DETERMINING THE INFLUENCE OF THE PRINCIPALS' USE OF PARTICIPATORY DECISION MAKING ON THE STATUS OF STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN KIAMBU COUNTY.

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ABSTRACT

This study was conducted to determinethe influence of the principals' use of participatory decision making on the status of students' discipline in secondary schools in Kiambu County. The study adopted a descriptive survey method and employed questionnaires and interview schedules to collect data. The study sample consisted of 15 principals, 21 deputy principals, 55 class teachers and 375 students from selected schools in the County. The quantitative data from questionnaires was analysed with the aid of SPSS (Statistical Package for Social Science) and presented using tables, graphs and pie charts. From the principals' interviews, research questions were analysed along thematic lines and presented using frequencies tables. The findings established that schools that had participative decision making practices had fewer cases of indiscipline (65.97%) as compared to schools which did not (68.87%).The study also noted that schools that did not use class meetings and suggestion boxes had higher cases of indiscipline (70.07%) and (70.33%) respectively.

Keywords: Participatory, Decision making,Secondary school, Principals, County, Kiambu, Kenya, Discipline Management, Practices.

INTRODUCTION

Organizational decisions ought to be made through participatory decision making because of the advantages that approach provides (Okumbe, 1998).One advantage of participatory decision making is that it helps in gathering a lot of knowledge and facts and gives a broader perspective to issues. In addition, the participants tend to feel satisfied when their views are considered (Gitome, Katola & Nyabwari, 2013). Thus, they can enthusiastically support the organizational

practices. This does not mean the decision making process might not consume time or be dominated by one person. However, the disadvantages are outweighed by the benefits.

Kabandize (2004) advocates for decision making by consensus involving students. However, heacknowledges that although this may not be possible for all issues, administrators should constantly talk about dangers of indiscipline to students. The frequency with which the school administration handles students' grievances can help in lessening problems concerning discipline (Mwamwenda, 1996). Studies note that when students do not have their grievances addressed or they are not involved in governanceand the school administration treats them harshly, they are likely to get into such vices as drug abuse and strikes (Onderi & Makori, 2013; Gitome, Katola & Nyabwari, 2013).

Studies also note that although participative leadership approach is important, some school principals face a few challenges that interfered with its implementation. The challenges include the fact that some head teachers may not have adequate time to handle students' grievances as they have to deal with low motivation and managing class sizes (Oduro, 2009). Onderi and Makori (2013) further note that in places like Southern Thailand, principals do their duties under intensified and vulnerable situations, insufficient funding and also dealing with the effect of the intensity of cultural unrest and safety of students and staff. These challenges may make it very difficult for the principal to meet the students especially on a one on one basis.

In terms of the areas in which students could be involved, it important to be clear as students tend to be involved if they are clear on the expectations (Holford, 2004). When students are involved in the activities such as making or reviewing of rules and regulations, they tend to feel responsible to uphold the rules to ensure the success of the organization.

On the other hand, it is important to note that when students' problems are not solved, they tend to get into vices such as boycotting classes, defiance to authority, destruction of school property, chronic absenteeism from school and truancy (Tiego & Kamore, 2015) alcohol and substance abuse (Oteyo & Kariuki, 2013) and strikes (Njoroge & Nyabuto, 2014). These vices sometimes lead to the students being chasedaway from the classroom or even schools closingindefinitely. Hence, students lose a lot of learning hours.

Statement of the problem

The problem of indiscipline among secondary school students in the Nation of Kenya seemed to be on the rise. This is despite the attempts by the government to put in place policies and

guidelines like participatory school governance and guidance and counselling with a view to improve school management. Kiambu County was among the worst affected. The County had been particularly prominent in media in matters concerning school discipline for issues such as boycotted classes, students going on rampage; destruction of property, chronic absenteeism; alcohol abuse and strikes and unrestsleading to the indefinite closing of schools. Hence, the students end up losing many hours that could have been put into class work and other opportunities. The situation is further aggravated by the fact there is a concern over the deteriorating academic standards which some studies linked to lack of discipline among students.

Research objectives

This study identified the following research objectives:

1. To determine the influence of the principals' use of participatory decision making on the status of students' discipline in secondary schools on Kiambu County.
2. To establish areas of governance in which the students were involved to ensure their discipline was maintained.

Theoretical framework

This study on principals' influence on students' discipline by involving them in participative decision-making is supported by a Contingency theory: Situational Theory of leadership by Paul Hersey and Ken Blanchard (Agrawal, 2007). It characterizes leadership in terms of task behavior and relationship behavior. The theory argues that for a management to be effective; first, the organizational design, managerial actions, policies and practices appropriate for the specific situations must be taken into consideration. Second, the management must shape its diagnostic skills to anticipate and comprehend changes and thirdly, the manager must have adequate human relation skills to accommodate change as well as ensure stability. These tasks can only be done effectively if the manager seeks followers' views and adequately involves them in governance in different ways. The situational model provides a view of thinking about leadership behavior in relation to group members in that competent people require less specific direction as compared to the less competent. Hence,attempts can be made to diagnose the readiness of group members before choosing the right leadership style. This in turn gives the manager time attend to supervisory duties. These are ingredients that can help in enhancing school discipline (UNESCO, 2014).

Methodology

Using Krejcie and Morgan (1970) sampling method a total of 15 principals, 21 deputy principals and 375 students, in addition to the 55 class teachers who were sampled using the Central Limit Theorem were identified from 21 public secondary schools in Kiambu County. In-depth interviews were conducted with the principals while questionnaires were used to collect data from the deputy principals, class teachers and students.

Instruments

To collect data for the study, two instruments were used. These were the questionnaires and interview guide. This study used questionnaires to gather information from the class teachers and deputy principals and students. While an interview guide for the principals in this study consisted of structured open-ended questions. All the instruments probed certain aspects of participatory decision making.

2.2 Validity and Reliability

Validity of the instruments was ascertained by making sure that items on the instruments were well constructed and sufficiently addressed the research objectives of the study. Reliability of the interview guide was established during the pretesting using the split half method which involved computing scores and correlating them using the Spearman- Rank formula.

RESULTS AND DISCUSSIONS

4.1 Principals' responses on involvement of students in decision making and students' discipline

The principals indicated that they provided students with various ways to enable them participate in decision making in the school. The findings are presented in Table 4.1:

Table 4.1. Principals' responses on involvement of students in decision making and discipline

Avenues of involvement	National	Extra County	County	F	%
1. Class meetings	1	7	6	14	93
2. Open door policy	2	6	6	14	93
3. Students' council	2	7	6	15	100
4. Suggestion box	2	7	4	13	87
5. Guidance and counselling	2	7	6	15	100
6. Subject teachers	2	7	6	15	100
7. Students' parents	2	7	6	15	100
8. Assemblies	2	6	6	14	93

Table 4.1., indicates that principals provided different avenues for students to participate in decision making. The avenues mentioned by all included: guidance and counselling department, an avenue through which the principals used to identify the students' needs and offer solutions where possible. However, some indicated that the teachers in charge of guidance and counselling were often overwhelmed by their workloads which included many lessons to be taught. The other avenues were: through subject teachers (100%), students' parents (100%) during annual general meetings, open days and any other day the parents had a concern about the school and students council (100%). Although all principals had put in place student councils, some indicated that the challenge with the students' council was that some students felt they could not be trusted because they were viewed as pro-administration. Thirteen (87%) indicated that their schools had suggestion boxes which were effective; while some among them felt students misused the suggestion boxes and wrote letters that were abusive both to the teachers and school administration.

4.2. Principals responses on areas in which students were involved in discipline management

The principals mentioned that they involved the students in the areas shown in Table: 4.2.

Table 4.2 Principals' responses on areas of involving students in decision making and discipline

Areas of involvement	National	Extra County	County	f	%
1. Designing school rules and regulations	1	7	6	14	93
2. Demanding accountability from students for their actions	2	7	6	14	93
3. Expecting students to report wrongdoings by others	2	7	6	15	100
4. Students giving their opinions on issues affecting the school	2	6	6	14	93
5. Students reporting their grievances	2	7	6	15	100

Table 4.2., indicates that 100% of the principals showed that students reported wrongs to the authority and also report their grievances. In addition, 93% of the principals mentioned that they always advised the students, especially during meetings, to be accountable for their behavior and to report any misbehavior witnessed within and outside the school compound. Also 93 % of the principals gave students opportunities to come up with ways to make the school better and urged them to pass their views through, class teachers, suggestion boxes, class representatives and the students' councils among other methods.

It is notable that not all principals indicated that students got involved in designing school rules and regulations; were held accountable and were allowed to give their opinions on issues affecting the school. This probably explains why the students did not adopt full ownership of the school and its governance; hence the high number cases of indiscipline experienced. This finding is in line with Holford's (2004) view that students only participate well in governance when they are clear on terms of involvement.

4.3. The deputy principals' responses on involvement of students in decision making and students' discipline

The deputy principals' responses on avenues of participation in decision making and the regularity of the avenues are presented in Table 4.3:

Table 4.17. The deputy principals' responses on avenues of participation in decision making

Avenue of participation in decision making.	Availability		Regularity			Total of the regularity (f) %
	Yes (f)	No (f)	Very often (f)	Often (f)	Rarely (f)	
1 Assemblies	12 (60)	8(40)	6	6	0	12 (57.14)
2 Class meetings	18(85.7)	3 (14.3)	12	5	1	18 (85.71)
3 Class representative	18(94.7)	1(5.3)	11	6	1	18 (85.71)
4 Suggestion box	13(61.9)	8 (38.1)	10	2	1	13 (61.90)
5 One on one with administration	12(57.1)	9 (42.9)	8	0	4	12 (57.14)
6 Letter writing	17(81.0)	4 (19.0)	7	6	4	17 (80.95)
7 Guidance and counselling	19(90.5)	2 (9.5)	9	6	2	17 (80.95
8 Open days	17(81.0)	4 (19.0)	8	6	3	17 (80.95)
9 Students council	18(90.0)	2(10.0)	10	6	2	18 (85.71)
10 Subject teachers	18(90.0)	2 (10.0)	10	6	2	18 (85.71)
11 School matron	11(55.0)	9 (45.0)	4	5	2	11 (52.38)

From Table 4.3, 69.47% of the deputy principals indicated that students' participation through the class representatives was the most available avenue. Then, least available avenues were through the matrons (55.0%) and one on one with the administration (57.1%). The most regularly used avenues were; class meetings (85.71%), through class representatives (85.71%), the students' council (85.71%) and through the subject teachers (85.71%) while the least regularly used avenue was through the matrons (52.38%). According to the deputy principals; therefore, only three items score less than 80 % in terms of being seen as a regular avenue of participation.

This implies that according to the deputy principals, most of the principals had made great attempts to comply with MoEST (2004) directive that effective communication in schools should be enhanced through suggestion boxes, school assemblies; house and class meeting, guidance and counseling sessions and open days. One the other hand, probably the challenge of meeting one on one meeting with the administration could be as a result of the large number of students in schools and the principals heavy work load (Davies & Brighouse, 2008) which might not have allow it to be very effective. Most of the principals seemed not to explore the avenue of students' participating through the matron which could be effective considering that some of the cases of indiscipline occurred in the students dormitories.

4.4. The deputy principals' responses on various areas that students participated in decision making:

The deputy principals' responses on various areas that students participated in decision making are presented in Table 4.4

Table 4.4. Deputy principals' responses on areas of students' participation in decision-making

Areas of participation	All the time		Sometimes		Rarely		Never	
	F	%	f	%	f	%	f	%
School sorts out grievances	11	52.4	5	23.8	0	0.0	2	9.5
Students review school rules	7	33.3	10	47.6	3	14.3	1	4.8
Students opinions considered	12	57.1	8	38.1	0	0.0	0	0.0

From Table 4.18, the deputy principals indicated that the school sorted out the students' grievances all the time (52.4%), reviewed rules sometimes (47.6%) and considered students opinions (38.1%). These figures were very low; which indicated that the participation was very low. The implications are that students had complains which they never voiced and these could

in turn could cause indiscipline in the school. In addition, because only half participated in the review of the rules, there were chances that the others did not feel obligated to keep them: hence, making them engage in acts of indiscipline. The findings, therefore; reveal that the principals did not engage students adequately in decision making activities. It is probable that many of the principals did not value students' opinions (Kiprop, 2012).

4.5.1 Class teachers' responses on avenues of participation in decision making avenues and their regularity

The Table 4.5 shows the class teachers' responses on the avenues and frequencies on the students used them.

Table 4.5. The class teachers' responses on avenues of participation in decision making and their regularity

Avenue of participation in decision making.	Availability		Regularity			Total
	Yes f (%)	No f (%)	Very often (f)	Often (f)	Rarely (f)	Number in regularity
1 Assemblies	32 (38.2)	23 (41.8)	11	15	5	31(56.36)
2 Class meetings	52 (96.2)	3 (14.3)	12	5	1	48(87.27)
3 Class representative	53 (96.4)	2 (3.6)	25	18	8	51(92.72)
4 Suggestion box	51 (92.7)	4 (7.3)	27	16	6	49(89.09)
5 One on one with administration	46 (83.6)	9 (16.4)	8	20	17	45(81.81)
6 Letter writing	42 (76.4)	13 (23.6)	18	14	9	41(74.54)
7 Guidance and counselling	52 (94.5)	3 (5.5)	27	21	3	51(92.72)
8 Open days	32 (58.2)	23 (41.8)	9	11	10	30(54.55)
9 Students council	51 (94.4)	3(5.6)	21	23	5	49(89.09)
10 Subject teachers	44 (81.5)	10 (18.5)	12	21	8	41(74.55)
11 School matron	26 (48.1)	28 (51.9)	3	9	12	24(43.64)

According to Table 4.5., the class teachers indicated the following as the two most common ways of participation in most schools: class representatives (96.4%) and class meetings (96.2%). On the other hand, the avenues least available were: through the matrons (48.1%) and the school assemblies (38.2%). The most regular avenues though were through guidance and counselling and class representatives both at 92.72%. The least explore was through the matrons (43.64%).

These finding from the class teachers showed that most of the effective avenues of participation were within the classroom. This was probably because students spent most of the time within this area of the school. Notable is the fact that in some schools, 38.2 % of the class teachers indicated that the school assembly was not a regular avenue of participation yet in all schools school assemblies were held at least twice a week. This could indicate that most of the communication in the assemblies was from the teachers to the students- one way communication- a factor that could lead to indiscipline (Njoroge & Nyabuto, 2014). The findings, therefore, reveal that the principals had not made the avenues regular as all the avenues had below 55% in terms of regularity which could also reflect their ineffectiveness.

4.5.2. Class teachers' responses on various areas that students participated in decision making:

The responses from the class teachers are presented in Table 4.20

Table 4.20. Class teachers' responses on the areas of students' participation in decision making

Areas of participation	All the time		Sometimes		Rarely		Never	
	F	%	f	%	f	%	f	%
School sorts out grievances	32	58.2	16	29.1	1	1.8	2	3.6
Students review school rules	18	32.7	13	23.6	23	41.8	1	1.8
Students opinions considered	21	38.2	28	50.9	4	7.3	1	1.8

According to Table 4.20., 58.2% which just above average, of the class teachers noted that students had more of their grievances sorted out all the time as opposed to 41.8% who indicated that they rarely involved in review of school rules. In terms of students opinions being taken into account only 50.9% affirmed. The findings also reveal that few class teachers indicated that students did not participate in some areas at all. This means principals did not fully involve the students in key areas like setting class rules. This lack of involvement leaves an allowance for students to be involved in acts of indiscipline (Gitome, Katola & Nyabwari, 2013).

Figure 4.6., also shows the areas of students' participation according to the class teachers.
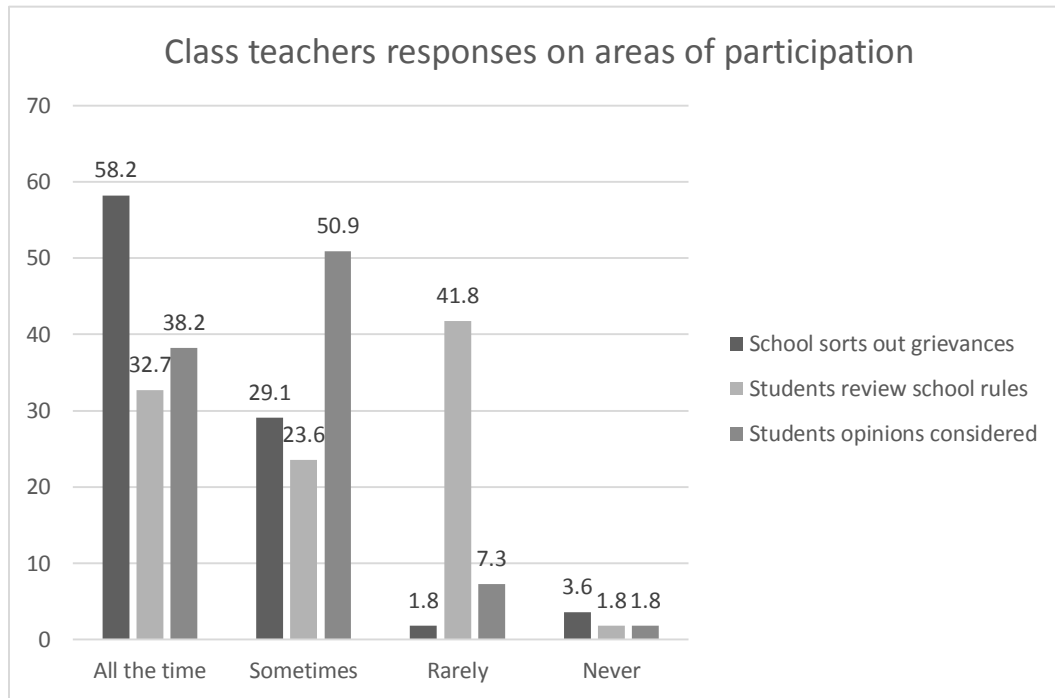
Figure 4.6. Class teachers' responses on areas of participation

From Figure 4.6 only 58.2%, just about half of the class teachers' indicated that student grievances were sorted out all the time. Even fewer (41.8%) noted that the students were rarely involved in reviewing school rules. Again, only half (50.9%) indicated that students' opinions were considered only sometimes. These findings also indicate that principals did not allow students to participate in some areas of decision making effectively; hence, making them prone to be involved in indiscipline acts.

4.5.8. Students' responses on participation in decision making avenues

The students' responses to involvement in decision making are presented in Table 4.21:

Table 4.21. Students' responses on availability and regularity of participation in decision making avenues

Avenue of participation in decision making.	Availability		Regularity			Total
	Yes f (%)	No f (%)	Very often (f)	Often (f)	Rarely (f)	number of regularity (%)
1 Assemblies	154 (37.1)	218 (52.5)	52	51	44	147(39.2)
2 Class meetings	295 (71.1)	77(81.6)	110	123	49	282(75.2)
3 Class representative	265 (63.9)	108 (26.0)	62	109	84	255(68.0)
4 Suggestion box	201 (48.4)	173 (41.7)	72	45	77	194(51.73)
5 One on one with administration	107(25.8)	265 (63.9)	14	42	49	105(28.0)
6 Letter writing	150 (36.1)	223 (53.7)	39	29	75	143(38.13)
7 Guidance and counselling	244 (58.8)	127 (30.6)	61	90	56	207(55.2)
8 Open days	143 (34.5)	228 (54.9)	23	70	43	136(36.27)
9 Students council	282 (68.0)	89 (21.4)	124	90	56	270(72.00)
10 Subject teachers	200 (48.2)	171 (41.2)	45	66	77	188(50.13)
11 School matron	90 (21.7	281 (67.1)	20	35	30	85(22.67)

The findings from Table 4.21., indicate that 71.1% of the students revealed that they participated through class meetings and 68.0% through the students' council. Only 22.67% indicated participation through the school matron and 25.8% through one on one with the school administration. The most regular avenues for participation were mentioned as follows: class meetings (72.5%) and through the students' council 72.0%). The least regular being through the matrons (22.67%) and one on one with administration (28.0%). Generally, the percentages of involvement as indicated by the students were lower compared to the other respondents.

The use of class meetings as a way of participation could be a popular because the students met in their classes every day however, it was still not fully effective at about 75%. In addition, the students' council could be most preferred because the students in the council were chosen by fellow students although vetting is done by the teachers. Nevertheless, the percentages could seem to agree with the principals views that students did not fully trust the council. It is notable that the avenues that involved teachers directly like guidance and counselling (55.2%) and subject teachers (50.13%) were not very regular. This could imply that the either the teachers were so busy with academic work or the relationship between the teachers and students was not very strong; an aspect the principals needed to look into.

The study notes that one on one meeting with the administration had improved from 17% (Karanja and Bowen, 2012) to 28%. The slow improvement could still be explained by the current large number of students in schools and the principals heavy work load (Davies & Brighouse, 2008) which might not allow it to be very effective. In addition, the use of school assemblies improved by 10% from the study by Karanja and Bowen (2012) which indicated that 29% of the students they interviewed aired their view though assemblies. There was also a major improvement on the usage of suggestion boxes to 51.73% up from 11% from the same study.

However, from the students' findings, the principals' influence on the status of students' participation in decision making had not been very effective as eight of the avenuesscored 55% and below in terms of regularity.

4.5.9 The students' responses on areas of participation in decision making

The students' responses on their areas of participation is presented in Table 4.22

Table 4.22 Students' responses on the areas of students' participation in decision making

Areas of participation	All the time		Sometimes		Rarely		Never	
	f	%	f	%	f	%	f	%
School sorts out grievances	57	16.1	161	45.6	95	26.9	40	11.3
Students review school rules	34	9.2	83	22.4	91	24.5	163	43.9
Students opinions considered	85	22.9	130	35	80	21.6	76	20.5

From the students' responses in Table 4.22, participation in decision making was very low as mentioned by fewer students: making their grievances known (45.5%), giving opinions (35.0%) while 43.9 % were never involved in review of school rules. The reason for not involving students could be the belief that young people may not add much to the running of institutions.

However, the dangers were that the principals were exposing the institutions to acts of indiscipline by not allowing students' participation (Karanja & Bowen, 2012).A factor that could eventually lead to unrest especially if they feel some rules are harsh (Njoroge & Nyabuto, 2014). Van Pelt (2009) notes that that one of the ways to handle adolescents is to allow them to own ideas even if the ideas come from the adults.

4.5.10. Cross tabulation of students' responses on   regularity of avenues of participation and school categories

The students' responses on regularity of avenues of decision making according to their school categories are presented in Table 4.23:

Table 4.23. Cross tabulation of students' responses on regularity of avenues of participation and school categories

Avenues of participation		Very often	Often	Rarely	Total	%	Never
1.During school assemblies	National	9	6	9	24	32.43	24
	Extra County	20	27	17	64	43.84	81
	County	23	18	18	59	38.06	91
2.Class meeting	National	28	22	7	57	77.03	12
	Extra County	38	56	13	107	73.29	33
	County	44	45	29	118	76.13	32
3.Class representative	National	9	15	20	44	59.46	27
	Extra County	14	43	38	95	65.07	48
	County	39	51	26	116	79.45	33
4.Suggestion box	National	11	6	14	31	41.89	41
	Extra County	29	14	24	67	45.89	77
	County	32	25	39	96	61.94	55
5.One on one with administration	National	0	5	12	17	22.97	55
	Extra county	10	17	15	42	28.77	102
	County	4	20	22	46	29.68	108
6.Letter writing	National	5	9	20	34	45.95	37
	Extra County	25	13	32	70	47.95	73
	County	9	7	23	39	25.16	113
7.Guidance and Counselling	National	15	23	14	52	70.27	18
	Extra County	17	36	28	81	55.48	60

	County	29	31	40	100	64.52	49
8.Open days	National	4	19	6	29	39.19	42
	Extra County	12	35	26	73	50.00	70
	County	7	16	11	34	21.94	34
9.Students council	National	24	22	10	56	75.68	14
	Extra County	43	32	20	95	65.07	48
	County	57	36	26	119	76.77	27
10.Subject teachers	National	6	17	14	37	50.00	33
	Extra County	19	24	28	71	48.63	71
	County	20	25	35	80	51.61	67
11.Matron	National	1	11	8	20	27.03	50
	Extra County	10	8	10	28	19.18	116
	County	9	16	12	37	23.88	115

National 49.26   Extra County 49.37   County   49.92

Table 4.23., shows that avenues of participation were almost equal in all the categories. It is however, notable that the various principals gave priority to different avenues, for example, at the National schools, students indicated holding more class meetings (77.03%), and on use guidance and counselling (70.27%). Meanwhile, the avenues that Extra County schools led in had lower scores, for example, school assemblies and open days (50%) and writing of letters to the administration (47.95%). Lastly, County schools used class representatives (79.45%) and students' councils (76.77%) more with the percentages fairly being higher. It is also notable that in all categories, the principals had not fully ensured that all avenues were fully exploited as all avenues had scores below 80%.

The findings also indicated that percentages on one on one meeting with the school principals were low on all categories. In addition, the percentages on regularity of guidance and counselling were also low considering that the MoEST has been endeavouring to see it being applied effectively in schools(KEMI, 2014). This is probably because the syllabus coverage is too wide to allow adequate time. That implies then that the principals need to liaise with the Ministry of Education Science and Technology to ensure the effectiveness of that avenue of participation.

4.5.11. Cross tabulation of cases of indiscipline and availability of avenues of participation

Table 4.24 shows cross tabulation of cases of indiscipline and availability of avenues of participation

Table 4.24 Cross tabulation of cases of indiscipline by avenues of participation

Avenues of participation	Availability	Strikes	Sneaking out	Exam cheating	Noise making	Fighting students	Fighting Teacher	Illicit Relations	Drug & substance abuse	Incomplete assignment	Rudeness	Littering environment	Sleeping classes	Missing Preps	Stealing property	Missing lesson	Untidy dressing	percentages
One on one	Yes	51	79	63	94	60	28	24	64	85	66	71	92	61	97	74	80	
communication	%	50.1	76	62.4	91.3	58.8	26.9	22.9	61	81.7	62.1	67	86.7	582	914	70.6	74.8	65.12
	No	142	190	159	242	188	51	106	117	219	179	184	223	169	245	192	201	
Writing letters	Yes	51	110	81	133	104	25	57	93	130	100	100	130	89	138	103	107	
	%	34.9	764	56.7	91.8	71.6	17	38.6	62.9	87.9	67.1	67.6	87.9	59.8	93.3	69.6	73.7	66.05
	No	143	159	141	204	145	54	73	148	175	176	156	186	141	205	164	173	
G& C	Yes	126	168	151	217	163	54	82	155	197	183	158	211	154	227	182	180	
	%	53	712	654	91.1	68.2	22.6	34.2	64.6	81.8	64.8	66.1	86.6	63.6	93.9	75.2	74.1	67.28
	No	67	101	67	119	85	24	48	86	107	89	97	104	76	115	84	101	
	%	54.9	81.4	55.3	93.7	68	19.3	38.6	69.4	87	71.2	77.6	87.4	61.3	92	67	80.8	69.06
Open Days	Yes	67	103	91	131	93	20	58	96	118	97	108	124	96	131	109	109	
	%	48.2	75.8	66.5	92.9	67.4	14.1	41.1	68.1	84.3	68.3	76.6	87.3	67.5	91.7	76.6	76.7	68.94

	No	125	166	131	204	154	59	72	145	185	147	146	191	133	210	156	171	
	%	56.6	73.8	57.1	91	68.1	26.4	32.1	64.7	81.8	65.5	65.4	87.6	59.4	93	69.3	75.6	66.71
Students Council	Yes	138	193	161	253	194	51	86	170	233	174	183	239	167	258	199	205	
	%	50.6	70.8	59.7	90.9	70.6	18.6	31	61.3	83.5	62.3	66	85.7	59.6	92.1	71.3	73.1	65.44
	No	55	76	61	83	54	27	44	71	71	71	72	76	63	84	67	76	
	%	63.2	86.3	55.7	95.4	60.7	30.7	51.2	81.5	81.6	81.5	82.7	93.8	73.3	96.4	76.1	86.3	74.78
Participation in class	Yes	138	212	173	264	119	60	94	194	238	194	196	255	179	271	212	225	
	%	48.2	74.4	61.1	91.7	69.1	20.8	32.4	66.9	81.8	66.3	67.3	87.4	61.4	92.9	72.6	76.8	66.94
	No	54	56	50	71	49	18	35	46	66	50	58	60	50	72	54	57	
	%	72.0	73.7	65.8	92.2	63.7	23.6	46.7	61.4	86.9	57.1	78.4	87	66.6	100	71	75	70.07
Class rep.	Yes	135	193	158	238	180	54	84	171	221	168	179	228	162	243	193	197	
	%	52.3	74. 8	62	90.0	69.2	20.6	32.2	65.3	84.1	63.6	67.8	86.4	61.5	92	73.3	74.6	66.86
	No	59	76	65	98	69	25	46	70	84	77	76	88	68	100	74	85	
	%	56.8	73	62	94.2	65.1	24.2	43.8	67.3	80.1	73.9	74.4	89.7	64.8	95.2	69.8	80.3	69.66
Assemblies	Yes	78	103	84	135	101	26	48	90	125	92	100	126	92	140	109	106	
	%	52.3	68.7	56.4	90	66.5	17.3	32	59.1	82.2	60.2	65.7	835	60.9	92.8	72.2	62.2	66.88
	No	115	165	139	200	147	52	81	150	179	152	154	189	137	203	157	176	

	%	54.2	78.1	66.2	93.1	69.1	24.2	25.7	70.5	83.3	71.1	72.3	89.9	63.5	93.5	72.1	81.5	69.27
Suggestion box	Yes	92	135	106	181	140	36	63	124	169	135	139	172	112	183	137	149	
	%	47.2	69.2	54.5	91.9	71.1	18.1	31.8	62.4	84.5	68.2	69.9	86.5	56.3	92.1	68.8	74.5	65.44
	No	103	134	117	156	110	43	61	117	137	111	117	145	118	161	131	134	
	%	61.3	79.8	70.1	91.7	64.7	25.6	39.6	69.6	81.1	64.9	69.7	88.5	69.4	94.3	76.6	78.4	70.33
Matron	Yes	41	50	51	79	53	12	26	46	74	54	47	74	54	83	60	62	
	%	477	58.6	60.7	89.7	63.1	13.7	29.1	52.9	85	61.5	55.4	84.1	60.7	93.3	68.2	69.7	88.92
	No	152	219	171	257	195	66	104	195	230	191	208	241	176	259	206	219	
	%	555	79.7	62.4	92.7	69.6	23.9	37.9	70.5	82.5	68.7	73.9	88.7	63.6	93.2	73.8	78.5	69.69

Total averages   **Yes to participation   68.48%**   **No to participation   69.72%**

In Table 4.24 the findings show that students who indicated more avenues of participation in their schools also indicated lesser cases of indiscipline (68.48%) as compared to their counterparts who were in schools where the avenues were lacking (69.72%). Most notable was that schools that had more participation through students' council indicated lesser cases of indiscipline (65.44%) as opposed to those who did not (74.78%). In addition, schools that had more participation through suggestion boxes also indicated lesser cases (65.44%) as opposed to (70.33%) in schools that had no suggestion boxes. The findings confirm the theoretical framework that an effective manager, in this case the principal, ought to have relationship behavior which engages in two-way or multi-way communication which include such activities as listening and providing encouragement in order to maintain discipline in the school.

5.3. Conclusions

The study concludes that generally students were not involved in decision making especially in areas that concerned them such as review of school rules and regulation. Most schools did not exploit the avenues of students participating through the school matron and subject teachers yet these could be effective avenues considering that these people were present with the students most of the time. In addition, class meetings were not fully exploited as an avenue of participation yet it could be useful in forming effective teams building units. In schools where students were involved in decision making, there were fewer cases of indiscipline (68.49%) as compared to schools where they were not involved (69.72%).

Recommendations

1. The Ministry of Education Science and Technology should find ways and means to make guidance and counselling an effective avenue for students' communication.
2. The principals need to expand the students' participation in decision- making in areas such as airing of grievances and review of school rules through open forums and suggestion boxes so that the students own the rules and become responsible for managing their own discipline in the institutions.
3. The principals need to create more time to communicate one on one with students. They also need to see how best to involve matrons and subject teachers in becoming effective avenues of communication.
4. The class teachers and subject teachers can explore ways to build strong teams through their classes to enhance school governance.

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