decision making should be taken seriously (88%), then the ones who felt that they value and own decisions that they make (73%), and lastly the students who felt that students in secondary school have been left out in decision making, (55%). From the table above, the findings showed that the students acknowledged and recognized that they should be involved in decision making. Therefore, participation in making decisions in learning institutions, like secondary schools, should be taken seriously, as stated in The Constitution of Kenya (2010), on public participation. From the research findings, the students felt that they should be involved in decision making, they also thought that their participation needs to be taken seriously. It is evident that students in secondary schools are not fully involved in decision making as they ought to be, and that their participation in decision making needs to be enhanced. The study findings indicated that the secondary school students' value and own the decisions that they make. When students own the decisions they make, the rate at which they implement what they have participated in deciding goes up. The secondary school

students should not be left out in meaningful decision making, as their involvement is necessary in their school.

4.2.2 Testing the hypothesis on perception of secondary school students towards participation in decision making and discipline.

The hypothesis was to test the relationship between perception of secondary school students on participation in decision making and discipline.

H_{01} : There is no significant relationship between students' perception towards their participation in decision making and their discipline.

Table 4.2: Relationship between students' perception towards participation in decision making and discipline

Chi-square Tests							
	Value	df	Asymp. Sig	Exact Sig	Exact Sig	Point	
				(2- sided)	(2- sided)	(1-sided)	
Pearson Chi-Square	21.414 ^a	16	.163	.000			
Likelihood Ratio	22.186	16	.137	.000			
Fishers Exact Test	.000			.000			
Linear-by-Linear	.050 ^b	1	.823	.000	.000	.000	
Ass.							
N of Valid Cases	1342						

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.25.
b. The standardized statistics is .000.

From table 4.2, the chi-square test revealed a significant statistical relationship between students' attitude towards participation in decision making and discipline. The value of the test statistics is 21.414 and the expected cell counts were all greater than 5. The corresponding p -value is $p < 0.001$, $\chi^2(4) = 16$, $p = 0.00$. This means that the null hypothesis that states that there is no significant statistical relationship between students' perception towards their participation in decision making and discipline was rejected. It is concluded therefore, that there is a significant statistical

relationship between students' perception on participation in decision making and students' discipline.

4.2.3 Students' discipline

The study sought to establish students' level of discipline in secondary schools through a questionnaire. The students' response on discipline is summarized in table 4.3.

Table 4.3: Students' discipline

Students' discipline	Mean	Std. Dev
Students respect each other in my school	3.74	1.33
Create a conducive learning environment	3.60	1.39
Students are focused in their studies and do well academically	4.02	1.03
In my school, students look for acceptable ways of solving their issues	3.47	1.41
Students are responsible and self-driven	3.72	1.17

From table 4.3, secondary school students' discipline levels vary in different areas of participation. Students focus on their studies and do well academically with a mean of 4.02, showed the highest level of discipline, followed by students respect each other (M=3.74), students are responsible and self-driven (M=3.72), students create a conducive environment for learning (M=3.60), and students seek for acceptable ways of solving issues (M=3.47), in that order. From the findings the students seem to have an insight of how they can maintain discipline in their schools. Steinberg (2010) noted that students in secondary school are mature enough to make the right decisions on matters that concern them. The study findings showed that the students are aware of the main reason why they are in the school: for academic pursuit. The students are self-driven and responsible. They also agreed that they respect each other. These

create conducive learning environment which is necessary for better academic performance.

4.3 Deputy Principals' Interview Schedule Results on Students' Discipline

The study sought to find out forms of indiscipline in schools from the school deputy principals. These forms of indiscipline as indicated by the deputy principals are summarized in figure 4.2

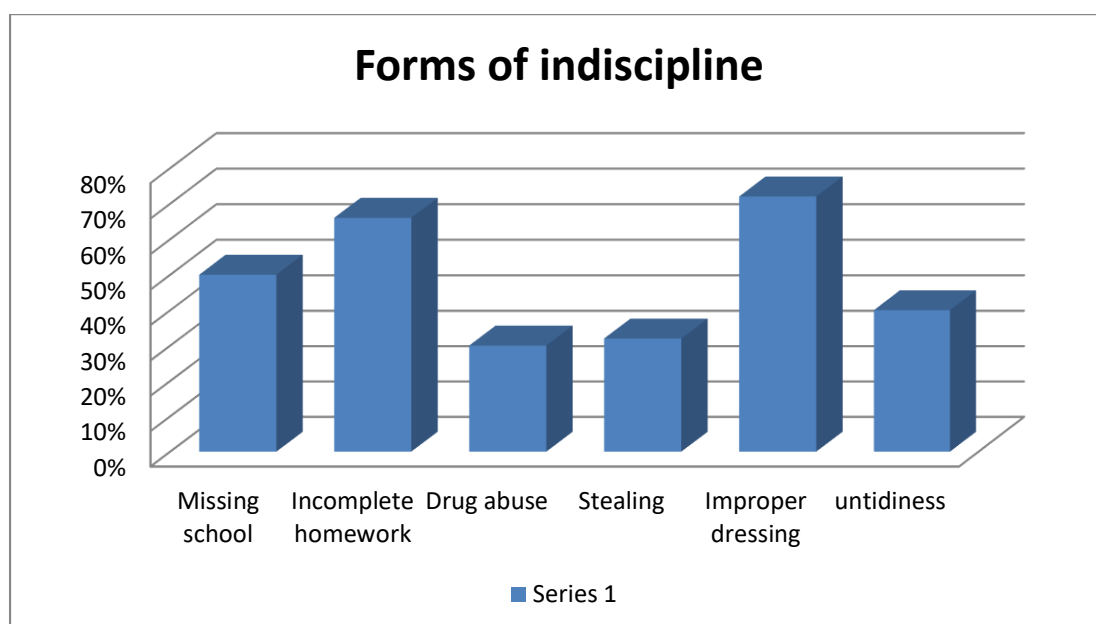


Figure 4.2: Forms of indiscipline in secondary schools

The deputy principals' interview schedule revealed that there are different forms of indiscipline existing in secondary schools, as shown on the above figure (figure 4.2). The results on this figure are contrary to the findings of the students' questionnaire on discipline, presented on table 4.3. These forms of indiscipline on figure 4.2 include; missing school (50%), incomplete homework (66%), drug abuse (30%), stealing (32%), improper dressing (72%), and untidiness (40%). The school deputy principals further revealed that they have put measures in place to make sure that the secondary school students are disciplined. One of them stated *"We encourage good behavior by rewarding students and discouraging misbehavior through punishment."* Such

measures include: Rewarding the disciplined students and punishing the indisciplined. The form of punishment includes; splitting firewood, slashing grass, cleaning classes and toilets, bringing parents, and suspending the indisciplined students. The rewards for good behavior include; tours, material gifts, monetary rewards, and applauses.

When asked about the level of discipline in the secondary school, the school deputy principal from mixed day school said that the students' discipline was average, and this depended on where the students came from, in terms of residence. He stated that *"When you see a student from the informal settlement breaking a few rules, you should not be surprised. By obeying majority of the rules, they have tried."* The study further revealed that, the deputy principals involve the students in maintaining the discipline in school. Such ways include; students coming up with class rules, students' councilors reporting the indisciplined cases and even solving some, like controlling class discipline, and each student maintaining self-discipline. It was noted that, when students are involved in school academic and extracurricular activities, their discipline improves. The three deputy principals concurred that when the students come up with class rules, they are careful not to break the rules they come up with. One of them (from girls boarding school) stated that *"The students carefully obey their own rules more than they obey any other person's rules."* All the deputy principals concurred that involving the students in school activities makes them happy and even want to be identified with their school, as they recognize that they are important and part of the school. The three deputy principals (one from mixed day secondary school, one from girls boarding school, and one from boys boarding school) were ready to involve the students as this made their work of maintaining discipline in school easier. From the above discussion, it is apparent that students are more disciplined when their

perception on participation in decision making is positive and are part of the decisions made on matters concerning them.

4.4 Constraints to Students' Participation in Decision Making

The second objective of the study was to establish constraints to students' participation in decision making. To achieve this objective, the following question was raised: What are the constraining factors to students' participation in decision making? The study sought to find out constraining factor to participation in decision making from the students. Table 4.4 has the results obtained through the students' questionnaire.

Table 4.4: Constraints to students' participation in decision making

Constraints to students' participation in decision making	Percent	Frequency
School principals and the teachers are the major decision makers	41%	138
Lack of enough avenues for participation	20%	68
Fear for victimization	16%	54
Students' counselors' failure to report students views	13%	44
Students lack of interest in participation in decision making	10%	34

The findings on table 4.4 show the constraining factors to students' participation in decision making. The major constraining factor to students' participation in decision making is, the school principals and teachers are the main decision makers (41%), followed by lack of enough avenues for students' participation in decision making (20%), fear of victimization (16%), students' councilors' failure to report the students views (13%), students lack of interest in participation in decision making (10%), in that order. A study by Nyabisi (2014) noted that the main decision makers in

secondary schools are the school principals followed by the teachers. The students do not have much to say concerning the major decisions that affect the school life. The findings reveal that students are given inadequate chance to participate in decision making. Students exist to be seen in school but not to be heard; not part of the decision-making organ.

4.5 Students' Involvement in Decision Making in Secondary School

The third objective in this study was to investigate students' involvement in decision making. To achieve this objective, the following question was posed; how are students involved in decision making in secondary school? The responses from the students are shown on table 4.5.

Table 4.5: Areas of students' involvement in decision making

Areas where students are involved decision making	Mean	Std. Dev
There is peer teaching in my class	3.47	1.26
Members of my class elect students' councilors	2.83	1.49
The chair of the student council usually attends school board of management meetings	2.69	1.38
Students, who qualify in games, represent the school at all the levels	3.93	1.23
Girl guides and scouts represent our school during some public Holidays celebrations at the national level	2.47	1.31

From table 4.5 above, the students are involved in decision making in different school activities. The secondary school students agreed to have students represent school at all levels. At the class level, the students teach their peers (M=3.47) in academics and issues concerning class discipline. At the school level, the students are involved in electing members of the students' council (M=2.83). The students also indicated an aspect of participation in the school administration when they attend school boards of

management meeting (M=2.69). At the county level, the students indicated to have been involved (M=3.93). These students who qualify in games and music festivals represent the school in the county secondary school games and music festivals. These games include ball games and athletics. Though there is an indication of participation, a mean of (M=2.5-3.4) showed that the respondents were not sure whether; there is peer teaching in their classes, members of the class elect school counselors, and the chair of the students' council usually attend school board of management meetings. The respondents disagreed that the girl guides and scouts represent their school during some public Holidays celebrations at the national level, with a mean of (M=2.47).

4.6 Strategies used to Enhance Students' Participation in Schools

Strategies to enhance students' participation in decision making in secondary school were sought from students and guiding and counseling teachers

4.6.1 Strategies from the students' questionnaire

The fourth objective of this study was to establish the fundamental strategies used to enhance students' participation in decision making in secondary schools. To achieve this objective, the following question was posed; what are strategies used to enhance students' participation in decision making? An open-ended question, in the students' questionnaire, was used to establish from the students, ways of enhancing their participation in decision making in secondary school.

Table 4.6: Strategies to enhance students' participation in decision making

Strategies to enhance participation in school	Percent	Frequency
The school to have open forum	40%	134
Reward students who do well in academics and Co-curricular activities	32%	107
Teachers to take students' participation seriously	20%	67
The school to have suggestion boxes	8%	27

Table 4.6 shows the students' responses on strategies that can enhance participation in decision making in school. The majority of the students (40%) suggested that open forum be organized in school as a way of enhancing students' participation in decision making, followed by rewarding the students who do well in academics and co-curricular activities (32%), then the teachers to take students' participation seriously (20%), and lastly, the school to have suggestion boxes (8%). The students suggested that their participation in decision making be enhanced through having open forums where the students are freely allowed to air their issues. However, this can be done when the students are sure that their views will not lead them to victimization, as students are likely to highly participate in the open forum if their meaningful suggestions are taken positively. The findings on table 4.6 indicate that rewarding students that participate in academic and extracurricular activities will enhance their participation in decision making. Reward opportunities encourage eliciting of acceptable and appropriate behavior by the participant. When teachers take students' participation seriously, they are likely to increase their participation for their meaningful suggestions have a high chance of being implemented. The result of the findings revealed that to a small extent, (8%), suggestion boxes enhance students' participation in decision making.

4.7 Guiding and Counseling Teacher Interview Schedule on Strategies to Enhance Participation

The study used interview schedule to gain more access to the strategies that secondary schools can use to enhance students' participation in decision making. Three guidance and counseling teachers participated in this study. Each teacher represented one type of secondary school: either boys, girls, or mixed school. The findings of the study are indicated on figure 4.3.

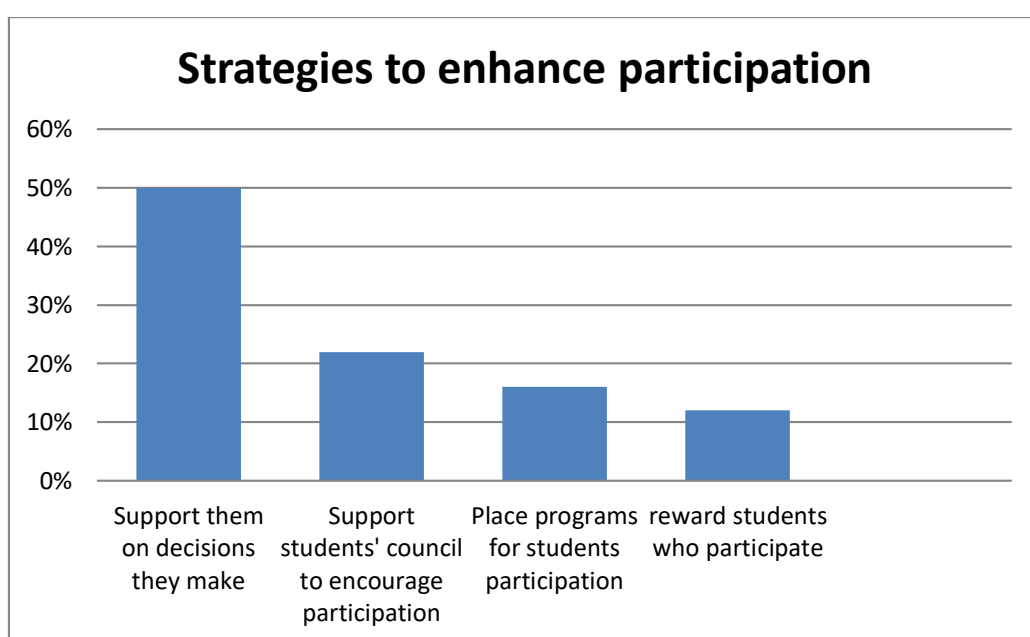


Figure 4.3: Strategies to enhance participation in decision making

The guiding and counseling teachers were interviewed orally in order to get the strategies that they use in secondary schools, to enhance students' participation in decision making. From the results of the interview schedule, the guiding and counseling teachers admitted that the secondary schools through their office use different strategies to enhance participation in decision making. These include: supporting meaningful decisions the students make (50%), empowering student councilors to support students' participation (22%), putting in place programs like peer counseling, for students' participation (16%), and lastly, rewarding students who

participate in school activities (12%). All the guiding and counseling teachers also revealed that students' participation in decision making can be enhanced. From the study findings, the students were involved in extra-curricular and academic activities but the participation needs enhancing. When asked whether the secondary school students are involved in school activities, one of the guiding and counseling teacher (from a mixed school) stated that, *"The students in secondary school have been involved in many ways which include peer teaching and coming up with reasonable school rules."* The guiding and counseling teachers were asked to report on whether the students have ever suggested the ways they can be involved in decision making and stated that they have ever requested to be involved in counseling their peers, councilors to punish the indisciplined students, students creating class rules and planning for innings and outings. These outings are both in academic and co-curricular activities, and include: symposiums, games, academic tours, debates, and bench marking. One of the guiding and counseling teachers (from girls boarding school) observed that some of these requests were met while some like students punishing fellow students were discouraged. She stated that, *"If students' counselors were given the power to punish others, they could go beyond limits for they might lack knowledge on how to punish their peers."* From the findings of this study, the three guiding and counseling teachers interviewed noted that the students were more willing to participate when they realized that teachers were supportive on students' suggestions on participation in school activities.

4.8 Discussion of the Findings

The findings are discussed in line with the study objectives. These include; students' perception of their participation in decision making, constraints to students'

participation indecision making, areas of students' involvement in decision making, and strategies that enhance participation.

4.8.1 Students' perception of their participation in decision making

The first objective of the study was to determine the perception of secondary school students on their participation in decision making and discipline. It was found out that what secondary school students in Eldoret East distinguish about participation in decision making affect their discipline. Findings from the data collected from deputy principals' interview schedule revealed that there are various forms of indiscipline in secondary schools which included: drug abuse, stealing, improper dressing, incomplete assignments, and missing school.

A study by Nyabisi (2014) showed that principals and teachers are the main decision makers and do not fully take students participation in decision making seriously and therefore do not involve the students as they should. Students value and own decisions they make, according to the findings of this study. Mulwa and Maiyo (2010), noted that students in secondary school value and own decision they make. Students that own decisions participate in many school activities and are likely not to be involved in disruptive behavior. Students' perception is that they have been excluded in decision making. This is contrary to the MOEST (2017) which observed that students are fully involved in school activities and encouraged educationists to have each student participate in at least one school activity.

The study also showed that students largely focus on their studies and do well academically, which concurs with McBride (2010) who notes that the main reason students are in school, is for academic pursuit. This aspect of discipline indicates that the students are in full understanding of the main reason they are in school. Another

form of discipline issue identified in this study was students' respect. The findings of this study indicated that students respect each other. MOEST (2016), notes that the schools where students respected each other had fewer cases of misdemeanor. This is the case in the schools where the study was conducted. Students are responsible and are self-driven. This is a form of self-discipline. Students create conducive learning environment, which leads to a stress-free learning environment. Jeruto and Kiprop (2011) note that the environment which is conducive for participation in learning activities, highly influence learners' discipline. To conclude, Steinberg (2010) points out that, students who are given a chance to participate in school activities performed well in their academics, are happy, and look for acceptable ways of solving their issues. The findings established that students solved their issues by not taking the matters into their own hands. This study found out that secondary school students from schools in Eldoret East, where the study was carried out, are both academically and socially disciplined. In conclusion, the environment and the problem-solving skills that the students have, has contributed to better performance in academic in secondary schools.

4.8.2 Discussion on the constraints to students' participation in decision making

The second objective sought to establish the constraints to students' participation in decision making in secondary schools in Eldoret East and the findings indicated that constraints included fear for victimization, lack of enough avenues for participation, and lack of interest in participation. The findings established that the students had reasons for not participating fully in decision making. The major constraint to students' participation in decision making is that school principals and teachers are the major decision makers. This shows that the students are not involved in decision making as they should. This is contrary to a study by Jematia and Tikoko (2011)

which noted that decision making should be democratic and the students should be given adequate chances to fully take part in issues that concern them in school. The students lack avenues for participation. These findings show that the secondary schools are lacking enough areas in which they can involve students. MOEST (2017) noted that there are numerous school activities, and recommends that secondary schools should have each student take part in at least one co-curricular activity, for it is their constitutional right to be involved in all learning activities in school (The constitution of Kenya, 2010). Students fail to participate in decision making due to fear of being victimized. Steinberg (2010) noted that the adolescent students participate in making right decisions when their participation does not lead to negative consequences like victimization. The student leaders do not report the students' concerns to the administration for it to act on the issues. The student representatives are to represent the students in school committees like the Board of Management. The students lack interest in participation in decision making. This is contrary to what Steinberg (2010) says. Students should be interested on deciding how they want their affairs to be handled. The adolescent students, according to Steinberg (2010), are at an age where they would like to make decisions on almost all matters that concern their lives. To conclude, secondary school students perceive their participation in decision making as necessary. However, this is faced with some challenges. Some of the reasons why the secondary school students are unwilling to participate include; fear for victimization, lack of enough areas for student's participation, and lack of enough representation to the administration by the student leaders. The findings from schools in Eldoret East where this study was done showed that the main decision makers are the school principals and the teachers. This left the students with minimum chances of making decisions on matters that concern them while in school.

4.8.3 Areas of students' involvement in decision making

The third objective sought to investigate students' involvement in decision making in secondary schools. The findings showed that the students participated in both academic and co-curricular activities. However, more involvement was found necessary. According to Palmer (2013) the students have a democratic right to participate in making decisions on matters that concern them. The respondents, however, were not sure whether; there was peer teaching in their classes, class members elect student councilors, or chair of the students' council attend board of management meetings. The students disagreed to having the school represented by the girl guides and the scouts at holidays and national celebrations. From the research findings of this study, students indicated to be inadequately involved in school activities. MOEST (2017) encourage educationists to involve students at the class level, school, county and national level, on matters of education.

4.8.4 Strategies that enhance participation

Lastly, the fourth objective sought to investigate strategies used to enhance students' participation in decision making in secondary schools. Both the students and teachers agreed that new strategies of involving students needed to be put in place. The strategies include: rewarding students who are active in school activities, supporting the decisions made by the students, empowering the student councilor on students' participation, creating open forum, and providing students with suggestion boxes.

Majority of the students indicated that having open forum in schools will enhance secondary school students' participation in decision making. This depicts that students are more open when they are with their peers. Steinberg (2010) noted that adolescents are motivated to participate when they witness their peers doing so. Rewards, according to McBride (2010), encourage duplication of appropriate behavior. The

reward system actually could attract other participants that could yearn for similar rewards. Teachers should be engaged in students' participation. When teachers take students' participation seriously, participation is enhanced. Schools should have suggestion boxes as a way of enhancing students' participation. This form of participation allows students to participate without disclosing their identity. Nwankwo (2014) identified different ways of enhancing students' participation in decision making as a way of creating harmony in schools. He noted that when students are involved in decision making there is high students' and teacher performance in different areas, both in curricular and co-curricular activities. Another strategy which will enhance students' perception on participation in decision making, according to the findings of this research, has to do with enhancement of students' participation in decision making, rather than making the school principals and teachers the major decision makers. One of the findings from students' questionnaire on constraints to students' participation in decision making was that the school principals and the teachers are the major decision makers in secondary schools. Most of the students in schools in Eldoret East have the perception that it is not their right to participate in decision making in school. When this perception changes the students' participation in decision making will be enhanced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter presents the summary of the study findings, the conclusions, and the recommendations of the study.

5.2 Summary of the Findings

The purpose of this study was to determine students' perception on their participation in decision making in secondary schools in Eldoret East and its influence on students' discipline. The study made an attempt to establish whether there was a significant relationship between students' perception on their participation in decision making and discipline. The summary of the findings was presented as per the study objectives.

5.2.1 Perception of secondary school students towards participation in decision making

The first objective of the study was to determine the perception of secondary school students on their participation in decision making and discipline. It was found out that students' thoughts and feelings on participation influenced their behavior. Findings from school deputy principals' interview schedule revealed that there are various forms of indiscipline in secondary schools in Eldoret East.

It is a finding of this study that respondents perceive that they should be involved in decision making and they would like their participation in decision making taken seriously. Students value and own decisions they make. Students also demonstrated that they have been excluded in decision making. Another form of discipline identified in this study was students' respect. The findings of this study indicated that

students respect each other. This is the case in the schools where the study was conducted. Students create a learning environment which is stress free. This highly influences behavior in real situations. As such, students who are given a chance to participate in school activities performed well in their academics, are happy, and look for acceptable ways of handling their issues. The environment and the problem-solving skills that the students have, has contributed to their academic performance in secondary schools.

5.2.2 Constraints to students' participation in decision making

The second objective sought to establish the constraints to students' participation in decision making in secondary schools in Eldoret East and the findings indicated that there are constraints to students' participation in decision making. The constraints included: principals and deputy principals being the major decision makers in schools, fear of victimization, lack of enough avenues for participation, and lack of interest in participation.

The study established that the students in Eldoret East had reasons for not participating fully in decision making, which makes them not to be involved in decision making as they should. Decision making should be democratic such that the students should be given adequate chances to fully take part in issues that concern them in school. Students are interested in deciding how their affairs should be handled. The adolescents are at an age where they would like to participate in decision making on almost all matters that concern them.

5.2.3 Areas of students' involvement in decision making

The third objective sought to investigate students' involvement in decision making in secondary schools. The findings showed that the students participated in both

academic and co-curricular activities. It is a finding of this study that we should uphold students' democratic right to participate in making decisions on matters that concern them. From the research findings of this study, students felt that they were inadequately involved in school activities. Therefore, educationists are encouraged to involve students at the class level, school, county and national level, on matters of education. This will see students change their perception on participation in decision making.

5.2.4 Strategies that enhance participation

Lastly, the fourth objective of this study was to investigate strategies used to enhance students' participation in decision making in secondary schools. The findings of the study showed that the deputy principals and the guidance and counseling teachers of secondary schools in Eldoret East agreed that more strategies of involving students needed to be put in place. The students also agreed that they would like to have new and fruitful strategies of participation in decision making which include; rewarding students who are active in school activities, supporting the decisions made by the students, empowering the student councilor on students' participation, creating open forums, and providing students with suggestion boxes, as this will change their perception on participation in decision making.

From the research findings of this study, schools that involve students in decision making have high students' and teachers improved performance in different areas, both in curricular and co-curricular activities.

5.3 Conclusion

From the findings of this study it was concluded that, the perception that the students have on participation in decision making is helpful to school managers and the

students on coming up with ways to improve discipline in secondary school. This will in return improve the students' participation in decision making. The State Department for Early Learning & Basic Education has put in place measures for students' participation in secondary schools, the study concludes that it should make a follow up to see why the students are not fully participating in decision making, students' involvement in school academic and co-curricular activities is one of the ways of enhancing discipline among the students and the school administration and teachers need to put in place measures to support the students' participation in decision making.

The study findings indicated that the students suggested strategies of enhancing their participation which include; rewarding students who are active in school activities, supporting the decisions made by the students, empowering the student counsellors on students' participation, creating open forums providing the students with suggestion boxes, among others. The study therefore concludes that the students perceive that their involvement in school activities is crucial and significant, when encouraged, students' participation in decision making is enhanced. When they have the right perception on participation, there will be a great impact on students' discipline in secondary schools.

5.4 Recommendations of the Study

The following recommendations were made, to help improve students' participation in decision making in secondary schools, based on the findings of the study.

State Department for Early Learning & Basic Education to follow up and make sure that the measures they have put in place to look into students' perception for their improved participation in secondary schools is implemented. The State Department

for Early Learning & Basic Education should support teachers on the strategies necessary to enhance the right students' perception.

The school management should encourage the teachers to support and promote students' involvement in school activities. The students can participate in many school activities with minimal supervision when they have the right perception. Therefore, the teachers should allow the students to explore different perceptions, and encourage the right perception for students to participate in making meaningful decisions on matters that concern them in school.

Teachers in secondary schools should implement varied students' friendly activities laid out by State Department for Early Learning & Basic Education. Students are likely to have a greater interest in new and fruitful school activities that enhance their learning. This will increase the number of participants in the school as students' participation plays a great role in the students' behavior.

This study recommends that State Department for Early Learning & Basic Education should come up with new strategies of students' involvement in secondary schools' activities and involve students in enhancing their perception on participation in decision making. This involvement could influence the students' ownership of the school programs.

Further, the study recommends that the school should allow students to suggest meaningful strategies that can enhance their participation in decision making, with regard to their involvement in these school academic and co-curricular activities.

The secondary school students should be encouraged to choose at least one co-curricular activity in which they desire to participate and be encouraged to perform to their highest potential.

This study recommends that the students in secondary schools should be supported by education stakeholders to have the right perception on the decisions they make, besides internalizing the right attitude. Secondary school students who participate in school activities should be rewarded to enhance right perception on participation.

5.5 Suggestions for Further Research

From the findings of the study, the following are areas that need further research so as to enhance discipline and students' perception on participation in school activities.

- The study was carried out in Eldoret East, Uasin-Gishu County. The study suggests more studies be carried out in other counties to find out the perception of secondary school students on participation in decision making.
- The study was on perception on participation in decision making and discipline. The study recommends a study on students' attitude on participation in academic and co-curricular activities.
- Research should be done on various ways of improving students' behavior in schools.
- A study should be done to establish the roles that deputy principals and guiding and counseling teachers should play to enhance the students' perception on participation in secondary schools.

- A research on new academic and co-curricular activities should be done so as to come up with more student friendly school activities for secondary school students' participation.
- Research should be done on school administration's strategies of establishing students' perception on participation in school activities in secondary school.

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APPENDICES

Appendix 1: Introduction letter

Dear Respondent/Student,

I am a student of Moi University undertaking research on *Students' perception of their participation in decision making in secondary schools: implication on discipline, in Eldoret East, Uasin-Gishu County, Kenya*. I kindly request you to assist by filling in this questionnaire. Please respond to the questions asked honestly. Please do not write your name or the name of your school anywhere in this questionnaire. The information you give is confidential and will only be used for research purpose.

Note: There is no right or wrong answer.

Therefore, respond to the items asked with honesty. Tick (✓) the appropriate choice in the space provided after reading the item. Kindly respond to all the items.

Thank you.

Yours faithfully,

Susan W. Nyamu

Phone No. 0725 597 884

Appendix 2: Student's Questionnaire

SECTION 1: Secondary school students' participation in decision making.

In this section the items describe how students are involved in decision making.

Kindly respond by ticking what best describes your participation in matters concerning your school. Your response will be treated with utmost confidentiality.

KEY: SA-Strongly Agree A-Agree N-Not Sure D-Disagree

SD-Strongly Disagree

Participation in decision making.	SA	A	N	D	SD
Students come up with school rules.					
Students air relevant views freely even if they differ with school administrators.					
Students discuss freely in school's open forums.					
Students' council is freely and fairly elected by the students' body.					
Students' opinions are well presented in committees in the school administration.					

SECTION 2: Students' perception on their participation in decision making.

In this part, you are to sincerely indicate your view, thoughts, and understanding towards your participation in decision making in school. The information you give is purposely for this study and is confidential. Respond by putting a tick (√) in the areas that suits your case.

Students' perception on participation	SA	A	N	D	SD
Students think that they have been excluded in meaningful and important decision making in school.					
Students feel and think that they should be involved in making important decisions in school.					
Students highly value and own decisions they make.					
Students' feel that their participation in decision making needs to be taken seriously.					

SECTION 3: Students' Discipline

In this section, sincerely indicate your take on students' behavior in school. The information you give is solely for this study and will be confidential. Respond by putting a tick (√) in the areas that relate to discipline in your school.

Students' discipline	SA	A	N	D	SD
Students respect each other in my school.					
In my school students always create conducive learning environment.					

Students are focused in their studies and do well academically.					
In my school, students look for acceptable ways of solving their issues.					
Students are responsible and self-driven.					

SECTION 4: Levels and areas of students’ decision making

Indicate your opinion on the following statements relating to levels and areas of your decision making in school.

Areas and levels of decision making	SA	A	N	D	SD
There is peer teaching in my class					
Members of my class elect students’ counselors					
The chair of the student counsel usually attends school board of management meetings					
Students who qualify, represent the school at the county level					
Girl guides and scouts represent our school during some public holiday celebrations at the national level					

Section 5: Constraints to students' participation in decision making

Kindly write down your reasons for not participating in decision making.

1.....

2.....

3.....

4.....

5.....

Section 6: Students suggestions on strategies to be used to enhance participation

Briefly suggest strategies that can be used to enhance participation in decision making in secondary school.

1.....

2.....

3.....

4.....

Appendix 3: Interview schedule for the deputy principals

Students' discipline in secondary schools

The interview schedule is for the purpose of educational research on **Secondary school students' perception on their participation in decision making and discipline**. You are requested to participate in this oral interview with all sincerity. The information you give will be very confidential. Thank you.

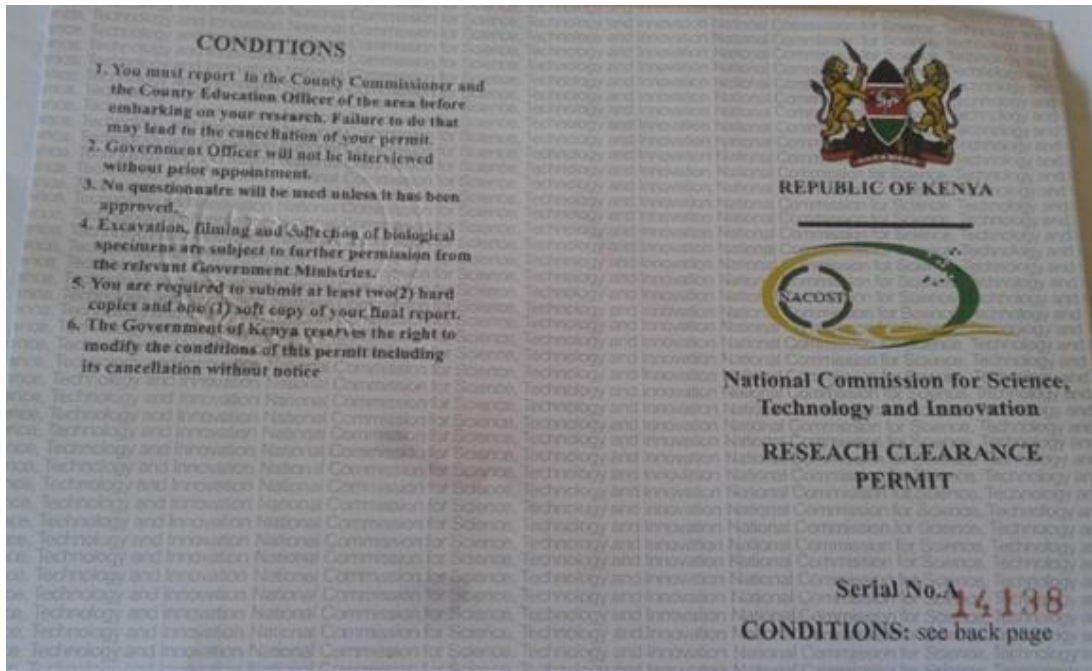
- 1) What role (s) does your office play on matters of discipline in your school?
- 2) Kindly describe the discipline level of students in your school?
- 3) What forms of indiscipline are in school?
- 4) Which role(s) do students play to enhance their discipline in school?
- 5) What are possible implications, on discipline, if students were part of decisions made in schools?

Appendix 4: Guidance and counseling teachers' interview schedule.**Strategies to be used to enhance students' participation in decision making**


This interview schedule is purely for the purpose of this study. The information you give will be highly confidential. Thank you.

- 1) What is your take on enhancing students' participation in decision making?
- 2) Which areas of students' participation in decision making do you think can be enhanced?
- 3) Have students ever suggested the ways they can be involved in school activities, through guidance and counseling office?
- 4) How did the students react when they noticed that it was possible for them to participate in the areas that they had requested?
- 5) What strategies do you think can be used to enhance students' participation in decision making?

Appendix 5: Research Permit



Appendix 6: Research Authorization



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TECHNOLOGY AND INNOVATION**

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Ref No: **NACOSTI/P/17/49083/17181** Date: **23rd May, 2017**

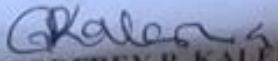
Susan Wambui Nyamu
Moi University
P.O. Box 3900 - 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Perception of secondary school students democratic space within the school environment: Implication to students discipline,*" I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **23rd May, 2018.**

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

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


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

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.