

**ENHANCING DEMOCRATIC SCHOOL GOVERNANCE IN PUBLIC  
SECONDARY SCHOOLS IN KENYA: PRINCIPALS EXPERIENCES AND  
PRACTICES**

**BY**

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## DECLARATION

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## **DEDICATION**

To my parents late Amos Kandie and Costa Kandie, my siblings; Jerono, Sila, Phylis, Joyce, Kaptuya, Cheboiywo and my son Anthony. I would not have reached this far without their support and encouragement. God bless you all.

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## ABSTRACT

This study set out to explore school principals' experiences and practice in enhancing democratic school governance in public secondary schools in Kenya. Specific objectives of the study were to establish the extent of democratization in schools, to establish practices and processes in schools that enhance democratic school governance, to examine the school principal perception of democratic school Governance and to establish the challenges principals face in enhancing democratic school governance. The study utilized cross-sectional descriptive survey strategy that employed mixed methods approach of inquiry in a sequential procedure. The target population of the study was 122 principals, teachers, parents and 244 students of public secondary school in Baringo County. The study sample was selected from 92 schools using stratified and simple random and purposive sampling. Respondents included 92 principals, 92 teachers' representatives, and 184 students. Interview schedules were developed and administered to two principals of schools with fairly established democratic practices. This gave a total of 370 respondents. Questionnaires were developed and administered to the principals, teachers and students of the sampled schools. Content validity was ensured by expert judgment. On the other hand, internal consistency reliability of the instruments was calculated using Cronbach's alpha Coefficient on the piloted questionnaire. Data was collected and analyzed using descriptive statistics such as means and frequencies to summarize data and inferential statistics: regression model, ANOVA and t test were used to test difference between means scores of variables in the study hypothesis. Data obtained from interview were analyzed qualitatively using content analysis and actual verbatim were also used. The findings of the study indicated that; there is still need for school principals to be enlightened on how to lead schools democratically, opportunities for student participation in school governance was minimal and that most principals do not interact freely with teachers. The findings of the study also revealed that there is a significant relationship between practices and processes put in place by school principal and democratic school governance ( $F=32.393$ ;  $R=0.76$ ;  $R^2=0.577$ ) and the constrains to democracy in schools include; parents apathy, lack of proper communication, curriculum, time and lack of training among stakeholders. The study recommends that the Ministry of Education should develop a policy on education for democracy for schools; students should be given substantial role when setting up school rules and that principals should engender parents' participation in school governance. It is anticipated that the findings of the study will inform the Ministry of Education on training needs of school principals and Board of Management with regard to democratic management of schools. It will also shade light on the importance of student participation in school governance and school principals' will have in depth knowledge on how to create a democratic culture in their schools.

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**LIST OF ABBREVIATIONS**

BOM	Board of Management
BOG	Board of Governors
CDE	County Director Education
DSG	Democratic School Governance
MDG	Millennium Development Goals
MOE	Ministry of Education
NGO	Non-Governmental Organization
PTA	Parents/Teachers' Association
QASO	Quality Assurance and Standards Officer
SMC	School Management Committee
SBM	School Based Management
TSC	Teachers Service Commission

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Many countries are reforming the way schools are run and looking in particular at issues of leadership and management (Bush, 2011, Hargreaves and Shirley, 2009). Democratic school governance is one of the emerging trends in the developed and developing world. Boya (2013) states that there is need to rebrand education management for efficient service delivery in the leadership of learning institutions and that superior educational management style should be considered to as a basic foundation of satisfactory functioning of democracy in schools. The need for democratic school leadership is becoming increasingly important in many countries as one way of fostering democratic society (Jwang, 2011). Therefore, to achieve a democratic society it is necessary to create democratic schools. Woods (2005) posit that schools can thus be viewed as the bedrock of democracy, and need to promote democratic principles and values if they are to contribute to a democratic society as well as to the continuance of democracy. According to MacBeath (2005), sustainable school reform efforts are needed to move schools closer toward the ideals of equity, justice and success for every student. The success or failure of a school and its students often hinges on the effectiveness of leadership.

The concept of the democratic school has its origins in the writings of John Dewey. Dewey believed that a democratic society was one in which the divisions between groups, no matter on what criteria, should be minimized and that shared values, meanings and goals should be maximized (Soltis 1994). The school, according to Dewey, should be a microcosm of the type of society that is desired. Thus to achieve

a democratically governed society, it is necessary to first have a democratically governed school (Dewey, 1916) as cited by Dworkin (2000) who suggests that the implementation of a democratic school would have implications for the roles and behaviors of administrators and teachers within it. Wood (2005) further states that democratic leadership in school means that the leader is leading the school in accordance with democratic ideas and understanding that school democracy is for all working towards achieving the goals of the school. According to Backman & Trafford (2007) the term “school governance” is defined of school leadership, including both instrumental and ideological aspects. “Democratic” indicates that school governance is based on human rights values, empowerment and involvement of students, staff and stakeholders in all important decisions in the school.

According to Sithole (1995), a key principle of democratic school governance is that decisions be based on consultation, collaboration, cooperation, partnership, mutual trust and participation of all affected parties in the school community. Naidoo (2005) provides an exhaustive list of democratic principles which, include purpose and vision, collaboration, consultation and communication, participation and shared decision-making, accountability, transparency and openness, informed choice, rights of individuals, integrity and trust, critical thinking, common good, interconnectedness of the community, respect and equality and equity. He opines that in creating democratic schools it is necessary to infuse democratic principles in the daily school activities such that they become a way of life or, simply stated, a democratic culture. Trafford & Backman (2007) adds that DSG governance is good for a school because it improves discipline, enhances productivity for both teachers and students, reduces conflict and secures the future existence of democracy.

Research findings from different countries and different school contexts have shown a powerful impact of leadership towards school development (Mnube, 2007; Northouse, 2007; Barr, 2007; Naidoo, 2005; Oluremi, 2008; Adeyemi, 2011). Democratic educational leadership focuses on nurturing a school environment where all stakeholders feel that they are acting in pursuit for a common goal. This implies a change in the past autocratic structures to more democratic structures and practices in school. Murphy, 2005; Sergiovanni, 2006 are in agreement that democratic school management will facilitate the creation of a more effective school environment by setting the common values in order to realize o the school vision. Naidoo (2005) affirms that when discussing democracy in schools, the powers and authority of the school principal inevitably come to the fore. Thus an important feature of the democratization of schools is the democratization of principals.

In Sweden, principals are expected to lead in a democratic style (Johansson, 2004). The notion of democratic leadership, along with an emphasis on equality, stems from the post-war period (Ofstedal Telhaug, Medias, & Aasen, 2006). In current laws and regulations relating to the mission of Swedish principals, democracy as goal, a process, and as an outcome is emphasized. This is explicitly stated in the national curriculum. Democracy forms the basis of the national school system. Further, a principal is expected to be a role model who leads in accordance with democratic principles that involve influence, equality and responsibility. As part of the restructuring of the educational system in the 1990s a “management by results” model was adopted requiring Swedish principals to be accountable for the performance levels of students and teachers, as well as for the finances (Daun, 1993, Johannesson, & Simola, 2002). In the Swedish educational setting, relevant performance levels of

staff and students concern not only academic goals but also social objectives. This means that both the staff and the students are expected to know, learn and enact democratic values.

Research conducted by Mulford & Silins (2003) noticed the roles of principals in Malaysia to have been evolving, due to both globalization as well as various policies imposed by the government. The 1980s witnessed the wave of educational reforms worldwide; the Ministry of Education in Malaysia also introduced the new curriculum to replace the old one. New Primary School Curriculum and Integrated Curriculum for Secondary Schools were implemented nationwide; the role of the principal evolved from that of manager, to a democratic instructional leader (Ramaiah, 1995), and school principals were expected to define the school mission, managing the instructional program, and promoting a positive school climate. Researchers called for the de-centralization of Malaysian educational system that was overly bureaucratic (Abdullah, 1994). Empowerment then became the buzz word for the 1990s. Hamid (1999) studied the empowerment of teachers, and commented that it was a hard attempt on the part of some Malaysian principals to empower their subordinates, for it challenged the power and authority which they traditionally held.

In South Africa, the South African School Act (SASA) was introduced in 1996 and among other things it makes provision for the democratic management and governance of South African schools through the democratically elected school governance structures that involved all stakeholders in the decision-making process (Botha, 2006). The SASA stipulates that all public schools in South Africa must have democratically elected School Governing Bodies (SGBs) comprising of principals, educators, non-teaching staff, parents and learners. The role and functions of these



democratically elected bodies are described in detail in the SASA (RSA 1996). Over the last decade significant research has been conducted on the leadership role of school principals in South African schools (Heystek 2004: Botha 2006; Marishane ,2009) findings of the studies reveals the principal as a crucial figure who plays a critical role in bringing democracy to life in an institution and society.

One of the fundamental principles of the Constitution of Kenya 2010 is participation of the people in the affairs of the nation. Chapter Two of the Constitution outlines national values and principles of governance which include patriotism, national unity, power sharing, and the rule of law, democracy and popular participation. This can help create useful solutions to problems, such as education, health and land which are an integral part of everyday lives. Therefore, individual citizens must involve themselves in the decision making process at any given opportunity. Secondary school management in Kenya is participatory in the sense that various stake holders are involved. Parent-Teacher Association (PTA) and Board of Management (BOM) constitute part of the formal structures of governance through which parents and the community are enabled to participate in the education of their children. Students too have a stake in school decision making. Under the KESSP and sessional paper no.1 of 2005 makes it very clear that school will have an important role in instilling democratic values in students (UNICEF, 2010).

Decision-making authority has increasingly shifted from school district central offices to individual schools. According to Sang (2005), school principals have greater flexibility in setting school policies and goals, but when making administrative decisions they must pay attention to the concerns of parents, teachers, and other members of the community. Thus principal plays a pivotal role in promoting and

practising democracy in school. Crow (2006) adds that principals can exercise significant influence on the extent to which their schools are democratic. Extending this line of thought are Bäckman and Trafford (2007), who assert that without the active support of the principal democracy is unlikely to take root and grow.

Cases of students' unrest have been reported in Kenya as far back as 1908 when Maseno Secondary School students went on strike (Republic of Kenya, 2001). Since then, there has been an increase in the frequency and number in recent years. In 2008, nearly 200 secondary schools were involved in unrests. There have been recent incidences of school unrest. In October 2012, Students of more than seven schools in Embu went on rampage demanding to be allowed to go for midterm break (Githinji, 2012). In the same year Students of Kesogon mixed secondary school in Trans Nzoia County staged peaceful demonstrations to protest against the school principal for what they called highhandedness. Kiprop (2012) argues that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. Jwang (2011) suggest that the leadership practices perceived by most principals and teachers to be in the 'best interests' of students were contentious and in direct contrast to what the students considered to be in their best interests.

Research undertaken in Baringo County on school leadership indicates that there is need to reconceptualize school leadership in Baringo County. A study conducted by Gatabu (2012) on the influence of head teacher leadership on student's performance at KCSE showed that most teachers felt that head teachers were autocratic. Studies conducted by (Kibet et al, 2012) revealed that principals frequently or sometimes involve other stakeholders in school governance but frequently retain the final authority over most issues. Kiprop (2012) in her research on teacher participation in

school governance revealed that teachers are willing to take part in school governance but they are not fully involved. It is against this backdrop that this study aimed at investigating the role of principals in enhancing democratic school governance in public secondary schools in Baringo County with a view of coming up with ways of promoting democracy in schools.

## **1.2 Statement of the Problem**

The management of secondary schools in Kenya has faced a number of challenges over the past few years. These challenges have been rampant in areas such as students' unrest, lack of financial transparency, poor results at KCSE and teacher absenteeism in most public secondary schools (Wanderi, 2008). In Baringo County reports from the County Education Office indicate that unrests have been on the rise for instance four secondary schools experienced unrest in August, 2013. A study undertaken by Kiprop (2012) in public secondary schools of Baringo District on teacher participation in decision making revealed that teachers are not involved in decision making as they desire and as a result lack a sense of collective responsibility. This could be the reason for student unrests and low performance in KCSE. In 2012, a total of 6136 candidates sat for KCSE only 1900 (30%) obtained C+ and above (CDE, Baringo, 2013). Bäckman and Trafford (2007) argue that democratic school governance enhances learning as learners are provided opportunities to maximize their potential. It reduces conflict as the emphasis is on shared decision-making and respect.

School principal's leadership skills and experience, among other factors are cited as some of the major causes of these challenges (MOEST 2001, 2008, 2010; Kiprop 2012). These could consequently compromise the delivery of high quality education hence hinder the realization of educational objectives envisaged in Kenya's Vision 2030, Sessional paper no.14 of 2012, and the Sustainable Development Goals (SDGs).

Previous Studies on democratic school governance in public secondary schools in Kenya has been undertaken by various researchers. Studies by (Jwang: 2001, Tikoko et al 2011; Gatabu: 2011; Mulwa & Maiyo, 2010; Mule, 2011) centered their research on student participation in school governance, (Kipkoech & Chesire 2011; Kiprop & Kandie, 2012; Mualuko: 2009 et.al) on the significance of teacher participation in school decision making. Other studies are on parental involvement in school governance (Achoka, 2012; Koros, 2013). However few empirical studies have been undertaken exclusively with regard to the role of secondary school principal in enhancing democratic school governance, hence the need for this study. Botha, 2006 points out that principals can exercise significant influence on the extent to which their schools are democratically governed. Extending this line of thought are Bäckman and Trafford (2007), who assert that without the active support of the principal democracy is unlikely to take root and grow. In essence the principal plays a fundamental role in orchestrating efforts to promote democracy in the school.

It is hoped that through this study, principals will be informed on alternative ways of improving democratic practices in their institutions. Parents and teachers will also be informed on how to participate effectively in school governance by identify their limitations in the facilitation of a democratic school environment. The findings will

help in fostering student development by helping them assimilate practices of democracy. It will also boost their academic performance. Lastly findings from the study will aid policy makers in designing policies that will enhance democracy in schools.

### **1.3 Purpose of the Study**

The main purpose of this study is to establish the school principal's experience and practice in enhancing democratic governance in public secondary schools in Kenya by studying the democratic governance of secondary schools in Baringo County.

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

This study sought to achieve the following objectives:

- (i) To establish the extent to which the school governance is democratic in practice.
- (ii) To establish practices and processes that enhance democratic school governance in public secondary schools.
- (iii) To assess the school principal's perception on democratic school governance in public secondary schools.
- (iv) To establish the constraints principals face in enhancing democratic school governance.

### **1.5 Research Hypothesis**

**H<sub>01</sub>**: There is no statistically significant relationship between practises put in place by school principal and democratic school governance. ( $p \leq 0.05$ ).

## **1.6 Justification of the Study**

This study was prompted by dissatisfaction among education stakeholders at school level namely teachers, students and parents who felt that school administrators disenfranchise them in school governance. Despite governments directives like the recommendations of the taskforce on student discipline and unrest (MOEST, 2001) there have been reported cases of students' unrest in the recent past. Recently Tenges, Ainobmoi, Emining and Ossen secondary schools in Baringo experienced unrest in August, 2013 .In July, 2012 Rwathia Girls High School in Murang'a went on strike protesting a decision by the school to introduce new uniforms (Ndungu, 2012).

According to Cunningham (2008) democratic schools play a pivotal role in their contribution to democratic societies and to democracy at large. (Jones, 2005) state that the notion of democracy focuses on the characteristics and skills that are essential for individuals to become fully participatory members of their democratic society. If schools are lead autocratically the delivery of high quality education is hindered and it will also compromises the realization of educational objectives envisaged in Kenya's Vision 2030 and other educational policy directives.

## **1.7 Significance of the Study**

This study gives an insight of the experiences and practices of school principals in Baringo County in democratic governance of their schools with a view of contributing empirically grounded knowledge, on how principals can enhance democracy in public secondary schools in Kenya. This will help nurture democratic values in students which will in turn lessen cases of indiscipline and thereby enhance improved academic performance.

From the study school principals can do a self-evaluation hence improve on the practice of DSG. It would also help the Ministry of education in determining whether there is need to train the school principals in matters of governance so as to better their management and leadership skills. The finding of the study will provide valuable information for educational policy makers.

It is expected that the study will inform teachers on their role in complementing principal's efforts in creating a democratic climate in schools for effective teaching and learning in order to improve students' academic performance. The research findings would also inform secondary school students on how they can participate in school governance so as to better their academic performance and in the process learn democratic values.

The findings of the study are further expected to inform parents on the importance of their participation in school governance for improved academic performance of the students in their respective schools. The findings will also supplement research already done in the area of school governance while serving a base to further research for those who have an interest in the area.

### **1.8 Scope of the Research**

This study was carried out in public secondary schools in Baringo County, in the central Rift region of the Rift Valley. Respondents were restricted to school principals, teaching staff, parents and students of the sampled institutions. Public schools in Baringo County were used in the study because they face challenges that lead to poor performance in KCSE, students' unrest, teacher absenteeism, and poor management. The findings of this study are expected to be generalized to schools across the country.

### **1.9 Limitations of the Study**

The researcher relied on self-report by the principals which made impossible to establish the reliability of the information. This limitation was overcome since the researcher issued same content questionnaire to teachers. Also, the research was done in some sampled schools in Baringo County. This narrowed the degree of national representation of the findings. This limitation was also minimized by using a sample procedure that ensured a fair representation of the study units in the study population. This will also allow generalization of the findings to other public secondary schools in Kenya.

### **1.10 Theoretical Framework**

The study was based on three theories of democracy. Benjamin Barber participatory democratic theory which has its roots in Dewey conception of democracy, Thomas J. Sergiovanni's theory on the principal's roles and responsibilities in school based management of schools and Iris Young theory on inclusion and democracy,

Barber (1984) states that participation transforms persons from self-regarding isolated individuals into other regarding where citizens are sharing community responsibilities. Barber argues that community grows out of participation because it educates individuals. He further states that participation facilitates the reaching out to the agreements among individuals and protect against tyranny and political passivity. Barber (1984) advocates for a strong democracy utilizing direct communication to lessen the distance between individuals in an organization in order to support the creation of a participatory system. He further states that that leaders must offer mechanisms where by conflicts are resolved through a participatory process and that they should create environments conducive to equal participation so that people can



speak and listen in order to find their voices heard and involved in decision making. Other participatory democratic theorist such as (Pateman 1970: Lynd 1965: Gbikpi, 2005: Rancièrè, 2007) though with different conceptual approach agree that participatory principles can best adhere to the dynamics of a liberal society.

This theoretical perspective has contributed to expanding and deepening the meaning of democracy and offering new perspectives for democratic institutions. Participatory theorists and practitioners spell out a conception of democracy based on the premise that citizens participating in collective decision-making on matters that affect their lives should be an integral moral value of contemporary democratic theory (Bacharach, 1975).

The study is also based on Thomas J. Sergiovanni's (2000) views on the principal's roles and responsibilities in school based management of schools. Sergiovanni identifies three mindscapes, the "Mystics", the "Neats" and the "Scuffies", depending on the views they hold concerning the resemblance of educational administration to a non-science, an applied science and a craftlike science respectively; with the mystical end of the continuum characterized by the belief that no formal knowledge is of use and they have to rely on their intuition or sixth sense to tackle matters.

The "Neats" believe that there is a one best way of doing things but as patterns of school practice are characterized by a great deal of uncertainty there is often a mismatch between the applications of a standard technique to an unpredictable problem. The "Scuffies", on the other hand, understand that there are always uncertainties and complexities and they have to rely on intuition to solve the problems of known and unknown situations. Scuffies 'reflect' and develop "an intuitive feel for past, current, and likely patterns before they make mature, educated

guesses. The idea of reflective practice of principalship guides principals to view problems as unique. They know that there will not be standardized solutions and they have to try their best to comprehend the situation when developing the informed intuition required for successful educational leadership.

Principals should try to be “Scuffies” as reflective principals will not accept and apply solutions blindly. They are aware of how complex situations could be, how teachers and students differ in many ways, and how complex school goals and objectives are. They will base their practice on a different theory, and thus are able to manage their schools more effectively. They realize that it is more essential to do the right things, as the world cannot be changed to fit their theory. They also know that there are more significant tasks to perform, such as curriculum development a pastoral care development, on top of routine administrative work and principals should set and stick to priorities.

Sergiovanni also suggests the building of community instead of organization in schools. Communities are collections of individuals who are bonded together by natural will and who are together bound to a set of shared ideas and ideals” (Sergiovanni, 2000, p.77). Sergiovanni believes that schools should be encouraged to develop their unique shared values and “tightly-knit communities of mind and heart” can exist within schools. He addresses the importance of culture, values and context for ‘the shaping and execution of leadership’. His theory acknowledges schools as moral norm-based communities and leadership is based on shared ideas and common purposes.

The study also was informed by Iris Young theory of inclusion and democracy. Iris Marion Young (2000) describes inclusion as the cornerstone of democracies and

emphasises that the prevention of exclusion is paramount. In order to achieve inclusion, Young suggests that before there can be democracy, there must be a consensus as to the supremacy of the transformative ideal. Inclusion and democracy, according to Young, broadens the understanding of democratic communication by reflecting on the positive political functions of the narrative, rhetorically situated appeals, and public protest. It reconstructs concepts of civil society and the public sphere as enacting such plural forms of communication among debating citizens in large scale societies.

Young recognises that democracy is a contested topic which is “hard to love”. She maintains that the love/hate relationship many people have with democracy originates, in part, from love of democracy in theory but displeasure surrounding the outcomes of democratic systems in practice. According to her, democracy requires that citizens should be willing to set aside their existing moral commitments, so that they will be open to having their own opinions and understandings of their interests changed in the process.

Young explores the idea of listening to one another. She suggests that listening to the other is more respectful of one’s unique individual position as it is the only way to respect the uniqueness and “irreplaceability” of each person (Young 1999: 1-2). In addition, she puts forward a concept of rhetoric in her idea of listening to one another. Rhetoric, according to Young, allows speakers to listen carefully to what others have to say, thus building respect for the viewpoints of others. This for Young enables participants to recognise what they have to say, which in turn establishes conditions for deliberation and relations of trust.

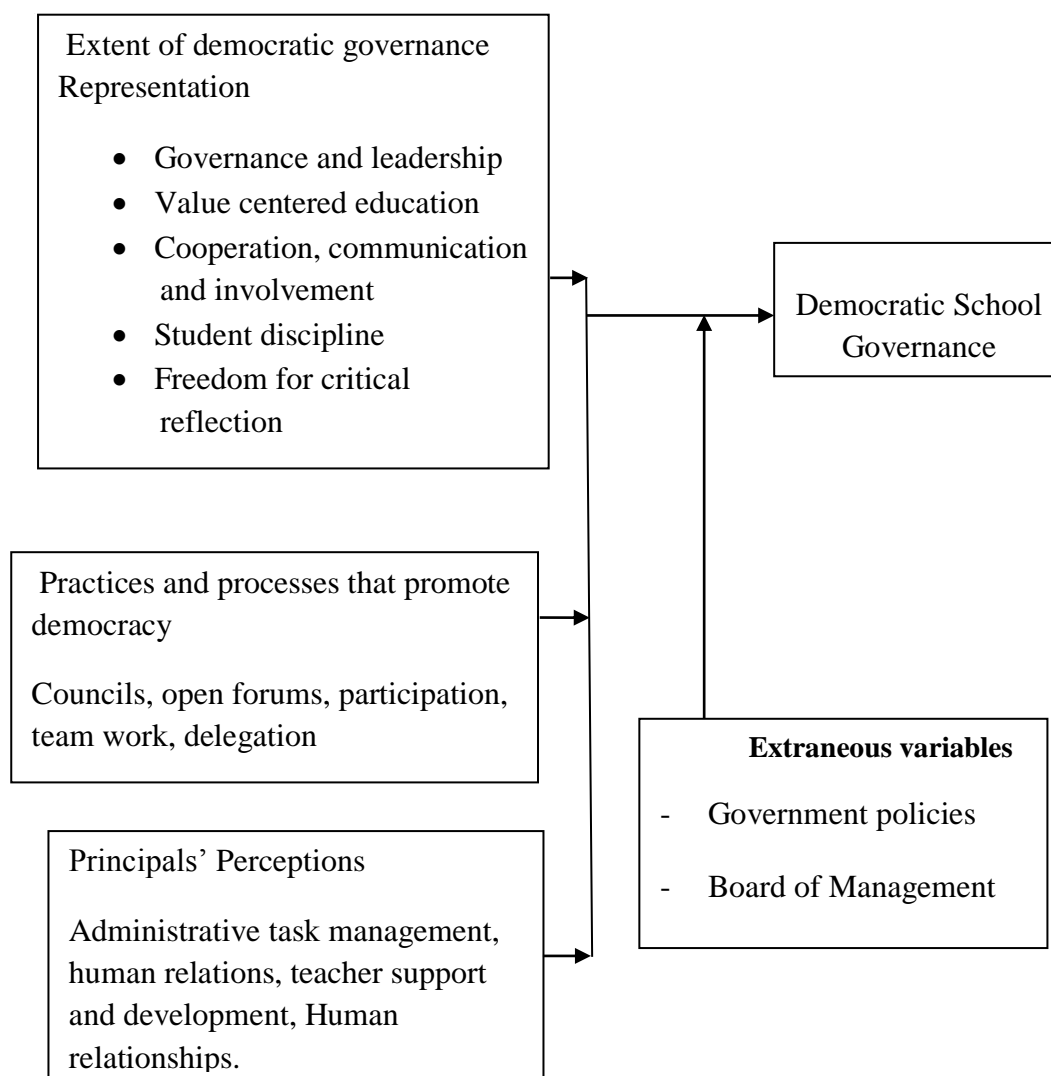
Moreover, Young sees justice, not as fairness, but as liberation, defined in part as the development of the capacities of all individuals. In this way, she develops the idea of inclusion of all voices. This concern with one's "interchangeability" with others does not, however, inspire in Young the kind of individualism in which individuals are seen as exclusively responsible for their fates (Young 1999:1). Young's concern with the development of individuality itself, and with the flourishing of individuals, leads her to examine those social and economic constraints that prevent such development from taking place. She believes that people such as policymakers, for example, should not imagine what people might think, but ask them, and listen to their answers and this is what I intend to do in this study when conducting interviews.

Relating Young's ideas of reaching consensus and inclusion in school governance by means of listening to one another, all stakeholders irrespective of age and gender will respect one another and by so doing enhance participation. Her idea of listening to stories as narrated by individuals could be an excellent way of reaching out to students. If Young's ideas could be adopted by school administrators perhaps democratic participation could be achieved. This would enable participants to recognize what they have to say, which in turn establishes conditions for deliberation and relations of trust in the structure of school governance.

These theories have been used to derive the variables explored in this study. If Barber's, Sergiovanni's and Young's ideas could be put into practice by secondary school principals in Baringo County, they will be able to meaningfully engender the participation of stakeholders hence create a conducive environment for democracy to thrive. Hence the benefits of DSG as stated by Backman & Trafford (2007) in the background of the study.

### **1.11 Conceptual Framework**

The study adopted a conceptual framework where democratic school governance is itemized as dependent variable while level of democratization in schools, structures and processes which promote democracy in schools, principal perception and challenges they face in democratic governance of schools are the independent variables. The conceptual matrix (fig 1.1) below propounds the important role of the school principal in creating democratic schools through democratic structures which promote democratic processes like shared decision making, students electing the prefects body of their schools and stakeholder participation among others. Greater participation will improve the relevance, quality and accountability. Stakeholders such as parents, teachers and students will be receptive to taking on their responsibilities the school principal perception of democratic school governance will also influence the way a school is governed. This concept is derived from the variables in the theoretical frameworks and the review of literature as expressed in figure 1.1 below.

**Independent variables****Dependent**

**Figure 2.1: A Model Showing the Role of Principals in Enhancing Democratic School Governance**

*Source: Developed by the researcher (2013)*

## 1.12 Operational Definition of Terms

**Democratic School Governance:** “Democratic” indicates that school governance is based on human rights values, empowerment and involvement of students, staff and stakeholders in all important decisions in the management of schools (Bäckman & Trafford, 2007).

**Principal’s Practices and Experiences:** Practice involves behaviour and what principals do in creating democratic schools i.e. how they translate democracy into action. Principal’s experiences mainly focuses on exploring events and situations that the principals face in day to day running of schools they lead.

**Extent of Democracy:** According to Bäckman & Trafford (2007) the extent to which school governance is democratic can be measured by looking at school governance and leadership, value centred education, cooperation, communication and involvement and student discipline.

**Democratic Structures:** school governance structures that are viewed to give political voices to stakeholders (Zubay & Soltis, 2005). For example the parents and teachers forums such as the PTA and student councils. These structures are essential in the development of democratic practices.

**Perception:** Perception is our sensory experience of the world around that involve both the recognition of environmental stimuli and actions in response to these stimuli. In organizations, perceptions of leaders, managers and employees shape the climate and effectiveness of the working environment (Elliot, 2009). Perception is the way we all interpret our experiences.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this chapter is to provide a review of literature focusing on the concept of democracy, democratic education, and democratic school governance (DSG), school leadership, structures and processes that enhance stakeholders' participation in school governance, Principal perception of DSG. In addition the chapter presents challenges of DSG and finally the gap there in the literature review and summary of the chapter.

#### **2.2 The Concept of Democracy**

'Democracy' comes from the Greek word 'demokrasia' for 'rule of the people' and as the literal translation indicates, the development and maintenance of democracy requires not only its formal structures, but also well informed and empowered citizens who are committed to take part in the democratic process. Democracy as a mode of associated living must be developed and constructed within a community. In understanding the concept of democracy, various authors (Carr & Hartnett, 1997; Held, 2006; Pateman, 1970; Grugel, 2002) refer to two formal categories: the classical conception of democracy and the contemporary conception of democracy. Carr and Hartnett (1997) clarify that the aforementioned categories assist in organizing the numerous notions about democracy with regard to central values, key features and basic assumptions.

The inherent principle of the classical conception of democracy is that democracy is a form of social life. Its key features include democracy as a moral ideal (Carr &



Hartnett, 1997) and direct participation in public decision-making (Held, 2006). Carr and Hartnett (1997, p. 41) add that the underlying assumption of the classical conception of democracy rests in the idea that people are “political and social animals who fulfill themselves by sharing in the common life of their community”. This involvement in the community contributed towards the development of the individual, therefore accentuating the need for participation in deliberations. Based on the preceding statement, democracy was therefore educative. The classical conception of democracy can be traced back to Athenian democracy that emphasized the ideal of civic virtue (Held, 1995). Grugel (2002), however, contends that Athenian democracy was decidedly exclusive since women, slaves and foreigners were excluded from citizenship. The classical conception of democracy informs various democratic theories, including Rousseau’s direct democratic theory, John Stuart Mill’s developmental theory as well as Macpherson’s and Pateman’s contemporary participatory theories (Carr & Hartnett, 1997).

According to Pateman (1970), the contemporary conception offers two options, “a system where leaders are controlled by, and accountable to the electorate,” and one where the electorate has a choice between competing leaders (Pateman, 1970, p. 16). Carr and Hartnett (1997) explain that the contemporary theory is considered a value-free, descriptive concept. They add that people are basically private beings who develop relationships with others for their own personal needs. They therefore do not have obligations to engage in political decision-making. Pateman (1970) contends that both contemporary and participatory theories of democracy support the notion that individuals should receive some form of training in democracy.

Thus, besides international influences, concepts of democracy are deeply rooted in cultural traditions and general values of society (Bradley 2005: 407). The communal character of African society, for instance, is reflected in the long standing tradition of communalism, stressing consensus-building, discussion, and accord. In this perspective the individual is connected not only with the state but with his or her ethnic, religious, class, and kinship groups (Bradley 2005: 410). African perceptions of democracy always co-exist with ‘the other’, i.e. strong elements of African culture such as religion or traditional power structures (Bradley 2005: 417; Eyoh 2005). Moreover, Bradley (2005) describes further forms of ‘African-style democracy’ for instance ‘non-partyism’, as it was practiced in Uganda , or ‘chieftaincy’, the active role of primordial chiefs in local and national administration and negotiation on behalf of the citizens (e.g. in South Africa (Bradley 2005: 412). In this regard it has to be remarked that the word ‘democracy’ is over-used and at times extended to describe practices that might not comply with the democratic principles stated above.

Although there are various interpretations of democracy, this study focuses on Dewey’s (1916, p. 87) interpretation of democracy as “particularly a mode of associated living of conjoint communicated experience”. As cited from Renuka (2012), Dewey (1916) interpretation of democracy was linked to the idea of living together with emphasis on communicative interactions and sharing of experiences. Dewey’s (1916) conception of democracy can be interpreted as a social and moral ideal. Dewey (1916, p. 87) elaborates that democracy involves the “extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others”. For Dewey (1916) a democracy was a form of

social organization in which individuals realized that they were interconnected and learned by working with others. He believed that it is necessary to consider one's own action in relation to the action of others.

Further, Dewey (1939, p. 124) posited that, "democracy has always been allied with humanism, with faith in the potentialities of human nature" and that, "democracy means the belief that humanistic culture should prevail". It is evident that Dewey (1939) also associated democracy with humanism and belief in the inherent capabilities of individuals. Talisse (2007) explains that Deweyan democracy is not only strong but deep as it not only prescribes a set of dispositions and attitudes that individuals should embody but can also be seen as a model of institutional design. Dewey's (1916) interpretation of democracy as a way of living resonates with the notion of living out democratic principles.

### **2.2.1 Democratic Education**

Democracy is currently the most widely accepted and promoted goal of development in societies around the world. Democracy is closely linked to the realisation of human rights, granting political and civil liberties to all people. In the midst of widespread attacks on education, we must keep alive the long tradition of democratic school reform that has played such a valuable role in making many schools lively and powerful places for those who go to them. Rather than giving up on the idea of the "public" schools and moving down the path toward privatization, we need to focus on schools that work (Apple & Beane, 1995).

The link between education and democracy is a matter of great concern for social science researchers because of the growing need for the realization of sustainable democracy in developing economies and especially among fragile and transitional

democracies (Adiambo & Anyango, 2014). The other concept is democratic education which involves the dissemination of concepts and practices that result in integrated democratic awareness essentially through public institutions (Abdulghani, 2008 as cited in (Adiambo & Anyango, 2014). ). Democratic education is concerned with the articulation of specific content and knowledge on democratic awareness, enriching what people believe and have established on democracy, improving people's perception regarding democracy and their relationship to the political system and institutions of governance for instance, with the legislature, executive and legal systems (Abdulghani, 2008 as cited in (Adiambo & Anyango, 2014). When this concept is applied in the process of teaching and learning, the citizens will be able to acquire knowledge which will enable them to understand how they should relate with political objects, issues and events around them, in order to adjust their behavior accordingly to realize democratic purposes and good governance (Cowan, 2006).

Farrell (2008) posits that democratic education is a philosophy as well as an approach for expressing democratic ideals within learning and education. (Farrell, 2008) further elaborates that democratic education is co-created by individuals who participate in it. Extending this line of thought is Mursell (1955, as cited in Hess and Johnson, 2010) who asserts that democratic education is education that is explicitly planned and conducted to support, facilitate, enlarge and reinforce the democratic way of life. This belief is also strongly supported by Song (2006), who contends that the goal for democratic education is to enable learners to lead a democratic way of life. However, Smith (2009), who believes that democratic education is inherently dynamic, is of the opinion that democratic education is not about exercising in advance the democracy that learners will experience as future adults but instead is about experiencing a democratic way of life through their current experiences.

According to Adiambo & Anyango, (2014), democratic education is therefore more of critical rather than passive learning. When properly developed in learning institutions in Kenya, it may be useful in laying the framework for shaping political cultures as a core basis and an integral part of the shared culture of society. For a fragile and transitional democracy like Kenya, this process should be focused at producing a democratic culture based on principles that extol values such as human and public freedoms, and social justice apart from teaching. Public freedom is concerned with human and civil rights and the right to political participation. Preceding this line of thought, Mncube (2005 as cited in Renuka (2012)) argues that a democratic theory of education is concerned with the process of double democratization - the simultaneous democratization of both education and society. Conversely, without a more democratic system of education, the development of a democratic society is unlikely to occur (Mncube, 2009).

The notion of schooling for democracy is exemplified by Biesta (2006) as cited in (Renuka, 2012) in his description of the role of democratic education, which he believes is threefold. The first role of democratic education, according to Biesta (2007), relates to teaching about democracy and democratic processes. This has to do with the actual knowledge and understanding of democracy. Chamberlin (1989, p. 123) adds that democracy “cannot be practised in the abstract,” as it requires some awareness and understanding of issues. The second role focuses on the facilitation of democratic skills that include deliberation and collective decision-making as well as managing differences. The third role, which focuses on values, has to do with developing and sustaining a positive attitude towards democracy.

Biesta (2007) in his understanding of democratic education reminds us that education is generally associated with the production of an individual with specific qualities. This notion, that has influenced the theory and practice of democratic education, has advanced an instrumentalistic and an individualistic conception of education. The instrumentalistic notion conceives education as the instrument for the production of the democratic person. On the other hand, the individualistic conception views the democratic person as isolated but possessing knowledge, skills and dispositions that have been predetermined. In his theorizing of democratic education, Biesta (2007) posits that our understanding of democratic education is entirely centered on our conception of the democratic person.

### **2.3. The Concept of School Democratic School Governance**

Education has for a long time been assumed to have the potential to play a part in fostering more democratic states and societies (Carr and Hartnett 1996; Callan 1997). Despite the fact that empirical studies vary in the extent to which they support this relationship between education and democratization, a key argument is that it is not necessarily formal education per se that might foster more democratic values and behaviors but what matters is the nature, structures and process of the education experienced (Harber,2009). Internally, the school itself must be organized along democratic lines by creating the democratic structures that will allow all stakeholders to take part actively in the affairs of the school.

Democracy in education has been widely written about and debated in the 20<sup>th</sup> century. The concept carries with it nuances that allow for discourse on the subject to go in multiple directions. For clarity, leading writers on democratic education define democracy as: The open flow of ideas, regardless of their popularity, that enables

people to be as fully informed as possible (Beane & Apple, 1995). They further state that faith in the individual and collective capacity of people to create possibilities for resolving problems. The use of critical reflection and analysis to evaluate ideas, problems, and policies and concern for the welfare of others is mandatory for democracy to thrive. An understanding that democracy is not so much an “ideal” to be pursued as an “idealized” set of values that we must live and that must guide our life as a people (Beane & Apple, 1995), p. 6-7). Bäckman and Trafford (2007, p. 6), in support, state that that, “No democracy is perfect,” but what is possible is significant movement towards an ideal (Knight, 2001).

There is a growing interest nationally in democratic school governance and its implementation (Sifuna: 2000, Jwan: 2001, Mualako: 2009 et.al, Tikoko et al 2011; Gatabu: 2011: Jwang et al: 2009). Internationally, democracy in schools has been receiving greater interest (Davies, Williams, Yamashita & Ko Man-Hing, 2006; Harber, 2007; Barr, 2007; Genç, 2008; Bäckman & Trafford, 2007). In African countries like Namibia, South Africa, Tanzania and Eritrea there is also emphasis on democratic education (Mncube, 2005, 2007, 2009; Harber, 1998, 2006). The Ministry of Education and Culture in Namibia (1993, as cited in Harber, 1998) asserts that to develop education for democracy we must develop democratic education.

According to Dewey (1944) democratic education can be presented through the schools by adopting democratic education methods. It is expected for individuals to be tolerant, know their responsibilities, to respect different opinions, to be compatible, ability to work in teams, to participate in decision-making processes, and obey to the decisions made by the majority. Bäckman and Trafford (2007) assert that the term democratic denotes that school governance is founded on values centered on

human rights, empowerment, involvement and participation of all stakeholders. Chapman, Froumin and Aspin (1995) support this view by stating that policies and actions are based on decisions and are not arbitrary; all powers and rights are to be made available to the people in the state or an organization accordingly; and the will of the majority prevails whilst the rights of minorities are preserved and respected. In a school situation this means that powers and responsibilities will be distributed more equally between all the stakeholders of the school. This way democracy is manifested.

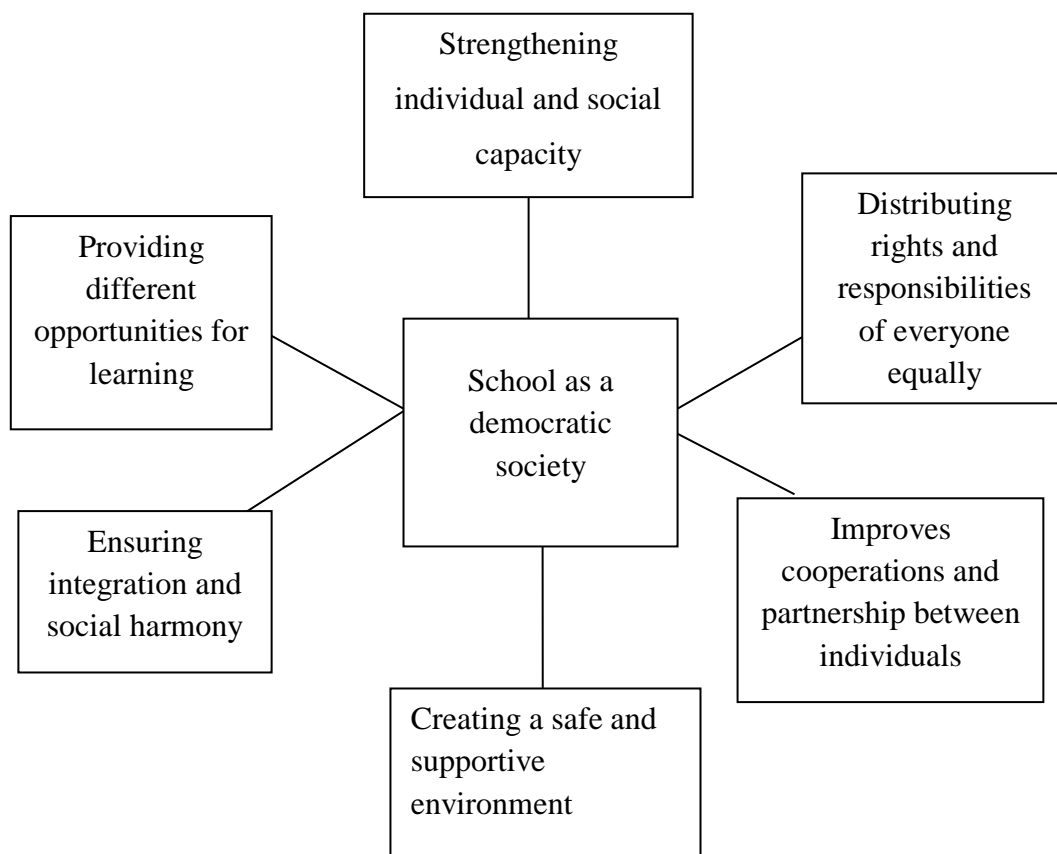
John Dewey, the renowned educational philosopher of the 20th century, advocated for democracy in education to the forefront. “Among those concerned about democracy and public schooling, no thinker is more significant than John Dewey” (Westbrook, 1996). Dewey was concerned that there was disconnect between the society an individual lived in and the education they received from it. In his view, schools as social institutions were important in the development of democratic life in a broader sense. A democracy is more than a form of government; it is primarily a mode of associated living of conjoint communicated experiences” (Dewey, 1916, p. 87). “Dewey believed that students’ abilities to participate and evaluate could be fostered by democratic school procedures” (Campbell, 1995, p. 218). Education, Dewey asserted, was a key determinate in the quality of societal progress and the enriching of democracy.

Dewey believed that schools should promulgate a student’s sense of connectedness and public-mindedness thus ensuring a more democratic way of life. He believed that we must strive to ensure that both individuals and groups are improved by taking into account the general well-being of the larger society (Campbell, 1995). In such a



community-oriented school, Dewey posits, the child will be stimulated “to act as a member of a unity, to emerge from his original narrowness of action and feeling to conceive of himself from the standpoint of the welfare of the group to which he belongs.” (p. 219)

According to Birzea (2000) a school is a small representation of the entire society. Birzae summarizes the duties of a democratic school in Fig 2.1. In his opinion school should perform integration and social cohesion, evoke desire in individuals for change and development, provide opportunities for learning and personal development, and create a safe and supportive learning environment. It should also remain faithful to basic democratic principles such as equality, respect for human rights and freedom, while carrying out its duties.



**Figure 2.2: Duties of a Democratic School**

**Source:** Birzea, C. (2000) *Education for a democratic citizenship: A lifelong perspective*. Strasbourg council for cultural cooperation’s (CDCC)

In terms of management, a democratic school should pay attention to participation of all associates to important decisions. According to Bellingham (2003), to create a democratic climate in the organization, the school leaders should be consistent, create trust, think in a long-term manner, be fair, respect for different thoughts, ensure the solidarity, share the power, be honest, give value to people and consider the issues in a broader perspective. Democratic attitudes of school administrators will create a sense of confidence in school staff and students. This will increase the power of school administrator on influencing and binding people around a specific purpose (Birzea, 2000). It is therefore clear that school administrators have a greater responsibility in creation of a democratic climate in schools.

In the light of these, democratic school governance is defined as school governance in which there is a sharing of power by the principal and all other relevant stakeholders such that policies made at school are democratically arrived at by rational discourse and deliberations by all the democratically elected representatives of different constituencies of the school, namely parents, students, teachers and other stakeholders.

### **2.3.1 International Trends of Democratic Schooling**

Democratic school governance has been accepted as a major reform initiative both in developed nations including Australia, New Zealand, the UK, the USA and developing countries such as Indonesia and Hong Kong.

In Australia Gamage (1994a, 1992) states that the Australian education system from its inception in 1789, showed tendencies for centralization and bureaucratic forms of

school management. However, since the mid-1970s, some of the Australian systems took the initiative in moving towards a new concept of decentralization of education to regional levels with devolution of significant power and authority to school level with community participation in school governance (Gamage, 1993a). Other researchers also affirm that in response to having greater democracy, efficiency, and accountability, the Australian public education structures have undergone major reconstruction by creating partnerships between school and community while devolving authority in decision-making to school governing bodies aimed primarily to achieve better teaching and learning (Gamage, 2003, 1996a, 1993a; Sharpe, 1996; Connors & McMorrow, 1990). As education is a state responsibility in Australian education systems, SBM has been administered at state levels which are discussed in more detail in the following sub-sections.

In New Zealand Some academics and researchers assert that the most dramatic educational change in New Zealand commenced in 1988 when the government accepted the major recommendations of the Picot Report by enacting the 1989 Education Act replacing the highly centralized and regulated system of administration of schools in New Zealand with SBM (Gamage & Zajda, 2005a; Robinson & Ward, 2005; Whitty, Power, & Halpin, 1998; Caldwell, 1990). They clarify that the Picot Report called for a transfer of decision-making authority from central government and regional educational boards to the school level (Board of Trustees) along with building partnerships between the teaching staff and school communities, encouraging greater local decision-making, promoting equity and fairness. Other reform programs including the implementation of a devolution package to schools, involving, staff employment, payment of salaries, determination of salary points, negotiation of industrial agreements, allocation of funds in a way that would most

benefit students, and maintenance and improvements to buildings were also implemented (Gamage & Zajda, 2005a; Robinson & Ward, 2005; Williams, Harold, Robertson, & Southworth, 1997).

The primary goal of the implementation of school based management in New Zealand was to achieve systemic efficiency, increase local community involvement, and even to provide consumer choice. Each school is now governed by a Board of Trustees, comprising of the principal, staff representatives and elected parent representatives.

In The United Kingdom (England and Wales) Researchers in the last two decades report that the governance of education in the UK has been strengthened by the 1988 Education Reform Act (ERA) and 1992 Education (Schools) Act (Levacic, 2008; Ranson, 2008; Strain & Simkins, 2008; Whitty, 2008; Caldwell, 2008). Caldwell (1990) asserts that the devolution of authority and responsibility to schools created greater responsiveness. In turn, the effects of policies resulted in the local authorities having less power. Local authority had also been weakening when the changes were applied, particularly because of the shift in budget responsibility to the school level, including wider powers with respect to staff. Scholars have also reported that school governing bodies in England and Wales have been given greater powers to manage their own affairs within clearly defined national frameworks (Bush & Gamage, 2001; Raab, 2000). They clarify that the power has been typically devolved to school level governing bodies, comprising of the representatives of relevant stakeholders, while operational management is devolved to the principal. They claim that the transfer of powers to governing bodies can be viewed as a willingness to empower parents and business interests. This model emphasizes the necessity to prioritise the needs of “consumers” rather than the interests of ‘producers’.

Currently in the United States of America, public school reforms are characterized by the establishment of Charter Schools - individual schools. An effective charter school is characterized by several elements: (1) begins with a mission and stays mission-driven; (2) school stakeholders should understand what the school stands for and believes in its vision; (3) each school engages parents as real partners; (4) each school fosters a culture that is highly collegial and focused on continuous improvement; and (5) each effective charter school has a strong accountability system, not just to please its authorizers but also its "clients," the parents (US Department of Education, 2008). In reality, a study conducted by Gawlik (2007) indicated that although charter school legislation has provided significant autonomy for teachers, the school-based initiatives that have been under way reveal that the autonomy is not always present.

In 1991, the Hong Kong Education Department, public schools system moved towards school based management (Pang, 2008; Gamage & Pang, 2006; Lam, 2006; Cheng & Cheung, 2003; Gamage, 2002b; Cheng & Chan, 2000; Abu-Duhou, 1999). Gamage (2002b: 59) affirms that the main purpose of SMI was to introduce SBM and encourage the participation of teachers, parents, and the community in school administration. In 2004, the Hong Kong Education and Manpower Bureau (2004) clarify the major purposes of the implementation of SBM were to: ensure the quality of teaching and learning; enhance transparency and accountability of school governance; and promote quality education. Dowson, Bodycott, Walker, & Coniam (2003) report that the reforms packages included: school-based curriculum development, school development planning, increased teacher and parent involvement in decision-making, the formation of school councils and delegation of budgeting and human resources management. Lam (2006: 172) affirms that changes have been affected in learning attitudes and habits, learning processes, teaching

strategies, and changing roles of school principals since the implementation of SBM in Hong Kong in September 2000. With regards to the changing role of the principals, he asserts that the roles of principals in new millennium have changed.

### **2.3.2 School Governance in Kenya**

The mandate of the Education Sector is to respond to the Constitution (2010) and Kenya Vision 2030 and in so doing to propose strategies to address wastage and inefficiency; improve financial management and accountability, and to make education in Kenya inclusive, relevant and competitive regionally and internationally. The management of public secondary schools in Kenya is vested in the Board of Management (BOM) and Parents Teachers Associations (PTA). This is a form of School Based Management (SBM) initiative in Kenyan secondary schools. The concept of decentralization of school management to the BOM was adopted by the Teachers Service Commission (TSC) in an attempt to infuse community participation in the administration of schools. It has also been proposed as the solution to challenges facing the education sector including eliminating government bureaucracy, increasing efficiency and accountability, and improving the quality and relevance of education (Sang & Sang, 2008). Under the Basic Education Act 2012, the BOM members are appointed to run individual schools in accordance with section 53 of the Basic Education Act cap 211(2012). The Act also legalizes the PTA in the Third Schedule. Members of the PTA are elected at the school level during Annual General Meetings. The chairperson and two members of the association are co-opted to the BOM. The School governance system at the school level in Kenya is thus based on collaboration between the community, principals and teachers. County Education Boards (DEB) also has authority to manage schools in their respective districts.

Kenya's education has had phenomenal growth at all levels since 1963. At the secondary level for instance, enrolment rose from 30,000 in 1963 to 632,000 in 1995 representing a 2000% increase in about three decades (Republic of Kenya, 1998). By 2009, total enrolment in this sub sector had increased to 1,500,015 (Republic of Kenya, 2012). Expansion of secondary education is premised on the belief that it is at this point where learners are prepared to make a positive contribution to the development of the society (Republic of Kenya, 1976). Kuimi et al (2009) argue that this has the implication that secondary school curriculum should be effectively implemented so that learners may reach their full potential.

Educational leadership in Kenyan schools is expected to be focused on statutes such as the new constitution, and the Basic Education Act of 2012. The view on the democratic governance of schools echoed by the Ministry of Education is evident in Article 10(2) of the Constitution of Kenya which sets out the national values and principles of governance. These include *inter alia*, the sharing and devolution of power, the rule of law, and the participation of the people, equity, inclusiveness, equality, human rights, non-discrimination and the protection of the marginalized, good governance, integrity, transparency and accountability, and sustainable development. Further, Article 174 of the constitution establishes a devolved government which gives self-governance to the people and enhances their participation in the exercise of the powers of the state and in making decisions that affect them. It further recognizes the right of communities to manage their own affairs. This means that institutions including public secondary schools should be governed in accordance with the provisions of the constitution.

Education stakeholders in Kenya have very high expectations of public secondary school principals because they believe that the success of a school is measured in terms of good performance in national examinations and the person responsible for this is the principal. Amidst the challenging environment of the secondary school education in Kenya, the role of the school principal is to propel the learning institution to successful performance academically and otherwise. This role is heavily laden. According to Wango (2009) school principals are the chief executive officers in charge of various operations within the school including serving as accounting officers, interpreting and implementing policy decisions.

They are responsible for planning, acquisition and maintenance of physical facilities in the school. They are expected to promote the welfare of all staff and students within the institution (Republic of Kenya, 2002).

#### **2.4 Leadership in a Democratic School**

In response to management challenges, many organizations are beginning to reevaluate their perception of leadership. With emphasis on democratic processes and principles in schools, it is essential to revisit the issue of leadership in schools. There is a move away from the heroic notion of the leader “out in front”, to a more collective concept of the “leadership process” – where leadership is a shared responsibility to which everyone makes a contribution ( Bolen 2003). He further states that in the climate of change, leadership is viewed as the key to organizational success. Although the core qualities of leaders may remain constant, the manner and mix in which they are exhibited needs to become more fluid and matched to the context. The leader needs to become increasingly adaptable and should exhibit the qualities of openness, empathy, integrity and self-awareness.



It goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This study will therefore seek to analyze the different leadership styles with a view to determining the most effective ones in terms of enhancing democracy in schools. Thus this review will focus on selected leadership on styles that facilitate and support democracy in schools.

#### **2.4.1 Defining Leadership**

In defining leadership Bush (2008) refers to three characteristics of leadership: leadership as influence; leadership and values, where the actions of leaders should be underpinned by values; and leadership and vision. Bush (2008) elaborates that the key concept is influence instead of authority, which suggests that, leadership is independent of positional authority and may be exercised by groups as well as individuals. Similarly, Northouse (2004) identified four common themes in the way leadership now tends to be conceived: leadership is a *process*; leadership involves *influence*; leadership occurs in a *group context*; and leadership involves *goal attainment*. He thus defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal.

Drawing from the above, the common elements in these definitions are that leadership is about human behaviour and it is associated with the notion of influence. It can be concluded that leadership involves influencing the behaviour of others so as to achieve a shared or common vision. However, it must be pointed out that leadership does not occur in isolation – it is a social interactional process among people. This idea is resonated by Møller (2006) in her assertion that leadership is a relational concept that occurs in the interactions of people and their situations.

(Møller, 2006, p. 56) explains that the context influences the actions “but at the same time context may also be influenced by actions”. This means that leadership does not essentially involve individuals from particular positions; it may emanate from others anywhere in the school, implying that leadership resides in everyone and is therefore distributed.

According to Rizvi (1992), traditional ideas of leadership incorporate values of hierarchical authority and centralized power, while the concept of democracy stresses collaborative, caring and reciprocal relationships. Prinsloo (2003), on the other hand, maintains that leadership generally referred to dominance, where subordinates often accepted the instructions and control of another person. This statement clearly highlights the concepts of power and authority.

The traditional perspectives perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson, Ford & Hamilton 1998). In addition to that, the old leadership perspectives are based on leader’s role as formulating goals, and ensuring their efficient accomplishment.

There are other views which differ from the more traditional perspectives, Sergiovanni (1999), for example perceives leadership as a personal thing comprising one’s heart, head and hand. He says that the heart of leadership deals with one’s beliefs, values and vision. The head of leadership is the experiences one has accumulated over time and the ability to perceive present situations in the light of these experiences. The hand of leadership, according to him, is the actions and decisions that one takes. In essence, leadership is the act of leading, which reflects the leader’s values, vision, experiences, personality and ability to use past experiences to

tackle the situation at hand. It may be argued that leadership is a display of a whole person with regard to intelligence, perceptions, ideas, values and knowledge coming into play, causing necessary changes in the organisation.

In the contemporary context, Dubrin (1998) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. This has to do with change, inspiration and motivation. It can be inferred that the leader's task is to build followers' confidence in their job so as to be effective on their job. In addition, it is the leader's responsibility to communicate the picture of what the organisation should be, convince followers and channel all activities toward accomplishing it.

Sashkin and Sashkin's (2003) and Hoy and Miskel's (2001) definitions of leadership appear to be a more recent perspective. They define leadership as the art of transforming people and organisation with the aim of improving the organisation. Leaders in this perspective define the task and explain why the job is being done; they oversee followers' activities and ensure that followers have what they need in terms of skills and resources to do the job. These kinds of leaders develop a relationship between themselves and their followers; they align, motivate and inspire the followers to foster productivity. This approach's emphasis is on transformation that brings positive change in the organisation, groups, interpersonal relationships and the environment.

Both the old and new concepts of leadership appear to agree on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader

seeks to influence the behaviour of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organisation.

#### **2.4.2 Leadership Styles**

Hersey and Blanchard (1993) observe that a leader develops a style over a period of time from experience, education and training. These authors claim that leadership style is more of how the subordinates perceive their leader's behavior than how the leader thinks he behaves because subordinates will treat the leader based on how they perceive his/her behaviour in various situations.

Mazzarella and Smith (1989) describe leadership style as the manner a leader leads, which is reflected in some of the things head teachers do which include: how they communicate leadership, exercise power and authority and the effect these have on teachers and other school staff members. Based on the above definition, leadership style may be described as the way a leader influences his/her followers either by commanding or motivating them to achieve the set goals. Mazzarella and Smith (1989) assert that the manner a leader leads determines whether he/she will accomplish school goals or maintain positive relationships with staff members.

Leadership styles put forth by Bush and Glover (2003) to include instructional leadership, transformational leadership, ethically transforming leadership,

transactional leadership, moral leadership, postmodern leadership, interpersonal leadership, contingent leadership and democratic leadership. The following leadership styles have relevance in enhancing democratic school governance.

#### **2.4.2.1 Situational or Contingency Approaches to Leadership**

Most researchers today conclude that no one leadership style is right for every manager under all circumstances. Instead, situational theories were developed to indicate that the style to be used is dependent upon such factors as the situation, the people, the task, the organisation, and other environmental variables. There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2006). The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school.

The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum & Schmidt, 1973).

Under the situational/contingency leadership approaches, there are five models/theories namely: the Tannenbaum and Schmidt Leadership Continuum, Fiedler's Contingency Theory, the Path-Goal Leadership Model, the Vroom-Yetton-Jago Normative Contingency Model and the Hersey-Blanchard's Situational Theory (Oyetunyi, 2006).

Fiedler (1964, 1967) proposed that there is no single best way to lead; instead the leaders' style should be selected according to the situation. He distinguished between managers who are task or relationship oriented. Task oriented managers focus on the task-in hand tend to do better in situations that have good leader-member relationships, structured tasks, and either weak or strong position power. They also do well when the task is unstructured but position power is strong, and at the other end of the spectrum when the leader member relations are moderate to poor and the task is unstructured. Such leaders tend to display a more directive leadership style. Relationship oriented managers do better in all other situations and exhibit a more participative style of leadership.

Hersey and Blanchard (1969, 1977, 1988) had similar ideas but proposed that it is possible for a leader to adapt his/her style to the situation. They argued that the developmental level of subordinates has the greatest impact on which leadership style is most appropriate. Thus, as the skill and maturity level of followers increases, the leader will need to adapt his/her task relationship style from directing to coaching, supporting and delegating. A similar model was proposed by Tannenbaum and Schmidt (1958) who presented a continuum of leadership styles from autocratic to democratic.

#### **2.4.2.2 Democratic Leadership**

At the outset it is important to note that the term democratic leadership suggests that leadership is viewed in relation to democracy. Klinker (2006) maintains that both the terms democracy and leadership have no commonly established definitions, and this in effect contributes to the challenge in defining democratic leadership. However, Rothwell (2010) posits that democratic leadership is sometimes referred to as participative leadership. In advancing democratic leadership, Woods (2005) highlights instrumental reasons, intrinsic arguments as well as the need for internal alignment. The intrinsic arguments perceive democratic practices as fundamental to a good society and focus on the educational aims of creativity, inclusion and reintegration of human capacities. The instrumental arguments focus on its influence on achievement, self-esteem, school effectiveness and “ability to cope more effectively with complexity and work intensification” (Woods, 2005). Finally, the leadership style in a school should not be in conflict with the style of teaching and learning in the school.

Begley and Zaretsky (2004) also argue that democratic leadership processes are desirable for leading schools effectively in increasingly culturally diverse communities. Perhaps the fundamental reason for advocating democratic leadership is its focus on democratic principles and practices. This idea is resonated by Woods (2005), who posits that democratic leadership involves being committed to fundamental ideas and values that form the bedrock of democracy. O’Hair et al. (2000) assert that differing assumptions about the nature of reality influence the democratic conceptions of leadership. However, they refer to four assumptions of a democratic conception of leadership.

The first assumption acknowledges that in an organization there are individuals with expertise that can contribute to the effective functioning of the organization. This will imply that individuals can actively contribute to the functioning of the organization and that leadership in democratic schools belongs to all members in the organization instead of it being solely the principal's responsibility. Bearing this in mind, Woods (2005) maintains that democratic leadership is not exclusively for one or selected individuals at the uppermost part of the organizational hierarchy. With regard to the second assumption, any situation lends itself to varied courses of action that may be appropriate. In other words, there are multiple realities which should be given due attention. The third assumption involves individuals constructing varied interpretations of what they believe to be suitable means to accomplish those ends (O'Hair et al., 2000). The fourth assumption focuses on all members in the organization engaging in dialogue and reflecting on appropriate ways of doing things in the organization.

From the above it is evident that a democratic leadership style offers opportunities for good human relations (Prinsloo, 2003), shared leadership, communication and involvement of all individuals (stakeholders) in the school community. Woods (2005) takes this further by stating that democratic leadership underscores deliberation and supports dispersal of leadership. Within such an environment individuals can develop to their full potential. The four assumptions provided by O'Hair et al. (2000) have a direct bearing on critical thinking.

Deliberation is central to democracy and democratic leadership involves promoting deliberations. As such democratic leaders will to a large extent influence the quality of deliberations. Gastil (1994) points out that democratic leaders guide the



deliberative process by ensuring constructive participation. Constructive participation according to Gastil (1994, p. 960) implies “defining, analyzing, and solving group problems through deliberation”. Individuals involved are encouraged to offer possible solutions that are “assessed through creative reflection and critical evaluation, and careful listening” (Gastil, 1994). During this process individuals also respect the views of others. In line with Gastil’s (1994) interpretation of democratic leadership, Dew (1995, as cited in Horner, 1997, p. 284) refers to various skills required for democratic leadership that include among others listening skills and “group-centred decision-making skills”. Gastil’s (1994) interpretation of constructive participation with particular reference to problem solving has a direct bearing on critical thinking.

In attempting to understand democratic leadership, Bredeson (2004) posits that democratic leadership involves two essential roles: that of creator and dismantler. The role as creator implies “creating just, fair, humane and caring conditions, processes, and structures that provide equitable opportunity, access, and experiences” for all those involved in the school as well as the community (Bredeson, 2004, p. 712). The role as a dismantler entails challenging inequities and attending to the elements that bring about the injustices. Although there have been various contributions to the development of democratic leadership, democratic leadership involves enacting democratic principles in the everyday situations and experiences. Gastil (1994) posits that democratic leadership accentuates empowerment of individuals in the organization. Basically democratic leadership values the knowledge and potential of the individuals in the school. Thus in a school set up a principal can adopt this style to create a democratic culture in their schools.

#### **2.4.4.3 Servant and Team Leadership**

The notion of the 'servant leader' has been around for some time. The emphasis is on the moral and ethical dimensions of leadership. The difference, however, is that the servant leader follows his/her path out of a desire to serve rather than out of a desire to lead (Bolden, 2004). The focus on serving a greater purpose has made this approach popular within the church and non-profit sector but has had limited impact in more commercial sectors. A related concept that has had wider acceptance is that of 'team leadership'. Katzenbach and Smith (1993) emphasise the importance of leaders knowing when to follow and the importance of the leader acting as a facilitator rather than director. They propose that the leader should ask questions rather than giving answers; provide opportunities for others to lead them; do real work in support of others instead of only the reverse; become a matchmaker instead of a 'central switch'; and seek a common understanding instead of consensus. Belbin (1993) presents a similar image of the team leader as someone who chooses to delegate and share team roles; builds on and appreciates diversity; seeks talented people; develops colleagues; and creates a sense of mission. This leadership style suits a democratic school where the principal serves as a role model to teachers and student. The principal is a team leader who should bring together all the shareholders in pursuit of the school's mission and vision.

#### **2.4.2.4 Distributed Leadership**

An increasing awareness of the importance of social relations in the leadership contract, the need for a leader to be given authority by their followers and a realisation that no one individual is the ideal leader in all circumstances have given rise to a new school of leadership thought (Bolden, 2004). Referred to as 'informal',

‘emergent’, ‘dispersed’ or ‘distributed’ leadership, this approach argues a less formalised model of leadership (where leadership responsibility is dissociated from the organisational hierarchy). It is proposed that individuals at all levels in the organisation and in all roles can exert leadership influence over their colleagues and thus influence the overall direction of the organisation.

In arguing that leadership is distributed, Spillane (2005) state that leadership practice is stretched over leaders, followers and their situation. Distributed leadership, like democratic leadership, shifts the attention from individuals at the top of the organizational hierarchy or the heroic leader and focuses on shared leadership or interactions among the various stakeholders, thus clearly suggesting that leadership is not an individual action. However, it should not be equated to delegation, as it is leadership practice that is “constructed through shared action and interaction” (Harris, 2005a, p. 9). Distributed leadership is therefore described as collective leadership (Harris, 2005a; 2005b). Woods, Bennett, Harvey and Wise (2004) posit that distributed leadership implies openness with regard to the boundaries of leadership.

In essence distributed leadership advances the idea of leadership being extended beyond the actions of the school principal (Spillane, Camburn & Pareja, 2007). Spillane (2004) as cited in Renuka (2012) identifies three types of distributed leadership: collaborated distribution, collective distribution and coordinated distribution. With collaborated distribution “practice is stretched over two or more leaders who work together in place and time” (Spillane, 2006; Spillane, Diamond & Jita, 2003, as cited in Spillane, Hunt & Healey, 2008, p. 10) to carry out the same leadership task. Collective distribution refers to practice that is stretched over the work of two or more leaders who execute a leadership task by working separately yet

interdependently (Spillane et al., 2008). Finally, coordinated leadership is characterized by leadership tasks that involve activities that have to be carried out sequentially by the leaders. Whatever the type of distribution, it is evident that the emphasis is on leadership practice and leadership is not solely the practice of a single individual. In this way the leadership abilities of others in the organization are developed.

A distributed perspective of leadership acknowledges the work of individuals who contribute to leadership practice, even if it includes an individual who is not defined as a leader (Harris & Spillane, 2008). This is of significance for democratic schools, which encourage shared decision-making.

Young (2007) points out that democratic distributed leadership acknowledges that leadership is fluid. Unlike distributed leadership, that tends to overlook parent and learner voice, a “democratic view of distributed leadership goes beyond consulting students and parents in decision-making processes to assisting them develop their own leadership voice” (Young, 2007, p. 6). Thus the issue of inclusion and exclusion of stakeholders in relation to leadership comes to the fore. Essentially a democratic distributed perspective of leadership embraces leadership that extends beyond what is official; “It intentionally positions all members of a school community as potential sources of leadership” (Young, 2007, p. 7). Grant et al. (2010) concur that a democratic distributed perspective of leadership has the potential to contribute towards democratization of schools.

## **2.5 Democratic Practices and Processes in Schools**

Democratic schools require democratic practices and processes (Kelly, 1995; Mncube, 2009; Keller, 2006) so as to promote a democratic way of life. To say that democracy rests on the consent of the governed is almost a cliché, but in a democratic school it is true that all of those directly involved in the school, including young people, have the right to participate in the process of decision making. For this reason, democratic schools are marked by widespread participation in issues of governance and policy making. Committees, councils, and other school wide decision-making groups include not only professional educators, but also young people, their parents, and other members of the school community (Apple&Beane, 1995). In classrooms, young people and teachers engage in collaborative planning, reaching decisions that respond to the concerns, aspirations, and interests of both. He further states that, this kind of democratic planning, at both the school and the classroom levels, is not the "engineering of consent" toward predetermined decisions that has too often created the illusion of democracy, but a genuine attempt to honor the right of people to participate in making decisions that affect their lives.

The following practices and processes are reviewed for the purpose of this study; shared decision making, teamwork, open communication, participation among various stakeholders.

### **2.5.1 Shared Decision Making**

A significant pointer to democratic leadership and management is participatory or shared decision-making (SDM). Jones (2005) defined decision-making as making a judgement or choice between two or more alternatives (that) arise in an infinite

number of situations, from the resolution of a problem to the implementation of a course of action (that involves) identification, analysis, evaluation, choice and planning. Lontos (1994) succinctly defined SDM as the process of making educational decisions in a collaborative manner at the school level. This means that decisions in the school should be a result of consultation, consensus, openness, tolerance of diverse views, flexibility, sometimes majority vote, clarity, understanding, communication, information sharing and involvement of all those affected by such decisions – teachers, parents, non-teaching staff and learners.

### **2.5.2 Transparency and Openness**

The principle of accountability is linked to transparency (Maile, 2002). Essentially transparency is the creation of openness and access for others to see what is going on (McQuoid-Mason, Mchunu, Govender, O' Brien & Larkin, 1994). Hoy and Tschannen-Moran (2003) state that openness involves the sharing of information, thus implying that openness infers the extent to which information is withheld from others. Democratic schools need to be open and transparent. This is further articulated by Collinson and Cook (2007) who posit that societies that embrace and embed democratic principles are characterized by openness to knowledge, diversity and change. However, November et al. (2010) purport that communication is essential for transparency and building consensus. This enhances a culture of openness and interaction as well as participation of all stakeholders in school meetings and debates. Kelly (1995) suggests that it is also important to ensure openness in the face of human knowledge, as it is essential for a democratic society and for the continued progress of human understanding. This will entail challenging understandings and adopting a questioning approach to knowledge.

In her discussion of the principle of transparency, Kensler (2010) refers to the need to share information freely. She (Kensler, 2010) adds that although information should flow freely throughout the system, information flows into and out of the system are just as important. Davidoff and Lazarus (2002) purport that schools that are attempting to establish a democratic ethos should focus on access to appropriate information as it contributes to establishing transparency in schools. Finally, Steyn et al. (2004) emphasize that transparency with regard to issues concerning learners will assure them of sincere as well as equitable treatment.

### **2.5.3 Open Communication**

Communication has appeared consistently in discussions of effective school leadership. Johansson (2004) emphasized that leadership is all about communicating and effective principals regularly utilize communication skills in soliciting beliefs and ideas, advocating positions, and persuading others. Also, researchers pointed out that highly effective principals communicate a genuine interest in others and demonstrate their human side with the capacity to listen, empathize, interact, and connect with students, teachers, and parents (Steyn, 2009). Wood (2005), shared that effective communication is essential in developing trust, mutual respect, and clarity of function.

November et al. (2010) explains that nurturing a culture of communication in schools implies opening up channels of dialogue. Without dialogue there can be no communication (Freire, 2003). It follows that democracy will only take root if there is free dialogue and discussion on any issue (Steyn et al., 2009). Listening is an important element in communication, and a willingness to hear is essential. Heystek

(2004) refers to various skills required for democratic leadership and one of these among others include listening skills. Principals thus should practice the art of listening because it is essential for communication.

#### **2.5.4 Participation**

Decision making in schools is recognized as central to democracy in education. Dewey felt that schools should engage students in decision making aspects of education in order to promote the accomplishment of individual and group growth. This included all facets of a school. “Free intelligence pervades the organization, administration, studies, and methods of school itself” (Campbell, 1995, p. 219). It should include everyone involved with schools young people, parents, the community, and teachers (Beane & Apple, 1995).

Participation entails the efforts by leaders and managers of organizations to accommodate and involve other stakeholders in the affairs of the institution such as developing the vision and mission and other activities in the running of the institution (Inman & Burke, 2002). Many theorists envisaged participative management as enhancing active involvement of relevant stakeholders in decision- making (Rice and Schneider 1994; Maers and Voehl 1994; Rosenbaum 1996). Decision-making regarding school governance is conceptual and not contentious; participation is a positive intervention that will improve schools (Wadesango 2011). Such an assumption is that greater local participation will improve the relevance, quality and accountability in schools.

Schools need to build structures that engender the participation of stakeholders. Organizational structures such as meetings give prerequisites for how to communicate in schools (Harber, 2009). These structures include those which teachers feel they are



part of school governance. According to Bäckman and Trafford (2007) the involvement of teachers in decision making does not have always to be achieved through formal meetings, and decisions do not have to be taken by vote. He argues that in a democratic school, where the participants tend to be committed to shared principles and goals, a consensus is frequently reached simply by free discussion. Mayrowetz (2008) argues that decision making in school has changed from an authority of making a decision to decentralizing it to teachers who share their views with the principals. Decisions are now made collectively. Teachers are considered to possess expert power and to an extent legitimate power which comes from the principal. The more teachers are trusted to make appropriate and just decisions, the more they will do so: and so the more they can and will be trusted (Bäckman & Trafford, 2007).

According to Dekker and Lemmer, (1993) parental participation is a catch-all term that is used to describe a wide variety of activities that range from occasional attendance at school functions, efforts to become better teachers of their own children, to intensive efforts of serving in a school governance and make decisions in the interest of their children's education. Since parent participation has become an indispensable part of the school organization, it becomes the responsibility of the principal, as accounting officer, to manage parent participation effectively by create a harmonious, non-threatening environment and structures where parents can participate effectively.

In Kenya the PTA provide a link through which parents and the rest of community assumes a partnership responsibility and in that way participate in the education of their children. It constitutes part of the formal governance structure of a school and

through such structures the voice of the parents is heard. Government of Kenya promulgated the Education Act of 2012 which instituted key changes in the management of schools by strengthening of the PTA in the running of schools e.g. the appointment of teachers at the school level. Embedded in the changes is the requirement that stakeholders i.e. students, teachers, parents and the Boards of Management become more involved in the decision-making process and reducing, in theory, the powerful control that the school principals.

#### **2.5.4.1 Student Participation in School Governance.**

Effective participation in decision-making involves creating opportunities for children and young people to increase their influence over what happens to them and around them. Students can participate in school decision-making at different levels, involving different groups of students and facilitated by a wide range of processes, formal and informal. It means involving children and young people not only by asking for their opinions and advice (consultation), but also, with school support, as leaders, advisers and decision-makers.

Preparing for political participation in society, democratic citizenship education embodies opportunities for student voice and participation (Bäckman and Trafford, 2007). This can take various forms and comprise all areas of school life for example students can be given the opportunity to make suggestions in the classroom. Democratic schools require school structures in which pupils are consulted and given opportunities to experience responsibility. In theory then, school councils would seem to be an essential feature of a school that promotes active citizenship (Flutter 2006). Trafford (2008) posits that School councils have the capacity to send powerful messages to all pupils about the possibilities of the participation and about their value

and worth within the institution and beyond. Moreover School Councils at their best will raise fundamental questions for those who control and manage the school as to the nature of the institution they wish to promote (Inman & Burke, 2002).

In his support for learner participation, Holmes (2006) focused on the link between learner participation and increase in achievement. He suggests that motivation and learning behaviour improve directly with an increase in learner participation. Learner participation improves motivation by allowing schools to be responsive to children's physiological needs. These needs include providing a safe, less disruptive learning environment; creating a sense of belonging within the school; and giving young people a sense of responsibility and self-esteem. These features "allow children to be comfortable enough inside school to concentrate on their learning" (Holmes, 2006, p. 45). From Holmes's (2006) explanation it can be concluded that learner participation influences learner motivation and self-esteem, which impacts on learner attainment. An important feature of democratic schools is increased learner participation.

Hart (1992) describes five levels for the participation of children in decision making with adults.

- Child initiated, shared decisions with adults (children have the ideas and invite adults to join them in making decisions).
- Child initiated and directed (children have the initial idea and decide how it is to be carried out; adults are available but do not take charge).
- Adult initiated, shared decisions with children (adults have the initial idea but children are involved in every step of the planning and implementation).

- Consulted and informed (project is designed and run by adults but children are consulted).
- Assigned but informed (adults decide on the project but young people volunteer for it).

In the UK, several studies confirm the multiple benefits of student voice and participation for process and outcome (Harber, 2007, Flutter 2006, Flutter & Rudduck, 2004). Firstly, student involvement affects the learning environment at school and classroom level. Secondly, as students acknowledge the responsibility to choose and to decide, this results in increased involvement, ownership and participation. Pupils, who experience acceptance and a sense of belonging, are higher motivated and engaged in learning and more committed to schooling itself (Mulford et al. 2003).

In Kenya, the government emphasizes decentralization of management to the district and schools. The sessional paper 1 of 2005 makes it very clear that the school will have an important role in instilling positive values in students. Students in public secondary schools can be involved in democratic school governance in the following ways: children's act being translated into workable components for easy implementation, formation of student councils, free discussion during open days, having student representation in every committee, holding *barazas*, and having strong prefect body.

A report by (Serem, 2012) highlighted that UNICEF in partnership with the Government through the Ministry of Education conducted a survey in 2008 to establish the relevance of student participation in school governance. This survey contributed to the establishment of Child Friendly School (CFS) practices by

empowering students to take part in the decision making process for a more cohesive school community and conducive learning environment . The survey also indicates that student participation in school management tends to improve learning and instills positive values in the child. Therefore, other than election of student leaders, schools are encouraged to involve their students in matters that affect their lives including student discipline and how they can channel their grievances.

Calls for inclusion of students in the decision-making structures in schools has led to various attempts by the Ministry of Education to put in place structures for inclusion. The most prominent of this was the formation of the Kenya Secondary School Student Council (KSSSC) formed in 2009 with a view to making secondary school governance more participatory (Tikoko & Kiprop, 2011). This was in 2008, after over 300 schools experienced unrest. The problem then was that nobody talked to students, and decisions that affected students were made without their input. The Government now recognizes democratic leadership in schools with a law having been effected. In this new arrangement, students would be part and parcel of decision-making to ensure their interests are adopted in the administration of schools. Despite this, a study conducted by Tikoko & Kiprop (2011) revealed that student participation in secondary schools is still wanting and needed to be expanded to include issues beyond student welfare issues. Achoka (2012) argued that lack of democratic leadership together with communication breakdown is still a major cause of indiscipline in schools. This study therefore gives us recommendations on how school principals can enhance democracy in their schools through participation.

#### **2.5.4.2 Teacher Participation in School Governance**

Teacher Participation in decision-making is one of the recommendations of school-based management and one of the key characteristics of an effective school. According to Apple & Beane (1995) it is important to note again that the concept of democratic schools is not intended only for the experiences of students. Adults, too, including professional educators, have a right to experience the democratic way of life in schools. We have already cited one example with regard to participation in determining policy and other decision making. But just as young people have a right to help create arrangements for their own education, so do teachers and other educators have a right to help create their own programs for professional growth based upon their perceptions of problems and issues in their classrooms, schools, and professional lives.

Furthermore, teachers have a right to have their voices heard in creating the curriculum, especially that intended for the particular young people they work with. Even the most casual of observers cannot help but notice that this right has been seriously eroded over the past several decades as curriculum decisions and even specific curriculum plans have been centralized in state and district offices of education. The consequent "de-skilling" of teachers, the redefinition of their work as the implementation of others' ideas and plans, is among the most obvious, and unbecoming, examples of how democracy has been dissolving in our schools (Apple 1986).

Mullins (2005) opines that many people believed that staff participation in decision making leads to higher performance and which is necessary for survival in an

increasingly competitive world. Studies undertaken by researchers from different countries highlight a correlation between teacher participation in decision making and improved productivity (Kipkoech & Chesire 2011; Kiprop & Kandie, 2012; Mualuko: 2009 et.al; Muijs & Harris 2006; Lau, 2004) among others.

A school Principal plays a central role in creating a climate of change and support for teachers in their decision making efforts. The importance of the leadership of principals to enhance the effectiveness of school cannot be over looked. In order for Principals to be effective in doing these things, the role of the Principals must be reconceptualized (Bolin, 1989). When employing participatory decision making, the Principal no longer makes all decisions for the schools, they must understand the importance of every members' contribution and be willing to share meaningful decision making with other stakeholders. As a facilitator in the process, he or she should show support in developing teachers' skills in information gathering, problem solving and making decisions. This includes providing assistance to and time for teachers to participate effectively in decision making efforts by providing avenues through which teachers can develop skills, engage in dialogue and access needed information (Stein, King 1992).

As teachers gain support from their administrations, they will become more empowered to the decision making rules. Bolin (1989) states that the principal should show support for teachers. The Principal leads through providing assistance, providing teachers with opportunities for professional development.

Harris (2002) suggests that there are four discernable and discrete dimensions of the teacher leadership role. The first dimension concerns the way in which teachers translate the principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximised.

A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and to foster a more collaborative way of working (Blase and Anderson, 1995). They work with colleagues to shape school improvement efforts and take some lead in guiding teachers towards a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw critically upon additional resource and expertise if required and to seek external assistance. Finally, a fourth and possibly the most important dimension of the teacher leadership role, is forging close relationships with individual teachers through which mutual learning takes place.

Recent research by Silns and Mulford (2002) has explored the relationship between leadership, organisational learning and student outcomes. They highlight the importance of teachers working together in collaboration for successful school restructuring and school improvement to occur. They argue that teachers cannot create



and sustain the conditions for the productive development of children if those conditions do not exist for teachers (Silns and Mulford, 2002). Another study (Leithwood and Jantzi, 1990) provides some descriptions of how school leaders provide opportunities for teachers to participate in decision and lead in school development. This work highlights the following structuring behaviours: distributing the responsibility and power for leadership widely throughout the school; sharing decision making power with staff; allowing staff to manage their own decision making committees; taking staff opinion into account; ensuring effective group problem solving during meetings of staff; providing autonomy for teachers; altering working conditions so that staff have collaborative planning time; ensuring adequate involvement in decision making related to new initiatives in the school and creating opportunities for staff development. (Leithwood et al, 1999p 811-812).

An inclusive leadership climate is typified by principals who exhibit a positive orientation towards teachers. Such principals subscribe to the view that teachers have a wide range of talents, and willingness to use them to better the school (Copland, 2003). In such a school environment, teachers are highly likely to be more open with suggestions, and by implication will be more committed to play their role expectations in the school to the benefit of learners.

Okumbe (1998) lends support to this observation by pointing out that a working environment where teachers' opinions are valued and adequately complimented by the leader raises teachers job satisfaction and motivation whose by product is increased learning achievement. This is the selling point for successful principalship career. Bush (2003) has indeed asserted that most successful school managers in Britain involve their staff in all major policy decision matters.

The official policy on education delivery in Kenya provides that teachers should be actively engaged by school administrators during the formulation and implementation phases of school policies (Ministry of Education, 1987; Republic of Kenya, 2013). However, contrary to this policy, some principals tend to direct and instruct teachers without caring to determine whether such directives are productive or not (Griffin, 1996). Kenyan researchers such as (Sifuna: 2000, Jwan: 2001, Mualako: 2009 et al, Tikoko et al, 2011) have highlighted that students and teachers are not involved in school decision making as they desire. Thus principal should involve teachers in school governance in order to create a democratic climate.

#### **2.5.4.3 Parents Participation in School Governance**

Chapman, Froumin and Aspin (1995) provide a useful list of characteristics of democratic institutions as a framework for school governance. They suggest that policies and actions are based on decisions and are not arbitrary; and that the will of the majority prevails whilst the rights of minorities are preserved and respected. In a school situation, this implies that powers and responsibilities should be distributed among all stakeholders in the school in accordance with the law and that policies should be formulated after rigorous deliberations. Democratic school governance thus implies that all the stakeholders, including parents, decide on school policies which affect the education of their children.

Education worldwide is becoming increasingly accountable to the public and therefore it can be argued that parents should play a role in policy making and execution, as they institute a major stakeholder group. Mechanisms to involve parents in the governance of schools are employed globally as a form of democratising education (Mncube 2009). It becomes difficult to dispute the benefits that parent

participation can have for children's school experiences, yet parents participating in school governance and school principals often hold one another at arm's length, unsure of the role that each should play.

According to Epstein (2001) there is need in developing school, family, and community partnerships. She developed a framework for defining six different types of parent involvement. Her work also describes the challenges inherent in fostering each type of parent involvement as well as the expected results of implementing them for students, parents, and teachers. The six types of involvement are: first is parenting; this refers to basic parenting obligations for the child's health, safety, and preparedness for school and for providing positive home conditions that support educational progress. The next type refers to the basic obligations of schools to communicate with families regarding school programs and student's progress such as communications through memos, notices, report cards, and conferences with parents.

The third type of involvement refers to parents' participation in volunteering at school such as assisting teachers, administrators, or students in classrooms and in participating in school activities and events such as student performances, sports, and other events. The fourth type refers to parental involvement in student's learning at home, to parent-child initiated requests for help, and to teachers' ideas about parents' involvement in home learning activities. The fifth type refers to parental involvement in decision-making activities at school such as participation in Advisory Councils, parent-teacher organizations, parent advocacy groups, and other school, district, or state level educational committees).The last type of involvement refers to school and parent collaborations with communities and other community agencies that enhance the learning opportunities of children (such as programs for after-school care or health care, cultural events, and community services).

Findings of the Epstein (2001); Henderson, (1987) ; Wenfan & Qiuyun, (2007) studies also support a direct contact between parents and high school principals based on high levels of trust as being an important ingredient in the success of the principal and eventual attainment of educational objectives. Other studies on the relationship between parents and school principals suggest that strong principal-parent relationships with high trust levels matter to student achievement (Bank & Slavings, 1990; Garner & Raudenbush, 1991; Jones & Maloy, 1988; Lareau, 1987; Lee & Croninger, 1994; Sui-Chu & Douglas, 1996). Consequently, trust is vital for the maintenance of cooperation in school as well as a necessary ground for even the most routine, everyday interactions (Blau, 1964) and as Lewis and Weigert (1985) agreed, trust is indispensable in social relationships such as parents-high school principal relationship.

Findings of a study undertaken by Koros (2006) on parental involvement in the management of public secondary schools in Kericho District indicated that various stakeholders perceived parental involvement as existing to some degree in most schools. The results also indicated that in most sample secondary schools, parental involvement had positive influence on schools management outcomes. Management outcomes were seen in terms of student discipline, financial controls, KCSE results and teachers' observance of duty. Since parents contribute to the education of their children, it is important for education stakeholders and Government to increase parental involvement (Koros, 2006). In order to work parents meaningfully, the school principal needs to assess the types of existing formal and informal parent activities regarding their quality, relevance, and usefulness in contributing to student success. There is no doubt that parent involvement is an essential element of school improvement.

### **2.5.5 Teamwork**

The concept teamwork means when a group of people with different portfolios of an organization work together as a team, discussing and sharing ideas and responsibilities, with the aim of achieving a common goal (Cockburn, 2006). According to Stofile (2005) Teamwork in an organization creates synergy because the sum of the effort of team members is far greater than the sum of people working alone. In a team situation each member contributes to the success of others and this collaboration of different members to bring about an integrated achievement is the secret that lies behind the success and effectiveness of high performing organizations. Teamwork is a crucial pointer of democracy as it involves consultation and collaboration among stakeholders in a schools environment (Mabuku, 2009). Through the process of teamwork or collaboration, shared goals and shared vision can be achieved in a school organisation. According to Jamali, et al. (2006), good teamwork is motivated in school by good leadership and effective communication which are vital factors of interpersonal interaction of group members, enabling them to share ideas, opinions and common goals without feeling threatened. Teamwork is thus a very important tenet of democracy as it fosters collaboration, cooperation, coordination, communication, consultation and shared decision-making.

### **2.5.6 Delegation**

According to Stoner et.al (1995) delegation is the assignment to another person of formal authority and accountability for carrying out specific activities. In schools, delegation is one of the key motivating factors for improvement if authorities are distributed throughout the organizational structure and the rest of the staff members. According to Cliffs (2010), delegation is the downward transfer of authority from a

manager to a subordinate. Most organisations today encourage managers to delegate authority in order to provide maximum flexibility in meeting customer needs. In addition, delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement can increase job satisfaction for the individual and frequently results in better job performance.

Matthew (2010), states that delegation is an integral part of every employee's work. Delegation is independent of the size of the organisation, and an employee requires either upward or downward delegation, based on his/her position in the organisational hierarchy. Delegating downwards is more commonplace and it stems from the employee's position in the hierarchy. Though the concept of delegating upwards is not popular, it forms an essential aspect of Delegation at the workplace. Delegation is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team.

Chapman (2005) points out that it is generally recognised that the organisational man desires self-esteem and needs fulfilment. These in turn motivate people to contribute more towards objectives of the organisation they work for. Delegation therefore gives people the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego needs. Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in

their day-to-day work. In here, it emerges that with delegation work is performed quickly and efficiently because ego needs are satisfied. In secondary schools, principals are expected to delegate some of their authority and responsibilities to their subordinates with the aim of developing efficient functioning schools (Kambonde, 2008). Stoner (1995) further stresses that through the process of participative management, delegating might maximizes the effectiveness of employees. Delegation can also help principals to contain the expansion of conflict of interests and resistance for change within the school environment.

### **2.5.7 Collegiality**

Collegiality is organisational approach that is related to collaboration, teamwork, participative management and leadership. It is stressed that, “an alternative to hierarchy is collegial structure” (Bush & Middlewood, 2005, p. 66). Therefore the opposite of bureaucratic management is collegiality and consultative approaches. Schools are expected to be run by teams through equal involvement of some or all the member of an organisation, not through individual responsibility.

According to Bush (2003), when people work with colleagues, they don't lose anything such as respect, cooperation, quality management and good decision making. So, collegiality assists the group gain some of the goals that an organisation deserves such as taking proper decisions together instead of an individual. Thus, Bush argues that “collegial models believe that professionals have a right to share in the wider decision making process” (2003, p. 66) in a school. However, in the educational context, it is not only professional teachers who want to be involved in the decision-making process of the school, but every individual; even unskilled employees think of being involved for the sake of making proper decisions. As a

result, Bush arguing that “collegial models assume structures to be lateral or horizontal with participants having an equal right to determine policy and influence decisions” (2003, p. 74).

In the collegiality leadership model, there is no hierarchical structure of communication because structures take on a more flattened shape in order to involve everyone in the institution in decision-making and to promote ownership of the outcomes of discussions. Frost, et al. maintains that “it is against this backdrop that greater collegiality and more active involvement of a wide-range of individuals are called for to improve schools” (as cited by Khoza, 2004, p. 3). Furthermore, Bush demonstrates that the “collegial model assumes a common set of values [are] held by members of the organization” (2003, p. 66) such as school staff, not only the manager. Similarly, Steyn, (2009, p. 56) et al. claim that “in a true democratic society there are no unimportant people, because of their humanity, all people as human beings have equal human dignity”. In fact, this indicates that in every democratic organisation or society, every person, whether they are poor or rich, educated or uneducated, is part of a collegial management structure, and they need to be involved in issues that affect them.

Collegiality is part of participative management and it is described as being a very time consuming approach as many people are involved in discussion. Bush (2003, p. 66) maintains that the main opportunity to apply the collegiality approach is through daily meetings with the whole staff that operate in small schools, but “may be suitable only for information exchange in larger institutions” In order to save time, leaders should be skilful enough to condense discussions, otherwise the approach becomes worthless. Hargreaves argues that the approach is unpredictable, voluntary, and an



informal practice (in Bush, 2003, p. 84). Theorists argue that the common value of the collegial model is to reach agreement about goals and policies through a consultative means. Brundrett stresses that, “shared vision” and shared management is a “basis for collegial decision-making” (as cited in Bush, 2003, p. 66), because every member in an organisation is involved in the implementation of policies.

## **2.6 The Role of the Principal in a Democratic School**

In an organisation such as a school, the importance of leadership is reflected in every aspect of the school: instructional practices, academic achievement, students’ discipline, school climate, etc. For instance, the Social Policy Research Association’s findings (as reported by Soukamneuth 2004) on how leaders create circumstances for positive inter-group relations and a caring and safe environment indicate that strong leadership is of great importance.

Wilmore (2002) states that head teachers play diverse roles: they are responsible for effecting education policy, keeping track of all activities within the school and ensuring that their schools run smoothly. According to Hargreaves and Fink (2003), the head teachers’ tasks are divided into two major types: instructional and the leadership roles. The instructional role focuses on the training and education of children by creating motivating and challenging activities that aid children grow to become productive citizens. These scholars opine that the leadership role complements the functional role. The former aims at successful implementation of the latter. The leadership role largely comprises personnel management (both students and teachers) and decision- making.

The roles played by principals have to be changed in order to meet the changing needs of the 21st century. The roles of principals in the new millennium have changed. Traditionally, principals were the management of schools who played fixed roles and had certain recognized status, power and authority. There is a paradigm shift on leadership, and decision making has become a participative activity shared among various school constituents, namely teachers, parents and members of school governing bodies.

According to the Guidelines for Principals' Continuing Professional Development (CDP) (2002), the leadership domains that will be required of principals of schools in the 21st century are:

- Strategic leadership that focuses on developing vision, commitment, inspiration, appropriate values and a firm belief that all students can learn, as well as leading and managing change;
- Instructional leadership that focuses on strengthening learning, teaching, and curriculum, ongoing professional development, accountability and data-driven decision making
- Organizational leadership that focuses on personal relationships, culture building, dispersed leadership, teamwork, communication, planning and management of resources; and
- Community leadership that focuses on an awareness of the role of the school in the broader society, close relationships with parents and other community members, and an ability to build and utilize community resources in developing students into global citizens.

Schermerhorn et al. (2000) maintain that leadership is the heart of any organization because it determines the success or failure of the organisation.

Gamage (1996) states that the implementation of SBM requires principals to play new roles, have new responsibilities, and face new challenges. He then affirms that in the past, the principals were the authority figures required to be responsible and accountable only to the systemic authorities. However, in terms of legal and practical procedures introduced in SBM, school leaders are now required to be responsible and accountable to the systemic authorities and, more importantly, to the school community through the governing body. Accordingly, the principal is required to submit an annual report including an audited statement of accounts to the school community and the government authorities through the governing body.

In addition, a policy of community participation and parental choice in education has changed the roles of principals (Rutherford & Jackson, 2006; Hale & Rollins, 2006; Gamage & Zajda, 2005a; Huber, 2004; Gamage, 2003, 1996a). For instance, Gamage and Zajda (2005a: 53) report that the principal is no longer vested with traditional, legal, and functional authority for the total management of a school while the teachers are not expected anymore to just follow the rules and directives and perform their defined roles and duties.

## **2.7. Principals Perception of Democratic School Governance**

According to Elliot (2006) leaders possess three major skills in many organizations i.e. that of vision, interpersonal skills and technical skill but we seldom forget one important skill that is vital for any leader which is perception. Having the right perception is significant skill for any effective leadership (Keller, 2006). In any

educational system the principal is a crucial figure that plays a critical role in bringing up democracy to life in the institution this must be evident in his perception. Botha (2006) affirms that school principals have a considerable impact on the way teachers and other role-players are prepared to embrace change, new perspectives and practices because his or her leadership role in terms of school management structures contributes to democracy in schools and in the wider society.

A leader can have the best intentions and honest concern for his or her employees but if he does not communicate in manner that employees can comprehend then their perception may work contrary to the right intentions. Patzer & Voegtlin (2010) posit that it is important to understand that perception is often portrayed through communication in any organization be it big or small and therefore it is a pertinent tool in leadership. Therefore in a school, the principal should know how best to communicate to teachers, students and other stakeholders. According to Fullan (2002) the principal is an influential leader to both teachers and other members of the school, and thus he should work with the staff to create the atmosphere that would be conducive for continuous learning in the school, and for the realization of the school vision.

The entire process of perception illustrates one thing that in organizations, dissatisfaction comes because managers do not listen what employees say but what they expect them to say (Russel, 2001). A study on Learners' and teachers' perceptions of principals' leadership at Soweto secondary schools by Mofora, (2012) indicates that majority of learners and teachers attribute the lack of democratic change and injustice in schools to the principals' adherence to the assumed tradition of the school or their personal perception of democratic school governance. Bäckman &

Trafford (2007) argue that whatever values or principles might be expressed in legislation or policy documents, the head's behavior is what really counts. Principals thus need to show sound leadership and especially interpersonal skills to create welcoming, inclusive and trusting collaborative cultures in the schools they lead as a step to move these schools forward along a democratic path.

## **2.8 Challenges Facing School Principals in Enhancing Democratic School Governance**

Traditionally, principals have worked under highly centralized education systems that limit their power and autonomy in making decisions related to the core business of school – teaching and learning. Principals have mainly been engaged as school managers maintaining discipline, ordering equipment, determining staffing needs, scheduling activities, managing school finances and resources, allocating staff, and ensuring that teachers keep accurate records (Chapman and Burchfield, 1994; Chi-Kin Lee and Dimmock, 1999). As a result of decentralization, principals are expected to take a lot of responsibility. In contrast, their roles and responsibilities under SBM are not as straightforward as previously. In this case, there has been a paradigm shift in school leadership practices and decision-making has become a participative activity shared among various school constituents, including teachers, parents, and members of the school management committee (Lam, 2006).

Spreading democracy in a school can be stressful. School principals face mitigating factors. By its very nature democracy challenges old hierarchies and authorities, and the conflicts that may emerge can be hurtful and wearing for administrators (Bäckman &Trafford 2007). Further, there are situations, emergencies for instance, where the leader needs to take quick decisions. Under such circumstances, democratic

processes are flouted, as Jones (2005) contented, in crises there is no time to hold meetings. This can be perceived wrongly by other stakeholders. Another disadvantage of democratic governance has to do with situations where staff lacks competence, crucial information to make decisions. In such cases, the leader has to monitor and provide constant guidance to staff.

Experts and researchers report the challenges facing the school leaders include: the increasing authentic collaboration with school communities, making the SBM work as pedagogy of empowerment and democracy (Pang, 2008; Gamage, 2006b, 1996a; Gamage & Zajda, 2005a; Cranston, 2002; Griffiths, Stout, & Forsyth, 1988). The principals are also challenged to encourage the involvement and participation of community groups, including industry and commerce. He or she needs to convince the other members of the partnership to arrive at particular decision before instructions can be issued. Establishing a committee structure of the school council consisting of experts and those interested in developing programs for school improvement is another step in extending the democratic principal of under participation with opportunities to tap the potential of the wider community (Gamage, 1996a; 1996e).

Regarding the problems and issues that are confronting the implementation of SBM, researchers reveal that the barriers include poor resources in schools, lack of professional development for school leaders and confusion on the part of school councils in relation to new roles and responsibilities. There are also difficulties of coordination, lack of decision-making authority, low parental participation, and under funding of education by governments (Gamage & Sooksomchitra, 2004; Mulyasa, 2004; Munn, 2000; Schlegel, 2000; Maksymjuk, 2000; Belk, 1998; Hancock, 1998; Oswald, 1995; Herman & Herman, 1993).

Democracy depends on the participation of people and accordingly democratic schools require the participation of all stakeholders (Mnube, 2009). Stakeholder's apathy also hinders democratic participation. For instance a study by Renuka (2012) cited lack of time to attend meetings; transport and communication issues are factors affecting parents' participation. Relationships between learners and some teachers could also hinder democratic school practices. Democratic schools move away from traditional, hierarchical power relations towards egalitarian relationships and this comes with challenges thus school principals should work on minimizing them.

To cope with the new challenges confronted by the school leaders within the dramatically changed environments, Gamage (1996a: 197) has proposed a school development model which is shown in the *Figure 2.3*

<b>Challenges</b>	<ul style="list-style-type: none"> <li>participatory decision-making</li> <li>multiple ownership of policies</li> <li>developing loyalty to school</li> </ul>
<b>Human Resource Management</b>	<ul style="list-style-type: none"> <li>orderly student and staff management</li> <li>staff and student development</li> <li>building trust and confidence</li> </ul>
<b>Allocation of Resources</b>	<ul style="list-style-type: none"> <li>developing strategic planning</li> <li>developing global budgeting</li> <li>prioritising</li> </ul>
<b>Leadership Styles</b>	<ul style="list-style-type: none"> <li>transformational</li> <li>instructional</li> <li>situational</li> </ul>

<b>Learning Programs</b>	programs to meet student needs programs for the community peer and community support
<b>Empowerment</b>	new participatory structures delegation and empowerment theory Y approach to staff
<b>Non Traditional Roles</b>	collaboration with community commerce and industry relations negotiations for services
<b>Governance</b>	school council/board modified bureaucracy committee structure
<b>Entrepreneurship</b>	competitive school improvement innovative approaches to help school's image and marketing
<b>Skills</b>	inter-personal and communication negotiation and public relations conflict management and resolution

**Figure 2.3 Challenges in School Development**

*(Source: Adapted from Gamage, 1996a: 198)*

## **2.9 Summary of Literature Review**

This chapter has reviewed literature that advocates for the move towards the democratization of education (Bäckman and Trafford, 2007; Harber, 2009; Birzea, 2000; Bellingham, 2003; Chapman, Froumin & Aspin 1995), It also discusses structures which enhance democratic practices in secondary schools (Yukl, 2002;



Rice and Schneider 1994; Maers and Voehl 1994; Rosenbaum 1996; Jwan & Ogongo, 2009; Tikoko & Kiprop, 2011; Serem, 2012; Mncube, 2009). Scholars argue that in a democratic school all those involved in the school, including the learners, have the right to participate in the decision-making process. Democratic principles and processes in School such as broader participation, shared decision making, communication, teamwork and delegation (Sergiovanni, 2006; Fullan, 2002; Owens, 2001; Kelly, 1995; Mncube & Harber, 2010; Kensler, 2010) are advocated for and the crucial role of the school principal in enhancing democratic processes in schools is emphasized. The importance of the principals perception towards school governance is also discussed (Putzer & Voegtlin, 2010; Elliot, 2006; Fullan (2002; Mafora, 2012; Mncube, 2008). Finally challenges principals face in enhancing DSG is also discussed.

Most of the literature and studies on the study have been done on the western World (Bäckman and Trafford, 2007; Harber, 2009; Birzea, 2000; Bellingham, 2003; Chapman, Froumin & Aspin 1995; Yulk, 2002) among others. In Africa, extensive studies on DSG are from South Africa since democratic transformation is among the key objectives of the post-apartheid education system (Hey-stek, 2004; Mabovula, 2009; Mncube, 2008, 2009; Van Wyk, 2004) among others. In Kenya, prior studies on DSG are mostly on student and teacher participation (Jwan: 2001, Tikoko et al 2011; Gatabu: 2011; Mulwa & Maiyo, 2010; Mule, 2011; Kipkoech & Chesire 2011; Kiprop & Kandie, 2012; Mualuko: 2009 et.al). An exclusive study on how school principals can enhance DSG has not been carried out despite their pivotal role as managers of schools. The next chapter discusses the research methodology that will be used to investigate the role of principal in enhancing DSG in selected public secondary schools

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

Methodology can be defined as the way of thinking about and studying social phenomena (Corbin & Strauss, 2008). Elaborating on this definition, Henning, van Rensburg and Smit (2004) emphasize that research methodology is about the various ways of bringing meaning to our world so as to improve our understanding of it. This chapter discusses the research philosophy of the study, expounds on the research strategy, including the research methodologies adopted, the research instruments, validity and reliability of the research instruments, data collection and analysis procedures along with the ethical considerations of the study.

#### **3.2 Philosophical Paradigm of the Study**

Paradigms are all encompassing systems of interrelated practices and thinking that define for researchers the nature of their enquiry along three dimensions (Terre Blanche & Durrheim, 2006). These three dimensions include ontology, epistemology and methodology. A methodological inquiry in and by itself is meaningless, divorced from the actual question in philosophy. It is imperative that a researcher understands the fundamental tenets and philosophy of an inquiry paradigm (Heppner & Heppner, 2004; Strauss & Corbin, 1990; Silverman, 2001). According to Heppner and Heppner (2004), understanding the basic tenets and philosophic underpinnings of an inquiry will help the researcher select a particular paradigm that best fit the particular area of the inquiry as well as specific types of data collection and construction modes (Erckan & Roth, 2006).

According to Cohen et.al, (2002), ontological assumptions give rise to epistemological assumptions, these in turn, give rise to methodological considerations and in turn, give rise to issues of instrumentation and data collection.

This study is thus located in the pragmatic paradigm. Creswell (2003; 2008) argues that pragmatic knowledge claims are not committed to any one system of philosophy and reality and that individual researchers use mixed research methods to collect and analyze quantitative and qualitative data. This worldview identifies with critical realism and according to Creswell (2008) it is a philosophical underpinning for mixed methods studies and conveys its importance for focusing attention on the research problem in social science research and then using pluralistic approaches to derive knowledge about the problem. In understanding a research problem, pragmatism researcher's look to the "what" and "how" to research based on its intended consequences. Thus, pragmatism opens the door to multiple methods, different worldviews and different assumptions as well as different forms of data collection and analysis in the mixed methods study.

This study was conducted within the pragmatic paradigm, because the researcher is interested in the subjective understanding and conception of democracy by principals, their experiences and the challenges they face in day to day practice in their various schools. In the words of Peirce (1878), the pragmatic method or maxim (which is used to determine the meaning of words, concepts, statements, ideas, beliefs) implies that we should "consider what effects, that might conceivably have practical bearings, we conceive the object of our conception to have. Then our conception of these effects is the whole of our conception of the object. Building on Peirce's lead, James (1995, 1907 original) argued that "The pragmatic method is primarily a method of

settling metaphysical disputes that otherwise might be interminable. The pragmatic method in such cases is to try to interpret each notion by tracing its respective practical consequences" (p. 18). Extending the works of Peirce and James, Dewey spent his career applying pragmatic principles in developing his philosophy and in the practice of educating children... Dewey (1948, 1920 original) stated that "in order to discover the meaning of the idea [we must] ask for its consequences" (p. 132). According to Creswell (2003) pragmatism as a worldview arises out of actions, situations and consequences rather than antecedent conditions. Teachers and students were able to give detailed information with regard to democratic processes and practices in their schools and how school principals could possibly enhance democratic principles. This philosophical approach is also suitable for testing hypothesis by examining the relationships of variables in the study.

### **3.3 Research Design**

The research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring how you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (Creswell, 1994). Following the same line of thought is Wiersma (1991), who refers to research design as a plan or strategy for conducting research; as such it includes various aspects ranging from the selection of participants to the analysis of the data obtained.

This study utilized a descriptive cross-sectional survey strategy that adopts mixed methods approach of inquiry in a concurrent procedure. According to UNESCO (2005) this type of research provides information about conditions, situations and events that occur in the present. In cross-sectional surveys, data is collected at one

point in time from a sample selected to represent a larger population (Owen, 2002). On the other hand, Rezaee, Abidin, Abdullah & Singh (2011) add that survey research design is used to investigate, assess opinions and preferences in educational issues and problems. The design is therefore considered the most appropriate method to measure attitudes, beliefs or personality structures in a natural setting (Leedy, 1993). In this study, the design enabled the researcher to obtain respondents' opinions on how school principals enhance democratic practices in secondary schools under study. In a sequential procedure, the mixed research method was used to collect data. However, in this study the structured questionnaire was the superior instrument that elicited data presented and interpreted in chapter four. The interview guide was a complementary instrument.

### **3.4 Target Population**

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). Population is a group of individuals that display one or more characteristics in common and that are of interest to the researcher (Best & Khan, 2003). This research targeted principals, teachers and students of 122 public secondary schools in Baringo County. The Principals were targeted for this study because they play a pivotal role in creating, leading and governing schools democratically. Teachers and students were issued same content questionnaire to validate responses from principals.

### **3.5 Sample Size and Sampling Procedure**

Sampling means selecting a given number of subjects from a defined population as representative of that population. According to Amin (2005), a sampling technique is a plan specifying how the sample was drawn from the target population. This study adopted stratified, simple random and purposive sampling techniques. From the 122 public secondary schools in Baringo County, 92 schools were selected on the basis of the Krejcie and Morgan (1970) table (Appendix VI) for determining sample size. This is an approach to determining sample size for a probability sample in relation to the level of confidence 0.05.

The 92 schools were stratified into 6 sub counties using a ratio. Simple random sampling was then used to select the schools within each strata. The principal, one senior teacher, two student leaders were be purposively sampled from each school.

The researcher also chose two schools as sample sites where their principals were interviewed. The two schools were selected because of their characteristics relevant to the study; they had some established democratic structures and processes based on the findings from the questionnaire. The two schools were given fictitious names; Fanaka and Pendo secondary schools for ethical confidentiality of the research. This gave a total sample size of 370 respondents. The table 3.1 below gives a summary of the sample

**Table 3.1: Summary of the Sample Size**

<b>Sub County</b>	<b>Description</b>	<b>Population</b>	<b>Sample</b>
Baringo Central	Principals	28	21
	Senior Teachers	28	21
	Student president and deputies	56	42
Baringo South	Principals	11	8
	Teachers	11	8
	School president and deputies	22	16
Baringo North	Principals	25	19
	Senior Teachers	25	19
	Student President and deputies	50	38
Tiaty	Principals	7	5
	Senior Teachers	7	5
	Student President and deputies	14	10
Koibatek	Principals	29	22
	Senior Teachers	29	22
	Student President and deputies	58	44
Mogotio	Principals	22	17
	Senior Teachers	22	17
	Student president and deputies	44	34
<b>TOTAL</b>			<b>368</b>

### 3.6 Instrumentation

This study used two data collection techniques; the questionnaire and interview schedule. Research tool is a specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). They were constructed based on the nature of the data to be collected as well as the objectives of the study. The instruments ensured that enormous data was obtained. The interviews supplemented the questionnaire.

### **3.6.1 Questionnaire**

The questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions and hypothesis (Amin, 2005). According to Kothari (2003), questionnaire is used to collect basic descriptive information from a broad sample. Questionnaire method was preferred to other instruments because it deemed advantageous to both the researcher and the respondent. The responses are gathered in a standardized way hence more objective, it was also a quick method to collect enormous data. The questions in the questionnaires are based on the five-point Likert scale for quantitative data.

The questionnaire was constructed by the researcher based on the objectives of the study. They were administered by the researcher to principals, teachers and students of the sampled schools by the researcher with permission from the school administration.

### **3.6.2 Interviews**

Qualitative studies should have informative and knowledgeable subjects. Since the purpose of qualitative research is to understand a phenomenon in depth, it was important to select subjects that will provide the rich information. Interviews assist in providing insight into peoples' behaviours, and the findings are reported in as near as possible the actual words of the individuals (Ribbins, 2007).

To supplement the information given by the principals, teachers and students through the questionnaire, the researcher conducted interviews after collecting data from questionnaire with two principals from Fanaka and Pendo secondary schools selected



through purposive sampling. According to Creswell (2003) sequential mixed method seeks to elaborate on or expand on the findings of one method with another method. The researcher selected the respondents based on the findings from the questionnaire.

The principals were taken through individual one-on-one, face interviews. They gave insightful information on their experiences and practices as school leaders in democratic schools as well as the challenges they face in enhancing democracy in their schools. The Interview schedules had open-ended questions. Open-ended questions are meant to elicit unexpected and deeper responses not originally anticipated (Kerlinger, 1973). Respondents were taken through the questions by the researcher personally to ensure that the research intentions were adhered to. In addition, this enabled the researcher to clarify, enhance and verify the information given in the interview schedule.

### **3.7 Pilot Study**

According to Mouton (2001: 103), the most common error in doing research is not to conduct a pilot study. In reality, a pilot study can be regarded as a small scale trial run of all the aspects planned for use in the main enquiry. According to UNESCO (2005), the purpose of piloting is to assess whether a questionnaire has been designed and in a manner that will elicit the required information from targeted respondents, enabling weakness in the questionnaires such as ambiguities in the phrasing of questions, excessive complexity in the language used, inappropriate responses on categories for some questions and redundant questions are discarded. It also involves assessing whether items can be understood by the respondents, that the items are pitched at the appropriate level of complexity and provide a stable measure of respondents' ability

(assessed by the reliability index). Before the actual data was collected, the researcher conducted a pilot study in 10 Public secondary schools in Baringo County which were not part of the sample. The pilot study ensured that the questionnaire captured the intended information during the main study it also enabled the researcher to ascertain the reliability and validity of the instruments, and to familiarize himself with the administration of the questionnaires therefore improve the instruments and procedures.

### 3.8 Reliability of Research Instruments

According to Rezaee et al (2011), reliability refers to the degree to which a measuring procedure gives consistent results i.e. whether it will provide a consistent set of scores for a group of individuals, if it was administered independently on several occasions. A measuring instrument is reliable if it provides consistent results over a number of repeated trials (Orodho, 2009). The responses on the piloted questionnaire were analyzed to determine their suitability and their internal consistency. Reliability was established through computation of Cronbach's alpha coefficient (Cronbach, 1951). Cronbach's  $\alpha$  is defined as:

$$\alpha = \frac{K (1 - \sum_{i=1}^K \sigma_{Y_i}^2)}{K - 1 \sigma_X^2}$$

Where  $K$  is the number of components ( $K$ -items or test lets),  $\sigma_X^2$  the variance of the observed total test scores, and  $\sigma_{Y_i}^2$  the variance of component  $i$  for the current sample of persons. A correlation coefficient was calculated to determine how closely the participants' responses on the second occasion were matching their response on the first occasion. The calculated coefficient was within the accepted level of 0.70 and above, thus it was adopted for use in this study.

### **3.9 Validity of the Research Instrument**

The researcher was interested in content validity which pertains to the degree to which the instrument fully assesses or measures the construct of interest that is components of democratic school governance in school management and the role of school principals. In another dimension, (Cohen, 2006) define content validity as a form of validity that ensures that the elements of the main issue to be covered in a research are both a fair representation of the wider issue under investigation and that the elements chosen for the research sample are addressed in depth and breadth. The determination of content validity evidence is often made by experts' judgment (Cohen, 2006). As such, the researcher sought assistance of her supervisors. In addition, the findings of the pilot study ensured minimal variation in the responses. After the analysis of the pilot study findings, the items in the research instruments were reorganized, clarified so as to obtain the intended results during the study.

### **3.10 Data Collection Procedures**

Before the research was conducted, the researcher sought clearance through the supervisors from the Department of Educational Management and Policy Studies (EMPS). After this permission a research permit was obtained from the National Council for Science and Technology (NACOSTI). Secondly, the researcher selected the sample using stratified sampling of schools and purposive sampling of principals, parents and students. The third stage was data collection which was done in phases starting with the Pilot study stage. Pilot test was done in 10 public secondary schools in the Baringo County which were not part of the sampled school in order to enhance validity and reliability of the data to be collected. The pilot study also helped in establishing a valid constitution of the sample in the final sample.

The fourth stage involved administration of the questionnaire, for the selected respondents without interfering with the school programmed activities. The researcher issued the questionnaire to principals, senior teachers and students of the sampled schools. In a sequential approach the last step involved face to face interviews with two principals which were conducted and audio taped by the researcher individually. They were purposively selected from the sampled schools.

### **3.11 Data Analysis**

The data collected from this study was summarized, coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). The analysis of the data employed the use of descriptive statistics and inferential statistics. Qualitative reports were given in continuous prose. Inferential statistics (Analysis of Variance- ANOVA, F-test and t test) was used to measure the overall strength of the independent variable on the dependent variables and the relative strength of the independent variable in the hypothesis of the study. Qualitative data was analyzed using content analysis based on meanings and implications emanating from respondents information and documented data. As observed by Gay (1996) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. Presentation of the descriptive is by use frequency tables.

### 3.12 Summary of Methods of Data Analysis

The objectives and hypothesis of the study was tested using the statistical test as presented in the table 3.3 below:

**Table 3.2: Summary of Statistical Methods of Data Analysis**

Objectives	Variables		Analytical Tools
	Independent	Dependent	
i)To establish Extent of democratization in schools.	Extent of democratization	Democratic School Governance	Frequencies, percentages, Narratives
ii)Establish structures and processes put in place by principals to enhance DSG.	Structures and process put in place to enhance DSG	Democratic School Governance	Regression model, ANOVA
iii)Establish principals perception of DSG.	principals' perception	Democratic School Governance	Frequencies, percentages, Narratives
iv)Determine constrains principals' face in enhancing DSG.	Constrains principals face in enhancing DSG	Democratic School Governance	Frequencies, percentages, Narratives.

### 3.13 Ethical Consideration in Data Collection

Anderson (1993) refers to several crucial issues pertaining to ethical standards that a researcher should consider. Some of these issues essential this study included informed consent, honesty, voluntary participation, confidentiality, right to privacy, and respecting the participant's time.

This study sought in-depth information may highlight and bring out sensitive information that reveals inadequacies in the management of schools in the study area. After clearance from Moi University Department of EMPS the researcher obtained a research permit from NACOSTI to visit the selected schools. The researcher also obtained informed consent from each research respondent through introductory letter and oral consents as appropriate. Diener and Crandall (in Cohen, et al. 2000) defines informed consent as the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions

Van Dalen (1979), states that it is necessary to provide a precise and understandable explanation of the nature and purpose of the study. Thus the researcher communicated to the respondents what is being studied and the purpose of the study, those involved in the study and the nature of their participation and methods used in collecting data. The researcher also informed the respondents that their participation was voluntary.

The researcher also respected the participants' time. Data collection did not interfere with the programs of the sampled schools. Further the researcher ensured that no time was wasted in conducting the interviews by commencing and concluding on time.

The researcher also assured the respondents of confidentiality of the source of the collected information. This way, the research study will be communicated in such a way that data cannot be linked to a specific respondent or an institution. Fictitious names (pseudonyms) were used for the sample schools which interviews were

conducted. Technical devices like cameras and audio-recorders are threats to respondent's privacy, and thus it is essential for participants to be aware of the use of such equipment. Since an audio-recorder was used, the researcher obtained consent from respondents for its use during the interviews.

Furthermore the results of the study shall be availed to the relevant authority and to those participants who are interested in knowing the results and the usefulness of the findings. The researcher also ensured that published or unpublished materials used in the research document are acknowledged to avoid plagiarism. Lastly, Data collected were safely kept before and after analysis.

### **3.14 Unit of Analysis**

The unit of analysis is the major entity that is being analyzed in a study. In social science research, typical units of analysis include individuals, groups, social organizations and social artifacts (Gay 1996). The unit of analysis in this study was the school, specifically public secondary schools in Kenya. Data to address the research objectives was collected from school principals, teachers and students.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

The purpose of this study was to examine how school principals enhance democratic governance in public secondary schools in Kenya through their practices and experience. This chapter presents the analysis, interpretation and presentation of the study findings from the data collected from the respondents. It is presented under the following themes: Background Information of respondents, Extent of Democratization in schools, Practices that Enhance Democratic School Governance and Constraints Principals Face in Enhancing Democratic School Governance. This chapter answers the following research questions:

1. To what extent are schools democratic?
2. Which structures enhance democratic school governance?
3. What is the school principal's perception of democratic school governance?
4. Which constraints do principals face in enhancing democratic school governance?

In search for answers to the above questions, a questionnaire was administered to a sample of principals, students and teachers of public secondary schools in Baringo County. The researcher also conducted in-depth interview with principals who were purposively sampled. Thus in the presentation and discussion reference is made to data obtained from the interviews to corroborate the data obtained from the questionnaire. Actual verbatim of the responses of the respondents is quoted to



strengthen the study. The analysis was done by statistical package for social scientists version (SPSS) version. 20.0. In information in this chapter is presented in form of tables and by use of percentages.

## 4.2 Socio-Demography of the Respondents

The respondents' sex, age, type of school the teacher, qualifications and years of service were considered important for the study.

### 4.2.1 Distribution of Respondents by type of school

From the findings shown in table 4.1 below indicate that 37.8% of the respondents were from extra county schools, 52.2% county schools, 8.9% sub-county schools and 1.11% National. It can be concluded that majority of the respondents are from County schools.

**Table 4. 1: Response on Type of school**

<b>School type</b>	<b>f</b>	<b>%</b>
National	1	1.11
Extra County	34	37.8
County	47	52.2
Sub County	8	8.9
<b>Total</b>	<b>90</b>	<b>100</b>

### 4.2.2 Distribution of Respondents by Gender and Age of respondents

Results from table 4.2 below indicate that 73.3% of principals were males while 26.7% females. Most of the principal in Baringo County were males. This indicates a gender imbalance in school leadership in Baringo County. The study also involved

teachers who 60.0% were male teachers while 40.0% were females. It is also seen that 51.2% of the students were males while 48.8% were female. From the three categories of respondents most were males.

**Table 4. 2: Gender and Age of Respondent**

Item		Principals		Teachers		Students	
		f	%	f	%	f	%
<b>Gender of Respondents</b>	Male	48	72.7	54	60	66	51.2
	Female	18	27.3	36	40	58	48.8
	<b>Total</b>	<b>66</b>	<b>100</b>	<b>90</b>	<b>100</b>	<b>184</b>	<b>100</b>
				Principals		Teachers	
				f	%	f	%
<b>Respondents Bracket</b>	<b>Age</b> 30-39		20	30.3	60	66.7	
	40-49		42	63.6	25	27.8	
	50 and above		4	6.1	5	5.5	
	<b>Total</b>		<b>66</b>	<b>100</b>	<b>90</b>	<b>100</b>	

From this study Table 4.2 also shows that 30.3% of the principals were between 30-39 years, 63.6% between 40-49 years and 6.1% 50 years and above. On the other hand teachers 66.7% were between 30-39 years, 27.8% were between 40-49 years while only 5.5% were above 50 years. These results reveal that most of the teachers and principals are still young and energetic to carry day to day activities of schools in Baringo County.

### 4.2.3 Distribution of Respondents by Duration of Service in School and Highest Academic Qualification

From the table 4.3 below, 23.3% and 22.7% teachers and principals respectively have been teachers in their current stations for less than 1 year, 32.2% and 30.3% teachers and principals for 1 to 4 years and 44.4% of teachers and 47.8% of the principals been in their current stations for over 4 years. This shows that most of the teachers and principals have served for a long duration in their schools hence they can give valuable information on school governance. The table also shows academic qualification of teachers and principals of Baringo County schools were 89.4% of the principals and 75.6% teachers respectively were degree holders 6.0% principals and 10% teachers were masters' holders. It is also evident that 4.6% of principals and 13.3% of teachers were diploma holders .It can be concluded from the above findings that majority of the principals and teachers were degree holders.

**Table 4. 3: Duration of service in School and Highest Academic Qualification**

Item	Principals		Teachers		
	F	%	f	%	
<b>Period as Teacher in Current Station</b>	Less than 1 year	15	22.7	21	23.3
	1-4 years	20	30.3	40	44.4
	Over 4 years	31	47	29	32.2
	<b>Total</b>	<b>66</b>	<b>100</b>	<b>90</b>	<b>100</b>
<b>Highest Academic qualification</b>	Diploma	3	4.6	12	13.3
	Degree	59	89.4	68	75.6
	Masters	4	5.6	9	10
	Others	0	0	1	1.1
	<b>Total</b>	<b>66</b>	<b>100</b>	<b>90</b>	<b>100</b>

### 4.3 Extent of Democratization in Schools

This section presents and interprets data which answers research question one of the study: To what extent is school governance is democratic? The questionnaire had items that describe a democratic school. According to Bäckman & Trafford (2007) the extent to which school governance is democratic can be measured by school governance and leadership, value centered education, cooperation, communication and involvement and student discipline. This section will also include presentation and discussion of data obtained through the interviews.

#### 4.3.1 Principals and Teachers Response to Extent of Democratization in their Schools

In a bid to answer research question one, principals and teachers responded to similar questions. Principals and teachers described the extent to which specific behavior or practice occurred in their school by responding to the statements on the questionnaire.

**Table 4.4: Principal and Teachers Responses on Extent to which schools practice Democratic School Governance**

ITEM	Respondents	NO. & %	Always/ Often	Sometimes	Rarely/N ever	TOTAL
Principal upholds democratic principles in daily running of the school	Principal	NO. %	61 66.6%	24 25.8%	7 7.6%	92 100%
	Teacher	NO. %	38 42.2%	20 18%	36 37.8%	92 100%

Principal gives autonomy to teachers in decision making	Principal	<b>NO.</b>	53	25	14	92
		<b>%</b>	57.6%	27.3%	15.1%	100%
	Teacher	<b>NO.</b>	28	29	37	92
		<b>%</b>	30.1%	31.3%	38.8%	100%
School has open forums for students	Principal	<b>NO.</b>	31	10	51	92
		<b>%</b>	33.4%	10.6%	56%	100%
	Teacher	<b>NO.</b>	32	16	43	92
		<b>%</b>	35.6%	17.9%	46.6%	100%
Students and parents rep. invited to school staff meetings	Principal	<b>NO.</b>	7	15	70	92
		<b>%</b>	7.6%	16.7%	75.7%	100%
	Teacher	<b>NO.</b>	15	14	63	92
		<b>%</b>	16.7%	15.6%	67.7%	100%
Policies stress on the importance of values e.g. respect, hard work	Principal	<b>NO.</b>	91	1	0	92
		<b>%</b>	98.5%	1.5%	0%	100%
	Teacher	<b>NO.</b>	73	7	12	92
		<b>%</b>	78.9%	7.6%	13.4	100%
principal and teachers interact freely	Principal	<b>NO.</b>	38	39	15	92
		<b>%</b>	40.8%	42.4%	16.7%	100%
	Teacher	<b>NO.</b>	43	28	21	92
		<b>%</b>	46.7%	30%	23.3%	100%
Formulation of rules and regulations is through consultation students	Principal	<b>NO.</b>	29	10	53	92
		<b>%</b>	31.8%	10.6%	57.6%	100%
	Teacher	<b>NO.</b>	31	16	45	92
		<b>%</b>	34.5%	17.8%	47.8%	100%
Principal interprets school rules for students	Principal	<b>NO.</b>	80	6	6	92
		<b>%</b>	87.8%	6.1%	6.1%	100%
	Teacher	<b>NO.</b>	14	27	51	92
		<b>%</b>	15.6%	28.9%	55.5%	100%

The study findings from table 4.4 reveal that 66.6% of the principals stated that they always and often upheld democratic principles in running of their schools while 25.8% indicated sometimes and 7.6% rarely. While on the other hand 37.6% of teachers indicated that their principals are rarely and never democratic respectively. These findings show that there is still need for school principals to be enlightened on how to lead to democratically. From the interviews principals from both Fanaka and Pendo secondary schools understood the notion of a democratic school. When they were asked what they understood by democratic school governance (DSG), the principal of school Fanaka stated:

*“It is a situation where the leader and the lead take part in governing the school.”*

The Principal of Pendo School also concurred by declaring that:

*“It is when a principal involves major stakeholders such as parents, teachers and students in school governance.”*

They also explained that school leaders cannot be fully democratic. The Principal Fanaka secondary in his response when asked the extent to which his school is democratic remarked:

*‘I can’t say my school is fully democratic but as time goes by I try to embrace it in most of the school activities and programs.’*

Bäckman and Trafford (2007) in agreement to the above notion refer to four stages of democracy development in schools. In stage one there is no trace of democracy , stage two have some aspects of democracy, three further progression and in stage

four ; the ideal, where there is sharing of responsibilities even in difficult areas such as budget, curriculum among others.

Study findings from table 4.4 show that most of the principals 57.6 % strongly agreed and agreed that they give autonomy to teacher and in decision making when carrying out their duties. Contrary to these findings, only 30.1% of teachers strongly agreed and agreed with the aforementioned notion, 38.8% disagreed and strongly disagreed. These findings show a disparity in the findings of the two respondents. The principals viewed themselves as flexible in making decisions in school but the teachers thought otherwise. Principals should work towards creating a democratic school. Blase & Blase (1997) noted the importance of facilitative leadership by school principals in initiating, implementing and sustaining viable forms of teacher empowerment and shared decision making at the school level. From the interview responses, the principal Fanaka secondary school stated:

‘Teachers play a very important role in the school. Thus, I promote teacher participation in most decisions because better decisions will be made and greater satisfaction and commitment will prevail’.

From the principal’s response, it is evident that the principal is cognizant of the importance of teacher participation in school governance. According to Blum (2007) teachers who are given more autonomy and control over their work have higher morale.

Additionally, principals and teachers were also asked if they had open forums where students could discuss their welfare issues. Findings show that most of principals 56% stated rarely and never. On the other hand, 46.6% of the teachers indicated that they never and rarely have student forums .From the findings, it was clear that most secondary schools in Baringo County do not provide opportunities for students to

give their views on issues which affect them. To corroborate these findings, a Study conducted by Kiprop et.al (2012) investigating hindrances encountered by students and school administrators in involving students in decision making processes in secondary schools in Kenya revealed that students lacked forums to express their views; meaning that students were excluded from key decision making bodies. On students open forums the principal Pendo Secondary school remarked in the interview:

‘In my school I always have students’ forums once a month for each class. We hold these meetings on Saturdays. . I really work to create an open environment where I can react with my students freely. I also build the confidence of my students so that I can obtain their views on many issues’

This view is supported by Blum (2007) who opines that effective principals are good listeners and are open to suggestions from every stakeholder in the school.

Table 4.4 also reveals that majority of the respondents 75.7% and 67.7% of teachers and principals respectively stated that parents and students are rarely and never invited to staff meetings to give their views on issues that affect them. From the interview responses, the principals of both Fanaka and Pendo secondary schools stated that their students and teachers are not represented in their School Boards of Management (BOM) meetings. Holdsworth (1999) states that it is of necessity that all the stakeholders are involved, and have a voice: a fundamental principle of democratic schooling and therefore pupils have the right to have their views heard and taken into account by having student representation on school decision-making bodies.



Furthermore, when respondents were asked if school policies stress on important values such as respect, trust and hard work 98.5% of the principals and 78.9% of the teachers pointed that such values are always stated in their policies. Moreover, the respondents were asked if principal and teachers interact freely. Only 40.8% of the principals stated always and often, 42.4% pinpointed sometimes. On the other hand, majority of the teachers 46.7% indicated that they always and often freely interact while 30% sometimes and only 23.3% indicated rarely and never. The findings show that there is interaction between principals and teachers. These findings corroborates a study undertaken by Mauluko et.al (2009) who revealed that school heads used their superior knowledge and experience to direct and control the entire working of the school. A school principal plays a pivotal role in promoting democracy in school and thus need to demonstrate sound leadership and interpersonal skills to create welcoming, inclusive and trusting collaborative cultures in their schools (Blase & Blasé, 1999).

The study also sought to find out whether school rules are formulated through negotiations and consultation with students. Only of the principals 31.8% of the principals stated always and often while the majority 57.6 % indicated that they rarely and never consult. On the other hand, 47.8% of teachers indicated rarely and never. This is a clear indication that in most schools, there is no consultation with students when formulating school rules. Bäckman and Trafford (2007) suggest that the schools entire behaviour code and rules should be devised through consultation and negotiation with the student body and that student council should play their part as authority figures in implementing them and seeing that they are enforced.

The respondents were also asked if the school principals interpret school rules for their students. Majority of the principals 87.7% indicated often and always but on the

contrary most of the teachers 55.5% % stated that principals rarely and never interpret school rules to students. It can be concluded from the teachers' response that school principals do not interpret school rules for their students. According to Bäckman and Trafford (2007) democratic process stages, these schools are in step one; where the school management sets and enforces rules even when students clearly resent or resist them.

#### **4.3.2 Students Response on Extent to which School Governance is Democratic**

In seeking to investigate more about extent to which school governance is democratic. Students responded to questions similar to the principals and the teachers based on the school leadership, value centered education, cooperation, communication, involvement and students discipline to assess the extent to which their schools are democratic. This is shown in table 4.5

**Table 4.5: Students Response on Extent to which School Governance is Democratic**

ITEM	NO. & %	Always /Often	Sometimes	Rarely /Never	TOTAL
Your school has open forums for students to discuss their welfare issues	NO. %	35 19%	52 28.3%	97 52.7%	184 100%
Students and parents rep. invited to staff meetings to give their views on issues which affect them	NO. %	24 13%	33 17.9%	127 69%	184 100%
School policies stress on the importance of values such as respect, hard work etc.	NO. %	171 92.9%	2 1.1%	11 6%	184 100%
Students and teachers interact after class	NO. %	67 36.4%	23 12.5%	94 51.1%	184 100%
The principal and teachers interpret school rules for students	NO. %	66 35.9%	29 16.3%	89 47.8	184 100%
Formulation of school rules and regulations is through negotiations and consultation with students	NO. %	16 8.7%	1 0.5%	167 90.8%	184 100%

The study findings from table 4.5 reveal that only 19% pointed that they always and often have forums where they can discuss welfare issues without victimization, while the majority 52.7% pinpointed rarely and never. This is clear indication that most schools in Baringo County under estimate the importance of providing forums for students to air their views. To corroborate these findings Tikoko *et al* (2011) argue that students hardly have the opportunity to express themselves because school

administrators have remained autocratic in the way they manage their institutions. This could be the reason student unrests which have been experienced in the recent past in some public secondary schools in Baringo County.

The students were also asked if they are invited to staff meeting to give their views on issues which affect them. An astounding 69% stated rarely and never. These findings affirm the principals and teachers response on the same (see table 1). Based on these results, it can be concluded that students in Baringo county public schools are not given a chance to air their view in staff meetings. To corroborate these findings, a study by Chemutai & Chumba, (2014) revealed that student councils were excluded from key decision making areas of the school such as curriculum issues, school budget, school fees, formulation of school rules, and discipline of students and deciding on the nature of punishments. There is need to give students a chance to attend meetings especially when their consent or contributions is required on some issues. This will help create a democratic environment in a school.

Majority of the respondents 92.9 % stated that their school policies always stressed on the importance of value such as respect, trust and hard work among others. These findings are similar to the principals and the teachers response fig 1. Which establish the fact that school policies uphold values that encourage democracy in schools. Renuka (2012) suggest that values should not only be expressed in printed curricular but should be fundamental and central in the operation of school life. Further Inman & Burke (2002) see treating pupils with respect as a vital element in this democratic ethos thus like so much of the living reality of democracy in a school, respect given and respect received create a virtuous circle.

It is further realized from table 2 that 36.4% of the respondents stated that they always and often interact with their teachers after class, 12.5% sometimes, the majority 51.1 rarely and never. These findings are congruent with findings on table 1 where we have only 46.7% of teachers stating that they always and often interact with their students after class hours. These findings reveal that teacher-student interaction in Baringo County is minimal.

Moreover the respondents were asked if they take part formulating school rules and regulations; the majority of the respondents 90.8% pointed that they rarely and never take part. These are similar to findings in table 1 where the principals and teachers affirmed that students are not involved in setting up of school rules. Furthermore, most of the respondents 47.8% stated rarely and never on the issue of the school principal and teachers interpreting school rules for them. It can thus be concluded that meaningful student participation in school governance in Baringo County public schools has not taken root as expected. A study carried out by Rianga (2013) on methods used to enhance students discipline in public secondary schools also revealed that teachers and students were not closely involved in the creation as well as review of school rules.

#### **4.4 Practices that Promote Democratic school Governance**

**H<sub>01</sub>:** *There is no statistically significant relationship between school principal's practices and democratization in schools.*

#### 4.4.1 Regression Analysis

The table below 4.6 is the summary model of the regression analysis tabulating the model summary. This table provides the  $R$ ,  $R^2$ , adjusted  $R^2$ , and the standard error of the estimate, which was to determine how well a regression model fitted the data:

**Table 4.6: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.760 <sup>a</sup>	.577	.559	5.69097

a. **Predictors:** (constant), Student council meetings, Informal meetings with the principal, parents meetings, Teachers representation in BOM, Students representation in BOM

The "R" column represents the value of  $R$ , the *multiple correlation coefficient*.  $R$  can be considered to be one measure of the quality of the prediction of the dependent variable; in this case, school governance. A value of 0.760, indicates a good level of prediction. The "R Square" column represents the  $R^2$  value (coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (Student council meetings, Informal meetings with the principal, parents meetings, Teachers representation in BOM, and Students representation in BOM). It is the proportion of variation accounted for by the regression model above and beyond the mean model. The value of 0.577 that the independent variables explain 57.7% of the variability of our dependent variable, Democratic School Governance. However, there was also need to be able to interpret "Adjusted R Square" (*adj. R<sup>2</sup>*) to accurately report data. The first indicator of generalizability was the adjusted R Square value, which is adjusted for the number of variables that were included in the regression equation. This was used to estimate the

expected shrinkage in R Square that would not generalize to the population because the solution is over-fitted to the data set by including too many independent variables.

If the adjusted R Square value were much lower than the R Square value, it would be an indication that the regression equation may be over-fitted to the sample, and of limited generalizability. For this problem under analysis, R Square = .577 and the Adjusted R Square = .559. These values are very close, indicating minimal shrinkage based on this indicator.

#### 4.4.2 ANOVA

The *F*-ratio in the ANOVA table (table 4.7) tests whether the overall regression model is a good fit for the data. The table shows that the independent variables (Student council meetings, Informal meetings with the principal, parents meetings, Teachers representation in BOM, Students representation in BOM) statistically significantly predict the dependent variable (School Governance),  $F(4, 95) = 32.393$ ,  $p < .0005$  (i.e., the regression model is a good fit of the data).

**Table 4. 7: ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig</b>
1. Regression					
Residual	<b>4196.483</b>	<b>4</b>	<b>1049.121</b>		
Total	<b>3076.778</b>	<b>95</b>	<b>32.387</b>	<b>32.393</b>	<b>.000<sup>b</sup></b>
	<b>7273.261</b>	<b>99</b>			

#### 4.4.3 T-test

The t-test was used for testing the statistical significance of each of the independent variables i.e. Student council meetings, Informal meetings with the principal, parents meetings, Teachers representation in BOM, Students representation in BOM.

This tests whether the unstandardized (or standardized) coefficients are equal to 0 (zero) in the population. Since  $p < .05$ , it is concluded that the coefficients are statistically significantly different to 0 (zero). Student council meetings  $p=.010$ , Informal meetings with the principal  $p=.000$ , parents meetings  $p=.000$ , Teachers representation in BOM  $p=.000$ , Students representation in BOM  $p=.000$ . The  $t$ -value and corresponding  $p$ -value are located in the "t" and "Sig." columns, respectively, as highlighted below:



**Table 4. 8: T- test Testing the Statistical Significance of each of the Independent Variables**

Model	Unstandardized		Standardized		95.0 % Confidence		
	Coefficients		Coefficients		Interval for B		
	B	Std. Error	Beta	T	sig	Lower bound	Upper Bound
1 (constant)	87.830	6.385		13.756	.000	75.155	100.506
Student meetings	-.165	.063	-.176	-2.633	.010	-2.90	-.041
Informal Meetings	-.385	.043	-.677	-8.877	.000	-.471	-.054
Parents meetings	-.118	.032	-.252	-3.667	.000	-.182	-.299
Teachers BOM	13.560	1.357	.748	8.976	.000	10.888	15.877
Students BOM	13,208	1.344	.756	9.875	.000	10.987	16,546

**F=32.393;**

**R=0.76;**

**R<sup>2</sup>=0.577**

Therefore we reject the null hypothesis that states that there is no significant relationship between structures and processes put in place by school principal and democratic school governance and accept the alternate which states there is a statistical relationship between structures and processes put in place by school principal and democratic school governance. Apple and Beane (1999) opine that democratic schools involve creating democratic schools involve creating democratic structures and processes in the school is carried out. Dimmock (1995) concurs that

fundamental characteristic of democratic schools include appropriate decision making structure, procedures and processes. Thus, this basically means that it is necessary to have structures and processes in place.

#### 4.4.4 Students Response on Practices that Promote Democratic School Governance

Students are regarded as important stakeholders of a school and thus it was important to get their views on practices and processes that enhance democracy in their schools. Table 4.9 below gives their responses.

**Table 4. 9: Response on Practices that Enhance Democratic School Governance (Percentages)**

ITEM	NO. & %	Always /Often	Sometimes	Rarely /Never	TOTAL
Students hold student council meetings	NO. & %	46 25%	28 15.2%	110 59.8%	184 100%
Students in your school are represented in the school governance bodies (BOM)	NO. & %	2 1%	0 0%	182 98.9%	184 100%
You go out for team building sessions with your teachers	NO. & %	7 3.8%	33 17.9%	144 78.3%	184 100%
Students have informal meetings with the principal to express their views and grievances	NO. & %	8 4.2%	46 25%	130 70.5%	184 100%

From the table 4.9 above it is seen from the table above that majority 59.8% rarely and never held student meetings, 22.3% never and 25% indicated always and often, 1, while 15.2 % sometimes .On if student represented in the Board of Management during meetings in schools an astounding 98.9.% of the students stated that they are rarely and never represented. The results show that most of the schools in the county never involve their students in Board Management meetings. Principals of both schools in the interviews however stated that their students and teachers are not represented in their school boards of management (BOM). It is clear that students participation in the BOM should be looked into as stated earlier. From the table it also be noted that 78.3 and stated never and rarely respectively on whether they went out for team building sessions with their teachers. This reveals that teacher-student teamwork in Baringo County is rarely practiced. Social events for staff and students is very important because it helps them bond and students feel open with their teachers. This can help avert build up emotions within the students. When asked if they have informal meetings with the principal to express their views and grievances. The findings show that only 4.2% often and always had such meetings while 70.5% rarely and never had such meetings. These results reveal that Baringo County students do not have regular informal meetings with school principal to express their views and grievances. From the interviews the principal Pendo Secondary school gave more information on how she practices democracy especially when handling students. She stated:

*'In my school, I practice open door policy for students. I meet my students in open forums and I listen to all their views according to their classes once in a term. I also visit them in their classes during preps and once in a while I join them in the dinning for lunch or supper. I really work to create an open environment where I can react with my students freely. I also build the confidence of my students so that I can obtain their views'*

Blum (2007) opines that students who are given responsibilities and opportunities to lead and contribute build their competencies and self-confidence. The principals of both schools also mentioned that they practiced open communication channels. The principal Fanaka Secondary said they have suggestion boxes for students views. He said:

*“The suggestion boxes are opened once in a fortnight and the issues and grievances identified are addressed in student forums which I hold once in a month’*

Hess and Johnson (2010) and November et al. (2010) concur that the principal has to ensure that structures are in place to advance democratic practice. Smit and Oosthuizen (2011) further posit that a democratic culture will only develop through democratic practices, and these principals promoted collegiality, communication, participation, human rights, collaboration, support and trust.

#### **4.5 Principals Perception of Democratic School Governance**

As perceived by teachers, principal administrative abilities in task management, human relations, teacher support, human relationships can be used to determine the principal perception towards democratic school leadership (Floyd, 2011).

##### **4.5.1 Principals and Teachers Response on Principals Perception of Democratic School Governance**

Table 4.9 gives the principals and teachers responses on the principal perception of democratic DSG. The items on the questionnaire are based on the aforementioned themes.

**Table 4.10: Principals and Teachers Response on Principals Perception of Democratic School Governance**

ITEM	Respondents	NO. & %	Strongly agree/ Agree	Undecided	Disagree/ Strongly disagree	TOTAL
principal gives autonomy to teachers in decision making	Principal	NO. 52 % 57.6%	26 28.3%	14 15.1%	92 100%	
	Teacher	NO. 27 % 30%	29 31.1%	36 38.8%	92 100%	
Principal walks around to strengthen the morale of staff and students	Principal	NO. 59 % 63.3%	17 18.2%	17 18.2%	92 100%	
	Teacher	NO. 38 % 42.2%	18 20%	36 37.7%	92 100%	
Students to take part in decisions which affect them	Principal	NO. 28 % 30.4%	35 37.9%	29 33.3%	92 100%	
	Teacher	NO. 36 % 40%	32 33.3%	24 26.7%	92 100%	
Students elect their leaders through voting	Principal	NO. 76 % 84.7%	5 6%	11 12.1%	92 100%	
	Teacher	NO. 71 % 76.7%	8 8.9%	13 14.5%	92 100%	
You students independent learners and discover students talents	Principal	NO. 72 % 78.5%	14 15.2%	6 6.1%	92 100%	
	Teacher	NO. 25 % 27.8%	29 31.1%	38 41.4%	92 100%	
principal interacts freely with all teachers	Principal	NO. 79 % 86.3%	3 3%	10 10.6%	92 100%	
	Teacher	NO. 24 % 26.7%	8 8.9%	60 64.4%	92 100%	
Personnel policies are arrived at democratically	Principal	NO. 48 % 51.1%	26 28.8%	18 19.7%	92 100%	
	Teacher	NO. 52 % 55.5%	22 24.4%	18 20%	92 100%	

Study findings from table 4.10 show that most of the principals 57.6 % strongly agreed and agreed that they give autonomy to teacher and in decision making when carrying out their duties. Contrary to these findings, only 30 % of teachers strongly agreed and agreed with the aforementioned notion, 38.8% disagreed and strongly disagreed. These findings show a disparity in the findings of the two respondents. The principals viewed themselves as flexible in making decisions in school but the teachers thought otherwise. Principals should work towards creating a democratic school. Blase and Blase (1997) noted the importance of facilitative leadership by school principals in initiating, implementing and sustaining viable forms of teacher empowerment and shared decision making at the school level. From the interview responses, the principal Fanaka secondary school stated:

*‘Teachers play a very important role in the school. Thus, I promote teacher participation in most decisions because better decisions will be made and greater satisfaction and commitment will prevail’.*

From the principal’s response, it is evident that the principal is cognizant of the importance of teacher participation in school governance. According to Blum (2007) teachers who are given more autonomy and control over their work have higher morale.

Additionally, they were asked if the principals spend considerable time outside office to strengthen the morale of the staff and students. In response to this majority of the principals 63.3% strongly agreed and agreed. On the other hand, majority of teachers 42.2% disagreed and strongly disagreed on the same. These results also bring in their different views of the school principals and the teachers. School principals should show appreciation of tasks that are well done by walking around the school. This

makes the teachers and workers feel appreciated. From the interviews, the principal Pendo secondary School remarked:

*‘ I do a lot of walking around the school compound, visiting students in their classes during preps and once in a while I join them in the dining hall for lunch or supper, I also make impromptu walks to the school farm ,the school kitchen, etc. where I can interact freely with my teachers, students and the non- teaching staff’*

From this response it can be noted that the school principal interacts with staff and students to some extent. Bryan and Hayes (2010) opine that creating caring relationships contributes to a democratic environment. Furthermore, respondents were asked if the students choose their prefects body democratically and results from table 4.10 shows that 84.7% of the principals strongly agreed and agreed. Similarly majority of teachers 76.7% strongly agreed and agreed. It is clear from the findings that most secondary schools in Baringo County choose their student council body democratically.

The principal Fanaka Secondary school also gave an interesting contribution. He said:

*‘In my school before elections are done students are taught on importance of democracy, how to conduct themselves during elections, transparency and the qualities of a good leaders. This entrenches democracy in students which in turn will make them good leaders’.*

From the response, it can be concluded that this is a characteristic of a school is stage three in the democratization process of a school according to Bäckman and Trafford (2007) where he states that at this stage student council exists, systematic and comprehensive information is given, practical training and resources are availed to the students. In a speech at the fourth national secondary schools student leaders in April 2012, the Chief Justice of Kenya Mutunga (2012) affirmed that democracy remains the best form of government invented by man. He further states that the

thrills of freedom, value of accountability, are irreplaceable democratic tenets that help humanity realize its potential.

On student centered learning, 78.5% of the principals strongly agreed and agreed that they encouraged student centered learning. 27.8% of the teachers agreed and strongly agreed while the majority 41.4% disagreed and strongly disagreed that they practiced student centered learning. The findings from the teachers' response indicate that teaching methods in Baringo secondary schools are not student centered. Toshalis & Nakkula (2012) opine that the concept of listening to the student voice is central to the idea of student-centered pedagogies. According to Vavrus et-al (2011) student-centered approaches, particularly that use participatory teaching materials, have a substantial impact on students developing the ability to apply democratic ideals outside the classroom and engage in their community.

The teachers were also asked if the principals interact freely with them. As shown in table 4.10, 64.8% disagreed and strongly disagreed but on the other hand most of the principals 86.3% and strongly agreed and agreed that they interact with teachers freely. From the teachers' responses, it can be revealed that principals do not interact freely with their teachers. These findings corroborates a study undertaken by Mauluko et.al (2009) who revealed that school heads used their superior knowledge and experience to direct and control the entire working of the school. A school principal plays a pivotal role in promoting democracy in school and thus need to demonstrate sound leadership and interpersonal skills to create welcoming, inclusive and trusting collaborative cultures in their schools (Blase & Blasé, 1999).



#### 4.6 Constrains that Hinder Democratic School Governance

To answer research question four; constraints principals face in enhancing democratic school governance. The sampled school principals and teachers answered to a set of items in the questionnaire as shown in table 4.11

**Table 4.11: Principal and Teachers Responses on Constrains that Hinder Democratic School Governance**

ITEM	Respondents	NO. & %	Strongly agree/ Agree	Undecided	Disagree/ Strongly disagree	TOTAL
Lack of interest among parents	Principal	NO. %	54 59.1%	14 15.2%	24 25.7%	92 100%
	Teacher	NO. %	36 39.2%	32 34.8%	24 26%	92 100%
Lack of awareness among parents	Principal	NO. %	38 41.1%	20 21.1%	34 37.8%	92 100%
	Teacher	NO. %	52 56.6%	16 17.4%	24 26.1%	92 100%
Communication barriers	Principal	NO. %	58 63.1%	10 10.9%	24 26%	92 100%
	Teacher	NO. %	53 57.6%	17 18.5%	22 23.9%	92 100%
Lack of support from BOM	Principal	NO. %	36 39.1%	33 35.9%	23 25%	92 100%
	Teacher	NO. %	49 53.2%	13 14.2%	30 32.6%	92 100%

Study findings from the table above reveal that most of the principals 59.1% agreed and strongly agreed that lack of interest among parents hinders Democratic School Governance (DSG). On communication barriers majority of the principals 63.1% agreed and strongly agreed that communication barrier hinders effective democratization of schools. Communication was also highlighted as a barrier by the teachers as a factor which hinders effective DSG as majority of the respondents 57.6% strongly agreed and agreed. It was also established from the teachers that lack of awareness among parents hindered DSG as majority of the respondents 56.6% strongly agreed and agreed. The teacher findings also show that lack of support from the Board of Management (BOM) hinders DSG as of the respondents 53.2% strongly agreed and agreed respectively while 39.1% strongly agreed and agreed. It can therefore be revealed from the above findings that lack of interest among parents, awareness and communication are barriers to democratic school governance in Public secondary schools in Baringo County. According to (Meier, 2003) democratic school culture is characterized by a lot of human intervention. Jamali et al., (2006) are in agreement that good teamwork is motivated in school by good leadership and effective communication. Responses from the interviews carried out on two principals of Pendo and Fanaka secondary school on constraints that hinder DSG were categorized into the following themes:

### **Lack of Support from Parents**

The principal of Fanaka secondary schools complained that most parents do not show up for important meetings despite being notified through text messages and other means of communication. The principal further stated that parents have not taken

ownership of their schools as they should; Parent, teacher meetings for example he says gives parents a chance to see what happens in the classrooms but unfortunately most parents do not use the opportunity.

Research confirms that according to the natural phenomenon when children know they are being held responsible for their learning, they will be encouraged to learn and, therefore, the interest to learn and motivation to stay in school longer will, assist in their achievement levels (Ingram, Wolfe, & Lieberman, 2007). The school principal of Pendo secondary school also concurred with his colleague. She stated that parents are very important stakeholders and if they do not have their support, it impacts democracy in the school. She also noted that there are many cases when some students do not want to be part of students' council because their parents deny them.

On the other hand the principal Pendo of secondary school came up with a pertinent issue on parents' socio economic status which is a challenge to the democratization of schools. She said that majority of parents are from low socio economic backgrounds and some do not attend school meetings because they cannot afford travel expenses; and for the few who attend, most are passive participants. Parental participation should be encouraged despite the varied socio economic backgrounds of the parents'. Mncube (2008) in a study on parental involvement in school governance in South Africa came up with similar findings that lack of participation is related to a level of education of parents in general, lack of education on parental involvement in school activities, and difficulty in attending meetings. He however suggests that school leaders should look for ways of encouraging parental involvement in school activities and that existing educators should be given the necessary in-service training on parental involvement. They would then be in a position to encourage parents to

deliberate and engage in dialogue about school activities. In this way there would be a great potential for the voice of parents to be heard and they would feel a sense of belonging and hence engage fruitfully in dialogue and debate pertaining to school governance, where they would feel included in decision making processes.

### **Time**

Principals cited time as another constrain to democratic school governance. Both principals stated that the process of consultation is time consuming especially when handling issues with varied opinions or matters which require urgency. Principal of school Fanaka secondary school revealed that in some instances he makes unilateral decisions. He stated that delays could impact negatively on the functioning of the school. Woods and Gronn (2009) in support assert that decisions may be delayed substantially and the direction of the organization can be rendered unclear by prolonged debates.

### **Curriculum**

The school curriculum as stated by principal one has no room for democracy to thrive for the learners. They argued that curriculum does not emphasize on student centred learning and schedules are very tight and thus timetabling for extra time for student peer learning and personal study remains a challenge.

Principal Fanaka secondary stated that huge workload and wide syllabus makes student centered teaching hard to practice. She said that it would have been the ideal in some cases but exams dictate. He reiterated that exams demand so much from the students and this reduces the teacher to “chalk and talk”. A similar argument is put forth by Frank and Huddleston (2009) who posit that the existing curriculum in many

schools in Europe over-emphasized learner assessment placing practical restrictions on democratic practices.

The principal school Pendo secondary also suggested that apart from academic learning, there should be integration of democratic education in the syllabus. This fact is supported by Soudien (2004 et al) who state that formal schooling has immense potential to develop democratic culture and build democratic citizenship, the requisite democratic skills, values and knowledge need to be developed within the teaching force before these can be inculcated in the young.

### **Training in Democratic Participation**

The school principals cited lack of training among stakeholders on their role as active participants of school management. The principal of Fanaka secondary school stated that some of the members of the school board did not have an idea of the Basic education Act. Tsotetsi et-al (2008) argues that training should be done based on needs of their members for effective decentralized and cooperative school governance.

The principal of school Pendo secondary school also stressed on the training for students for meaningful involvement to make the students understand their roles and responsibilities in a democratic school. She said that students take the issue for democracy as freedom to challenge school rules. Thus, training is very important as students are informed on what is expected from them as member of the student council. All the roles players should have skills such as problem solving skills, conflict resolution, time management, change management and financial planning (VarWyk, 2004). Collinson and Cook (2007) further state that time needs to be set aside for learners and teachers to discuss democracy in their schools.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter provides a summary of the study findings, conclusions and recommendations derived from the results of the study. The implications of the findings are discussed and suggestion made for further research.

#### **5.2 Summary of the Study Problem and Methodology**

Democracy is important in so far as providing the citizen of a country the greatest possible measure of freedom and encouragement for the individual to develop his own talent, initiative and moral responsibility (Chand & Prakash, 2007). Dewey (1916) asserts that if individuals are to pursue and establish a democratic way of life, they must be afforded opportunities to learn the meaning of that way of life. In other words a democratic society should afford members of a society freedom of individual developments, self-expression, equality, participation, dialogue and right to be heard.

Schools in Kenya need to foster a democratic way of life and principals need to be instrumental in this process. Studies by Heystek 2004: Botha 2006: and Marishane, 2009 reveal the principal as a figure who plays a crucial role in bringing about democracy in an institution. Cases of students' unrest have been reported in Kenya as back as 1908 when Maseno Secondary school students went on strike (Republic of Kenya, 2001). Since then there has been an increase in frequency and number for example in 2008, nearly 200 Secondary schools were involved in unrests. In Baringo

County, reports from the County Education office indicate that unrests have been on the rise; for instance four secondary schools experienced unrests in August, 2013. School principals' leadership skills and experience, among other factors were cited as the major causes of these challenges (MOEST 2001, 2008, Kiprop 2012).

In spite of the important role of the principals play in enhancing democracy in schools, most research undertaken on democracy have focused on students and teacher participation in school governance. The purpose of this study thus was to explore the experiences and practices of school principals in enhancing democratic school governance (DSG). The study thus sought to fill the gap in research on role of the school principal in promoting democracy in public secondary schools in Kenya.

Important variables which could impact on the study were identified and operationalised during the study based on extensive review of the available literature as well as interactions with authorities in the area of educational leadership and management. The following variables were assumed as possible prediction of how principals' enhanced DSG in their institutions; extent of democracy, practices that promote democracy, the principals' perception of DSG and factors which hinder DSG was also identified as a variable.

The study utilized descriptive cross sectioned survey strategy that adopts a mixed methods approach. It was conducted in selected public secondary in Baringo County. Simple random sampling, stratified and purposive sampling methods was used to identify a sample of 370 participants. The study employed descriptive and inferential statistics in the clarification and interpretation of results.

### 5.3 Summary of the Main Findings of the Study

Findings from objective one of the study showed that 66.6% percent of the principals stated that they always and often upheld democracy in their school while 37.6% of teachers indicated that their principals were rarely and never democratic. From the interviews, one of the principals reported that schools cannot be fully democratic but she tries to embrace it in most of the school daily activities. From the interview the principals also understood the notion of DSG as they mentioned participation, shared and decision making which are the basic democratic principles.

Majority of the respondents 75.7% and 67.7% of teachers and principals stated that students are never invited to staff meeting to give their views on issues which affect them. Similarly, 69% of the students also states that they are rarely and never invited to staff meetings to give their views. The findings also indicated that 90.8% of students reported that they rarely and never take part in formulation of school rules and regulations. It was also found at that school policies stressed on important values such as respect, trust and hard work as stated by 98.5 % of principals and 78.9% of teachers.

The findings from the hypothesis of the study shows that the independent variables statistically significantly predict the dependent variable (School Governance),  $F(4, 95) = 32.393, p < .0005$ , the null hypothesis is rejected that states that there is no significant relationship between structures and processes put in place by school principal and democratic school governance thus we accept the alternate.

Regarding the principals perception of democratic governance 57.6% of the principals strongly agreed and agreed that they give teachers astronomy in decision making. Also 63.3% of principals strongly agreed and agreed that they spend



considerable time outside office to strengthen the morale of the teacher, students and non-teaching staff. On the other hand 42.2% of the teachers disagreed and strongly disagreed that principals do not spend time outside their offices. From the interviews the principals underscored the importance of involving teachers most decision in their school and also the importance of spending time outside office in order to interact with students, teacher and school workers.

Most of the principals 84.7% and 76.7% of teachers agreed and strongly agreed respectively that they elect their student council democratically. Sixty four point eight percent of teachers disagreed and strongly disagreed that their principals interact freely with them. On student centered learning 78.5% of the principals strongly agreed and agreed that they encouraged students centered learning while 41.4% of teachers stated that they rarely and never practice it.

On constraints that hinder DSG, 59.1% of school principals that cited lack of interest among parents hinders DSG, 39.2 % of the teachers agreed and strongly agreed on the nation. Also 57.6%, of teachers and 63.1% of principals agreed and strongly agreed that communication constrains DSG. Lack of support from the BOM as also identified by 53.2% of teachers and 39.1% of principals as a constraint which hinders DSG in public secondary schools in Baringo County.

Findings from interviews with the principals of both Fanaka and Pendo secondary schools also identified lack of support from parents, time, curriculum and lack of training majorly for the members of the BOM and teachers. However in the face of these challenges the principals were trying to create democratic schools.

#### **5.4 Conclusions**

The study findings show that there is still need for school principals to be enlightened or how to lead schools democratically because they are still in the process of democratizing their schools and some democratic procedures such as student participation in BOM are in the introductory stages thus they need training on how to involve them meaningfully. Principals viewed themselves as autonomous and flexible in school governance though teachers thought otherwise. Also, most school principals do not interact freely with their teachers though they appreciated the importance of teacher and parents' participation in school governance. It was also clear that most public secondary school do not provide opportunities for their students to give their view on issues which affect them and they were excluded from key decision making bodies. It was also concluded that there was no consultation with students when formulating school rules and that principals and teachers do not interpret these rules for their students. Thus in it can be concluded that meaningful student participation in school governance has not taken root as expected.

Further, Schools need to build structures that engender the participation of stakeholders because there is a relationship between structures put in place by school leaders and democratic school governance. This can be done through strengthening structures parents forums, students councils, Barazas among others.

On principal perception on DSG, it can be concluded that Principals viewed themselves as autonomous and flexible in school governance though teachers thought otherwise. Also, most school principals do not interact freely with their teachers though they appreciated the importance of teacher and parents' participation in school

governance. It was also concluded that students centered learning has taken root in most school though many schools principals appreciate the election of students council democratically.

The teachers and principals identified communication, parent's apathy and lack of awareness, lack of support from BOM, time, curriculum and lack of training among stakeholders as barriers to DSG in public secondary schools.

### **5.5 Recommendations**

The result of this study indicate that most public secondary schools are in the process of democratizing their school and the school principal is instrumental in creating a democratic school alongside other stakeholders.

The following recommendations were made from the findings and conclusion of the study.

- a) The Ministry of Education should develop to policy on education for democracy where school administrators would be trained in order to impact to knowledge, skills and values democracy in their institution.
- b) There is need for school administrators especially to school principals to implement education policies such as the provision of the Basic Education Act 2012 on school governance, child friendly schools (CFS) which empower students to take part in decision making process in schools and also provide them with channels they air their grievances. Students' council should also be given special training on leadership. School principals should also create opportunities for student and staff to meet outside classroom e.g. organizing sports events, sharing lunch facilities and other recreation areas

- c) School administrator should involve students in policy making, give students substantial role when setting up school rules and regulations. Bäckman and Trafford (2007) opine that students are the real expert on what school rules should look like to be realistic and easy to follow. They further state that students should be made aware of their rights and also their responsibilities.
- d) School principals school act as role models, source of inspiration for students, for parents and non-teaching staff. They should ensure that all process that school is carried at democratically and have respect for stakeholders' voices. This can be done by ingeniously creating structures for participation they should also encourage students centered learning by providing resources of teaching and also facilitate the processes that promote education democracy.
- e) The Ministry of Education should review their curriculum and integrate democratic principles in their pedagogy which emphasizes on participatory interactive teaching and learning methods.
- f) It is also recommended that teachers should also be trained on advancing democratic attitudes and skills with regard to the students. It also is need for training of the BOM and PTA members to facilitate the process of implementation democratic school practices in schools. School principals should strive to ingeniously engender parental participation in school governance.

## **5.6 Areas of Further Research**

The following areas are recommended for further research.

- (i) Further research on how principals enhance democracy could be undertaken looking at factors like increasing the sample size to include parents and non- teaching staff.
- (ii) This study found out that student participation DSG is minimal. An in depth study should be undertaken to document the views and experiences of learners on democratic school governance.
- (iii) In a democratic school, parental participation is crucial .A Study should be carried out on the relationship between parental participation in school governance and student discipline.

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**APPENDICES****Appendix I: Letter of Introduction to School Principals**

**Moi University,  
P.O Box 3900,  
Eldoret.  
Date.....**

**Dear Sir/Madam,**

**PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL**

The researcher is a postgraduate student at Moi University pursuing a Doctor of Philosophy (D.Phil) course. I am conducting a research on the role of school principal in enhancing democratic school governance. I would be grateful if you and your teachers and students take part in the study. The findings will be handled with utmost confidentiality.

Yours faithfully,

Kandie, S. J

**Appendix II: Questionnaire for Principals**

**Moi University,  
P.O Box 3900,  
Eldoret.**

**15<sup>th</sup> June, 2014**

**Dear Sir/Madam,**

**RE: REQUEST TO PARTICIPATE IN THE STUDY**

I am a postgraduate student at Moi University pursuing a Doctor of Philosophy (D.Phil) course. I am conducting research **on principal's experience and practice in enhancing democratic school governance in Kenya.**

You have been identified as a possible respondent for the above study based on the fact that you are holding the position of school principal in a public secondary school. Participation is entirely out of your own volition and very necessary for the success of this study. Your participation will no doubt enhance the usefulness of the research to the society. The findings of the study will be handled with utmost confidentiality.

Yours faithfully,

Sheila Kandie

0722408500 Shejeru@yahoo.com

**INSTRUCTIONS**

This questionnaire is designed to provide a profile of your experience, practice and perception of democratization of your school. You are requested to consider each question in the context of your school for the duration you have been principal.

Read each statement carefully and then tick **the number** that best fits the specific response. For the response for each statements.

**Thank you.**

**Section A: Demographic Information**

1. Type of school:
  - National [ ]
  - Extra County [ ]
  - County [ ]
  - Sub County [ ]
  
2. Indicate your gender
  - Male [ ] Female [ ]
  
3. Tick as appropriate your age bracket
  - 30 -39 [ ] 40-49 [ ] 50 and above [ ]
  
4. Period as a principal in the current station
  - Less than 1 year [ ]
  - 1-4 years [ ]
  - Over 4 years [ ]
  
5. Highest academic qualification
  - Diploma [ ] Degree [ ] Masters [ ]
  - Other (specify) .....

**SECTION B: Extent of Democratization in Schools.**

6. Please read the list of statements and questions below and rate your response on rating scale of 5-1,

(1= Always 2 = often 3 = sometime 4 = rarely 5 = Never)

Statements	1	2	3	4	5
<b>Governance and leadership</b>					
You uphold democratic principles in day to day running of the school					
Have you invited the BOM to have meetings with teacher and students					
Your school has open forums for students where they can discuss their welfare issues without victimization.					
Are your Students invited to staff meetings to give their view on some issues					
<b>Value centred Education</b>					
School policies stress on the importance of values such as respect, hard work etc.					
<b>Cooperation, Communication and Involvement</b>					
students and teachers interact after classes					
Most of your Parents are involved in monitoring students work alongside teachers.					
Your school keeps parents informed about its own agenda					
Do you hold informal meetings with teachers					
Do you utilize the suggestion boxes in your school					
<b>Student Discipline</b>					
You usually interpret school rules for your students					
formulating school rules and regulations is done through negotiations and consultation with students					



**SECTION C: Practices in Place that Promote Democratic School Governance.**

**7. The following are practices that can be put in place in schools to promote democratic school leadership. In a rating scale of 5-1, rate the existence of the following practices in your school.**

**( 1= Strongly Agree    2 = Agree    3 = undecided    4 = Disagree    5= Strongly Disagree)**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Student council (Barazas)</b>					
Students hold student council meetings					
Students have informal meetings with the principal to express their views and grievances.					
<b>Parents Forums</b>					
The principal and parents have frequent meetings					
<b>Participation in Decision Making</b>					
Students in your school are represented in the school governance bodies (BOM)					
Teachers in your school are represented in BOM meetings					
Students in your school are allowed to choose methods of instruction they prefer.					
Teachers willingly take part in decision making					
You make some decisions affecting parents without consulting them					
<b>Non teaching staff</b>					
How often do you hold meetings with the non teaching staff.					
<b>Delegation</b>					
How often do you delegates duties to teachers					
<b>Teamwork</b>					
How often do you take teachers out for team building sessions					
The school administration promotes team work among teachers and the non teaching staff.					

**SECTION C: Principal Perception Democratic School Governance.**

**8 .Please read the list of statements below and state your opinion on a rating scale of 5-1, (1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Leadership</b>					
You have a great deal of autonomy when it comes to decision making.					
You spend considerable time outside office to strengthen the morale of staff and students					
The school administration allows students to take part in decisions which affect them					
Your Students choose their prefects body democratically through voting					
<b>Student learning</b>					
You put effort to make students independent learners and attempt to discover students' talents and interest.					
<b>Human Relations</b>					
You interact freely with all teachers					
Personnel policies are arrived at democratically					

**SECTION D: Constraints to Democratic School Governance.**

**9. Using the scale of 5-1, indicate the factors that hinder Democratic school governance in school**

**(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
lack of interest among parents					
Lack of awareness among parents					
Educational policies					
Communication barriers					
Lack of support from BOM					
Financial constrains					

10. Are there any other factors not listed in (9) above that constrain democratization in your school? If your answer is yes, list the factors

.....

.....

.....

**Appendix III: Questionnaire for Teachers**

**Moi University,  
P.O Box 3900,  
Eldoret.**

**15<sup>th</sup> July,2014**

**Dear Sir/Madam,**

**RE: REQUEST TO PARTICIPATE IN THE STUDY**

I am a postgraduate student at Moi University pursuing a Doctor of Philosophy (D.Phil) course. I am conducting research **on principal's experience and practice in enhancing democratic school governance in Kenya.**

You have been identified as a possible respondent for the above study based on the fact that you are a teacher in a public secondary school. Participation is entirely out of your own volition and very necessary for the success of this study. Your participation will no doubt enhance the usefulness of the research to the society. The findings of the study will be handled with utmost confidentiality.

Yours faithfully,  
Sheila Kandie

0722408500 Shejeru@yahoo.com

**INSTRUCTIONS**

This questionnaire is designed to provide a profile of your experience, practice and perception of democratization of your school. You are requested to consider each question in the context of your school for the duration you have been a teacher.

Read each statement carefully and then tick **the number** that best fits the specific response.

**Thank you.**

**Section A: Demographic Information**

1. Type of school:
  - National [ ]
  - Extra County [ ]
  - County [ ]
  - Sub County [ ]
  
2. Indicate your gender
  - Male [ ] Female [ ]
  
3. Tick as appropriate your age bracket
  - 30 -39 [ ] 40-49 [ ] 50 and above [ ]
  
4. Period as a teacher in the current station
  - Less than 1 year [ ]
  - 1-4 years [ ]
  - Over 4 years [ ]
  
5. Highest academic qualification
  - Diploma [ ] Degree [ ] Masters [ ]
  - Other (specify) .....

**SECTION B: Extent of Democratization in Schools.**

6. Please read the list of statements and questions below and rate your response on rating scale of 5-1,

(1= Always 2= Often 3 = Sometimes 4 =Rarely 5 = Never)

Statements	1	2	3	4	5
<b>Governance and leadership</b>					
Your principal upholds democratic principles in day to day running of the school					
Your school has open forums for students where they can discuss their welfare issues without victimization.					
Are your Students invited to staff meetings to give their view on issues which affect them					
<b>Value centred Education</b>					
School policies stress on the importance of values such as respect, hard work etc.					
Your students and teachers meet after class					
<b>Cooperation, Communication and Involvement</b>					
How often does your principal in collaboration with the counseling department hold meetings to address students' social, emotional and physical needs					
Your school keeps parents informed about its programmes					
Do you utilize suggestion boxes for in your school?					
<b>Student Discipline</b>					
Your principal usually interprets school rules for your students					
You discuss and agree on mode of punishment with your students					
Formulation school rules and regulations is done through negotiations and consultation with students					

**SECTION C: Practices in Place that Promote Democratic School Governance.**

**7. The following are practices that can be put in place in schools to promote democratic school leadership. In a rating scale of 5-1, rate the existence of the following practices in your school.**

**(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Student council (Barazas)</b>					
Students hold student council meetings					
Students have informal meetings with the principal to express their views and grievances.					
<b>Parents Forums</b>					
The principal and parents have frequent meetings					
<b>Participation in Decision Making</b>					
Students in your school are represented in the school governance bodies (BOM)					
Teachers in your school are represented in BOM meetings					
<b>Non teaching staff</b>					
Do you have formal or informal meetings with your non teaching staff					
How often does your principal delegate duties to teachers?					
The school administration promotes team work among teachers and the non teaching staff.					

**SECTION C: Principal Perception Democratic School Governance.**

**8 .Please read the list of statements below and state your opinion on a rating scale of 5-1**

**(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Leadership</b>					
Your principal has a great deal of autonomy when it comes to decision making.					
Your principal spends considerable time outside office to strengthen the morale of staff and students					
The school administration allows students to take part in decisions which affect them					
Your Students choose their prefects body democratically through voting					
<b>Student learning</b>					
Your principal always impresses upon teachers to practice student- centered instruction.					
Your principal puts effort to make students independent learners and attempt to discover students' talents and interest.					
<b>Human Relations</b>					
Your principal interacts freely with all teachers					
Your Principal ensures that personnel policies are arrived at democratically					



**SECTION D: Constraints to Democratic School Governance.**

**9. Using the scale of 5-1, indicate the factors that hinder Democratic school governance in schools**

**(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

Items	1	2	3	4	5
Lack of interest among parents					
Lack of awareness among parents					
Communication barriers					
Lack of support from BOM					
Principals leadership style					

10. Are there any other factors not listed in (9) above that constrain democratization in your school? If your answer is yes, list the factors

.....

.....

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.....

**Appendix IV: Questionnaire for Students**

**Moi University,  
P.O Box 3900,  
Eldoret.**

**15<sup>th</sup> June, 2014**

**Dear Sir/Madam,**

**RE: REQUEST TO PARTICIPATE IN THE STUDY**

I am a postgraduate student at Moi University pursuing a Doctor of Philosophy (D.Phil) course. I am conducting research **on principal's experience and practice in enhancing democratic school governance in Kenya.**

You have been identified as a possible respondent for the above study based on the fact that you are a student in a public secondary school. Participation is entirely out of your own volition and very necessary for the success of this study. Your participation will no doubt enhance the usefulness of the research to the society. The findings of the study will be handled with utmost confidentiality.

Yours faithfully,

Sheila Kandie

0722408500 Shejeru@yahoo.com

## **INSTRUCTIONS**

This questionnaire is designed to provide a profile of your experience, practice and perception of democratization of your school. You are requested to consider each question in the context of your school for the duration you have been a student.

Read each statement carefully and then tick **the number** that best fits the specific response. For the response for each statements,

**Thank you.**

### **Section A: Demographic Information**

1. Type of school:
  - National [ ]
  - Extra County [ ]
  - County [ ]
  - Sub County [ ]
  
2. Indicate your gender
  - Male [ ] Female [ ]

### **SECTION B: Extent of Democratization in Schools.**

3. Please read the list of statements and questions below and rate your response on rating scale of 5-1,

(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)

Statements	1	2	3	4	5
<b>Governance and leadership</b>					
Your school has open forums where students can discuss their welfare issues without victimization.					
Are Students invited to staff meetings to give their view on some issues					
<b>Value centred Education</b>					
School policies stress on the importance of values such as respect, hard work etc.					
How often do you meet teachers after class					

<b>Student Discipline</b>					
Your principal usually interpret school rules for you					
Students discuss and agree on mode of punishment with your school administration					
Setting up school rules and regulations is done through negotiations and consultation with students					

### **SECTION C: Practices in Place that Promote Democratic School Governance.**

**4. The following are practices that can be put in place in schools to promote democratic school leadership. In a rating scale of 5-1, rate the existence of the following practices in your school.**

**(1= Strongly Agree    2 = Agree    3 = undecided    4 = Disagree    5 = Strongly Disagree)**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Student council (Barazas)</b>					
students hold student council meetings					
Students have informal meetings with the principal to express their views and grievances.					
<b>Participation in Decision Making</b>					
Students in your school are represented in the Board of Management					
<b>Teamwork</b>					
Do you go out for team building sessions with your teachers?					
The school arranges for social events for staff and students e.g sports					

**SECTION C: Principal Perception Democratic School Governance.**

**5. Please read the list of statements below and state your opinion on a rating scale of 5-1,**

**(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Leadership</b>					
The school administration allows students to take part in decisions which affect them					
Your Students choose their prefects body democratically through voting					
<b>Student learning</b>					
Teachers to practice student- centered teaching.					
Your principal attempts to discover students' talents and interest.					
Students in your school are allowed to choose methods of teaching they prefer.					
<b>Human Relations</b>					
You interact freely with all teachers					
You interact freely with your principal					

**SECTION D: Constraints to Democratic School Governance.**

**6. Using the scale of 5-1, whereby 1 means little significance whereas 5 mean most significant, indicate the factors that hinder Democratic school governance in schools**

**(1= Strongly Agree 2 = Agree 3 = undecided 4 = Disagree 5 = Strongly Disagree)**

<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Communication barriers					
Lack of support from principal					
School atmosphere					
Lack of interest among teachers					

7. Are there any other factors not listed in (6) above that constrain democratization in your school? If your answer is yes, list the factors

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.....

.....

**Appendix V: Interview Schedule For Selected School Principals****A. Extent of democracy in schools**

1. What do you understand by democracy in schools?
2. Why do you think your school is democratic?
3. How does the school principal encourage parent involvement?
4. How do you involve teachers in decision making?
5. How do you involve students in school governance?

**B. Structures in place that promotes democratic school governance?**

1. What structures have you put in your school to promote democracy

**C. Perception of Democratic school governance.**

1. What is your perception of democratic school governance?

**E Measures that Constrain Democratic School Governance**

1. What challenges do you face in promoting Democratic School Governance?

**Appendix VI: Recommended Sample Size From A Given Population**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key: “N” is population size

“S” is sample size.

Source; Krejcie & Morgan (1970).



## Appendix VII: Research Permit



**MOI UNIVERSITY**  
*Office of the Dean School of Education*

Tel: (053) 43001-8  
 (053) 43555  
 Fax: (053) 43555

P.O. Box 3900  
 Eldoret, Kenya

**REF: MU/SE/PGS/54**

**DATE: 14<sup>th</sup> January, 2015**

**The Executive Secretary**

National Council for Science and Technology  
 P.O. Box 30623-00100

**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH PERMIT IN RESPECT OF SHEILA JERUTO  
 KANDIE - (EDU/D.PHIL.A/1007/11)**

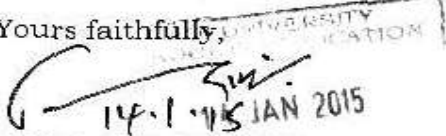
The above named is a 2<sup>nd</sup> year Doctor of Philosophy (D.Phil) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her D.Phil Studies that she conducts research and produces a thesis. Her research is entitled:

**“Enhancing Democratic School Governance in Public Secondary Schools in Kenya: Principals Experience and Practices.”**

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

  
 14.1.2015 JAN 2015  
**PROF. J. N. KINDIKI**  
**DEAN, SCHOOL OF EDUCATION**

JNK/d5

## Appendix VIII: Research Authorization



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref. No.

Date:

**21<sup>st</sup> April, 2015**

**NACOSTI/P/15/2302/5431**

Sheila Jeruto Kandie  
Moi University  
P.O. Box 3900-30100  
**ELDORET.**

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

Following your application for authority to carry out research on *“Enhancing Democratic School Governance in public secondary schools in Kenya: Principals experience and practices”* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **16<sup>th</sup> December, 2015.**

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

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

  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Baringo County.

The County Director of Education  
Baringo County.

### Appendix IX: Research Permit

**THIS IS TO CERTIFY THAT:  
MISS. SHEILA JERUTO KANDIE  
of MOI UNIVERSITY, 0-30400  
kabarnet, has been permitted to conduct  
research in Baringo County**

**Permit No : NACOSTI/P/15/2302/5431  
Date Of Issue : 21st April, 2015  
Fee Received :Ksh 2,000**

**on the topic: ENHANCING DEMOCRATIC  
SCHOOL GOVERNANCE IN PUBLIC  
SECONDARY SCHOOLS IN KENYA:  
PRINCIPALS EXPERIENCE AND  
PRACTICES**



**for the period ending:  
16th December, 2015**

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

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

#### CONDITIONS

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



**REPUBLIC OF KENYA**



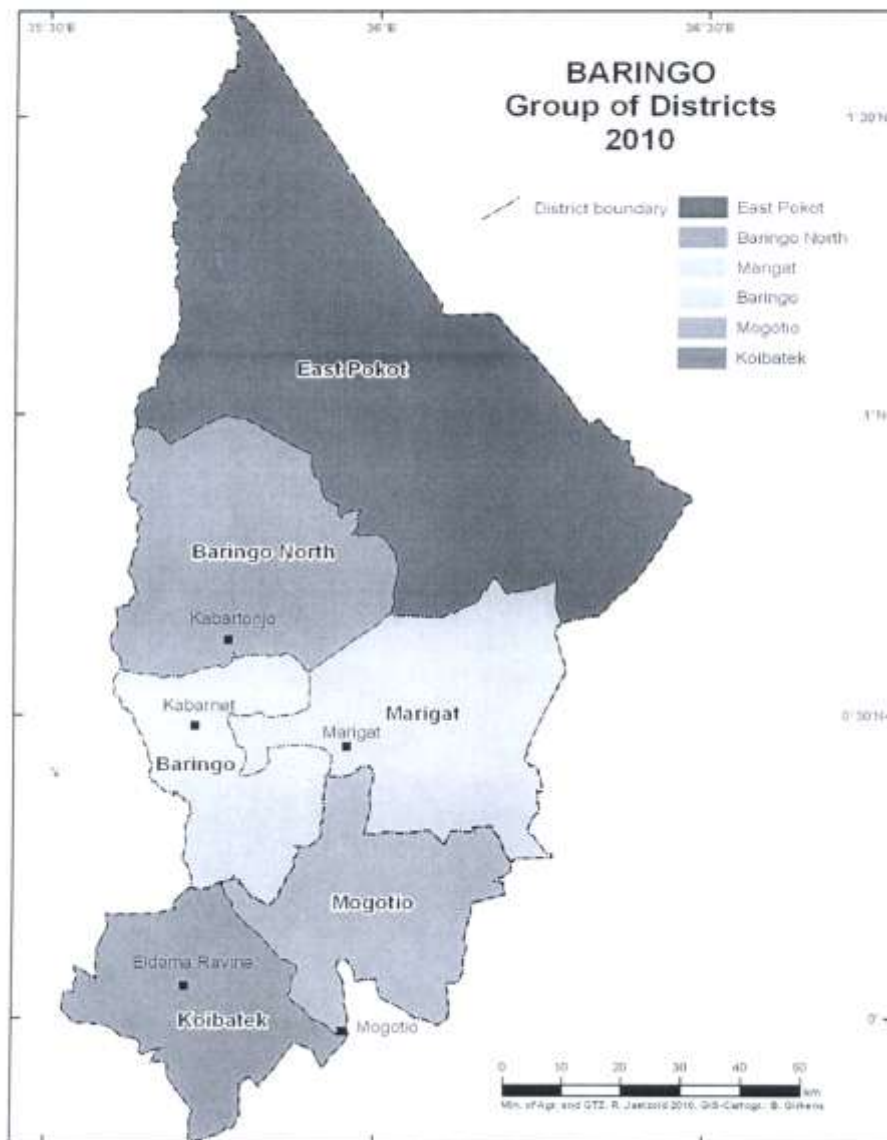
**National Commission for Science,  
Technology and Innovation**

#### RESEARCH CLEARANCE PERMIT

**Serial No. A 4970**

**CONDITIONS: see back page**

## Appendix X: Map Of Baringo County



**SOURCE: KENYA National Bureau of Statistics KNBS Baringo, 2013**

**Baringo County Administrative County**